

Studies on rubrics have usually been conducted in the U.S. with primary or secondary students (Reddy & Andrade, 2009). Therefore, this study findings are of great importance for those seeking to generalize rubric use. Of course, further longitudinal research with larger sample sizes and standardized tests are needed to reach a generalized judgment on the efficacy of rubrics. The attitudes of prospective teachers toward rubric use in educational environments should be further investigated, as well.

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