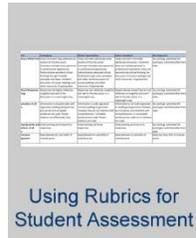


Using Rubrics for Student Assessment

Rubrics can be a powerful tool in the classroom. Not only can they be used to assess student performance, but they can also be used to clearly communicate requirements to students and to clearly delineate what constitutes excellent work from work that needs improvement.



Guiding Questions

- What are rubrics?
- What are the characteristics of a “good” rubric?
- What tools can I use to create a rubric?
- What are the best practices for using rubrics?
- What are strategies for using rubrics in my classroom?
- How can I use rubrics in my online class (D2L)?
- Where can I go for more information?

What’s in this Handbook

- [Exploration – What is a rubric?](#)
- [Overview](#)
 - [Types of Rubrics](#)
 - [Rubric Design](#)
- [Check Your Understanding](#)
- [Applying a Rubric](#)
- [Hands On - Creating Rubrics](#)
- [Best Practices](#)
 - [Rubric for Rubrics](#)
 - [Strategies for Using Rubrics](#)
- [Evaluation – Evaluate a Rubric](#)
- [Using Rubrics in D2L](#)
 - [Design a Rubric](#)
 - [Set up Rubrics](#)
 - [Assigning Rubric to Activity \(for dropbox\)](#)
 - [Assigning Rubric to Discussion](#)
 - [Grading Assignment Dropbox Using a Rubric](#)
 - [Grading Discussion Using a Rubric](#)
 - [Adding a Quick Link for Students](#)
- [More Resources](#)
 - [Sample Rubrics](#)
 - [Discussion Board](#)
 - [Semester Long Project – Marketing Plan](#)



Overview

Types of Rubrics

As an assessment tool, rubrics are widely used. Rubrics can come in many forms (see examples in pocket):

- **Checklist**
A checklist provides a list of criteria, and points can be assigned based on whether or not the item was completed.
- **Analytic Rubric**
An analytic rubric is the most common form and provides performance descriptions for each set of criteria.
- **Holistic Rubric**
A holistic rubric combines several criteria together and puts an emphasis on the overall performance rather than specific elements.

Rubric Design

These are the elements that are used to design an analytic rubric:

		Levels of performance (scale)			
		4	3	2	1
Criteria or Dimensions	Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
	Criterion 2	Performance descriptors			
	Criterion 3				
	⋮				

= = =

<http://www.carla.umn.edu/assessment/VAC/graphics/rubricTemplate.gif>

Using Rubrics for Student Assessment

An example of an analytic rubric:

CATEGORY	4 Excellent	3 Good	2 Needs Improvement	1 Unacceptable
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room	Stands up straight and establishes eye contact with everyone in the room during the	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.



Check Your Understanding

1. How would you classify this rubric?
 - a. Checklist
 - b. Analytic Rubric
 - c. Holistic Rubric

Harry Grover Tuttle's Standards-Based Podcast Rubric						
Rate each category on the 5-High to 1-Low scale by placing an X in the appropriate column.						
	High				Low	
	5	4	3	2	1	Comments
Directly demonstrates a critical key component of a standard						Demonstrates a subset of the key component of the standard or focuses on a non-standard topic such as the Civil War
Involves an in-depth analysis of the key component (explains the Why and its impact)						Paraphrases factual information or restates information readily found in textbooks and online resources
Involves a comprehensive analysis of the key component (shows the complexity and range of the key component)						Tells of one isolated event without the context of the larger picture within the key component
Connects the key component to the other components of the standard						Focuses only on a specific point in the key component
Connects the key component to another standard						Focuses only on a specific point in the key component
Total of all Score	<u> </u> /25					

