

Bridging Teaching and Assessment: developing assessment literacy for all through co-produced Rubric design development

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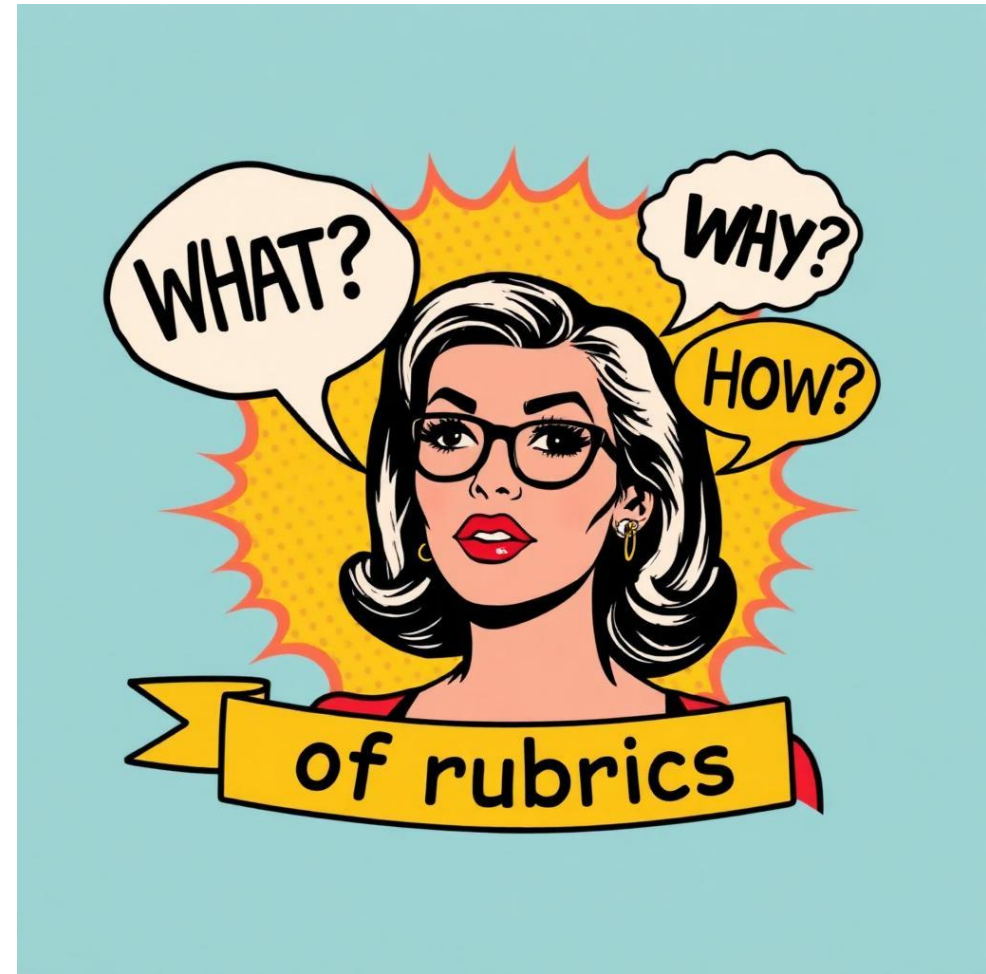
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Aims of the session:

- To give insights into the Assessment for the Future project 'Rubrics Excellence Project' with a specific focus on the student informed input
- To highlight some of the key learning from the student generated analysis
- To provide examples, from the student generated analysis of ways to use rubrics to support assessment literacy for both students and academics.



Student generated literature review



Benefits of Rubric Use

Clarity of Expectations

- Understand assignment requirements
- Less confusion, anxiety and ambiguity (Chen and Ho, 2019)

Improve Assignment Quality

- Better time and effort allocation
- Correct direction to work towards

Transferrable Skills

- Self-regulation (Brookhart and Chen, 2014)
- Self-reflection/self-assessment (Tari, 2010)
 - Higher-order thinking

Fairness & Transparency

- Reduce personal biases (Peter et al., 2024)
- Consistency among different markers (Ling, 2025)
 - Help understand feedback content

Timing matters!

Remember to assign the rubric **along with the assessment brief** rather than after grading!!

Student voice through Student Union survey and focus groups:

Students like when rubrics are:

- Accessible and easy to read
- Clearly defined, with detailed expectations for each grade level
- Distinct, with clear grade differences
- Personalised with room for individual feedback
- Structured to align with the assessment

Students dislike when rubrics are:

- Too dense and wordy
- Vague – expectations are not clear
- Lacking in detail – want them to be tailored to the assessment, task.
- Unclear on the differences in standards across grade boundaries
- Subjective and appear open to interpretation – both from students – and staff marking them

SU survey and focus groups conducted in Sem 2 2025

(Assessment Rubrics Survey & Focus Group Report , Melenikiotou, 2025,n=68 survey, n=9 focus group.)

56.5% Home / 43.5% International and EU. 64.5% UG / 29% PGT / 6.5 PGR. Humanities 45.2% / FSE 25.8% / BMH 29%

Key Learning: using rubrics to enhance assessment literacy



Part 1: Using rubrics as a formative tool alongside exemplars

- Exemplars + rubrics + marker comments = make grade expectations transparent and lift writing quality.
- Work through, not just hand out: Guided activities turn exemplars into “vicarious learning” that builds self-assessment skills & confidence.

Don't just *give* exemplars—*guide* students through them.

Part 2: the benefits of co-constructing rubrics with students

Shared understanding of criteria

- Narrows staff–student language discrepancies (Bacchus et al., 2019).

Links to real-world competence

- Rubric elements can be mapped directly onto professional standards, sharpening workplace relevance (Zhao, Zhou & Dawson, 2021).

Stronger student ownership & motivation

- Heightens motivation and responsibility (Zhao et al., 2021; Zhang, Li & Zhang, 2024).

Deeper cognitive engagement

- Reflective discussion while building the rubric helps students internalise criteria and practise critical judgment (Zhang et al., 2024).

Part 2: Things to consider when co-constructing rubrics with students

Time and workload

- Demands substantial time (Zhang et al., 2024).

Need for assessment literacy

- Students must first learn basic principles of rubric design to contribute meaningfully, adding an extra layer of preparation for teachers.

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