The author used two types of rubrics for Maple labs assigned to students in a Calculus 2 course: one tied to department level (program level) assessment goals, and one tied to the specific content covered in the lab. We will look at how these two different types of rubrics affected student learning in two ways: We will look at the data collected over the term, charting student progress, we will also look at students responses to a survey on how they felt the availability of the rubrics helped them learn the material. (Received September 22, 2010)