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Calculus reform ushered in a host of new and different types of questions and assignments. With a de-emphasis on mechanical computation and more time spent on conceptual problems, interpretation, modeling, and graphing, different and efficient feedback instruments are needed more than ever. The grading burden on instructors can be enormous, and it is increasingly more difficult to assess students across the variety of assignments and problems they typically now encounter. In an effort to address this issue, we have developed and widely implemented a system using generic and highly flexible rubrics. More than just a grading tool, the rubrics are integrated into the daily expectations for student work. Through constant use and reinforcement, students come to accept that all their work will be judged against the three rubric criteria of being *well-organized*, *well-communicated*, and *demonstrating essentially correct mathematics*. The criteria encapsulate the essence of the reform movement by evaluating student work broadly and holistically against a set of criteria that forms the foundation for effective problem-solving. This talk will highlight how incorporating the rubrics benefits student learning and also briefly discuss student reaction to their use. (Received September 21, 2010)