**December 2023**

*Please share with your faculty:*

**Using Rubrics for Self-Assessment**

Providing students ahead of time with an analytic scoring rubric that will be used to score their assignments is a great way to encourage students to self-assess their own work. Rubrics not only make grading expectations transparent, but also serve as a tool for facilitating students’ use of self-regulating learning strategies. Self-regulated learning is defined “as the degree to which students are metacognitively, motivationally, and behaviorally active participants in their own learning process” (Zimmerman, 2008, p.2). In other words, self-regulated learning involves a high degree of motivation and self-direction. Zimmerman (2000) proposes a three-phase cyclical model of self-regulation by which students combine cognitive, behavioral, and motivational strategies in order to attain task-specific goals. Rubrics provide a useful tool for helping students employ self-regulated learning strategies within each of the three phases of the model.

(1) At the forethought phase, students must create an effective learning plan. By knowing the assignment expectations that are provided on a rubric, students can effectively plan their time, and the resources they will need to effectively complete the assignment.

(2) At the performance phase, students deploy differing strategies towards achieving their learning goals. While working on the assignment they can continuously self-check their work alongside the rubric to make sure they are meeting assignment expectations. Referencing the rubric while working on their assignments also allows them to identify any areas in need of clarification and or to ask the instructor questions.

(3) Finally, the self-reflection phase requires students to self-reflect on their learning outcomes and experience. By providing students with a rubric, students can do a final check before submitting their work to make sure they have effectively addressed all expected criteria.

**Check out:**  Zimmerman, B.J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. American Educational Journal, 45(1), 166–183. doi:10.3102/0002831207312909

**Important Reminder:**  Fall 2023 assessment reports will be due on **January 19, 2024.** Please email me if you have any questions about preparing your reports.