

How do Rubrics Promote Monitoring and Regulation?

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Rubrics are a frequently used tool for improving performance on various tasks. They are designed to make performance measures and assessment criteria transparent to learners and are already used in various educational contexts, especially in schools and higher education. For example, they are used to promote and assess performance in problem-solving tasks, in writing and reading tasks, and to assess oral presentation skills or in professional communication training for medical students.

It is often assumed that the benefits of using rubrics are due to the fact that they improve the accuracy of self-assessment, which in turn should lead to improved regulation and, in consequence, to better performance. However, in contrast to the question of *whether* rubrics promote performance, less attention has been paid to the question of *why* rubrics are so effective. Empirical studies testing the mechanism described above under controlled conditions are scarce.

The project described above, which is part of the MeMo-akS doctoral programme, aims to investigate the mechanism of rubrics in more detail. The main research questions are whether the use of rubrics leads to improved self-assessment accuracy and how this may affect regulation decisions. In addition, it will be investigated how learners use rubrics to assess their performance.