<http://eduwithechn.files.wordpress.com/2007/02/podcastrubrichgt.jpg>

Using Rubrics for Student Assessment

2. How would you classify this rubric?
 - a. Checklist
 - b. Analytic Rubric
 - c. Holistic Rubric

Assessment Rubric: Fact Sheet Assignment

Criteria	4 Exemplary	3 Mature	2 Developing	1 Formative	Out-Comes	
Materials	<ul style="list-style-type: none"> • a well-chosen variety of sources contribute to a unified theme • visuals cited appropriately in text and bibliography 	<ul style="list-style-type: none"> • a well-chosen variety of textual/visual sources • visuals cited accurately in bibliography only 	<ul style="list-style-type: none"> • a variety of textual and visual sources • visuals cited inaccurately in biblio. 	<ul style="list-style-type: none"> • Lack of variety in sources • visuals not cited 	1.2 2.1 2.2	
WOVE Conventions Visual Features	<ul style="list-style-type: none"> • Demonstrates command of visual communication conventions through precise title and captions and specific textual referent • Visuals appropriate to purpose, easily readable, • visual conventions match audience (e.g. color, font, etc.) and clarify purpose 	<ul style="list-style-type: none"> • Demonstrates command of visual communication conventions but title, captions, and textual referent may be less than specific, but not of a degree to limit • visuals appropriate to purpose, but difficult to read • visuals target appropriate audience and fit purpose 	<ul style="list-style-type: none"> • Demonstrates some command of visual comm. conventions, but title, captions, and textual referent less than specific and limit understanding • visuals unconnected to purpose, difficult to read • visuals appropriate to purpose, but not connected with target audience 	<ul style="list-style-type: none"> • Demonstrates poor command of visual comm. conventions with little/no title, captions, and textual referent • visuals inappropriate and incoherent • visuals not connected to purpose or audience 	1.5	
	Doc. Design	<ul style="list-style-type: none"> • includes strategic placement of visual, space, and headings 	<ul style="list-style-type: none"> • placement of visual, white space, headings questionable, but does not limit understanding 	<ul style="list-style-type: none"> • placement of visual, white space, headings questionable and limits understanding 	<ul style="list-style-type: none"> • placement of visuals limits understanding. Insufficient use of white space and headings 	1.5
	Language Use	<ul style="list-style-type: none"> • graceful sentences as well as clear meaning • varied connectives • no mechanical errors, effective word choice 	<ul style="list-style-type: none"> • clear sentence structure with clear meaning • appropriate connectives • no mechanical errors, some imprecise diction 	<ul style="list-style-type: none"> • awkward phrasing that obscures meaning • adequate connectives • some mechanical errors, imprecise diction 	<ul style="list-style-type: none"> • awk. phrasing w/ unclear meaning • lack of connectives • frequent mechanical errors 	

<http://www.isucomm.iastate.edu/files/image/factsheetrubric2.gif>

Using Rubrics for Student Assessment

3. How would you classify this rubric?
 - a. Checklist
 - b. Analytic Rubric
 - c. Holistic Rubric

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
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<http://www2.visalia.k12.ca.us/teachers/dhelm/masters/rubric3.jpg>

Using Rubrics for Student Assessment

Feedback:

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Application

Applying a Rubric

1. Review the rubric for a student oral presentation (next page).
2. Listen to a short student presentation, and evaluate the student based on the rubric.
<https://youtu.be/KF5hpVzUwbc>
3. Reflection:
 - a. Was it easy to apply the rubric?
 - b. Did the language of the rubric make it easy to pick one level of performance for a given category?
 - c. Were there other things you would have liked to evaluate?
 - d. Were there things in the rubric that really didn't seem to be important?
 - e. Did the final evaluation accurately reflect the student's performance?

Using Rubrics for Student Assessment

Oral Presentation Rubric

CATEGORY	4	3	2	1
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Attire	Business attire, very professional look.	Casual business attire.	Casual business attire, but wore sneakers or seemed somewhat wrinkled.	General attire not appropriate for audience (jeans, t-shirt, shorts).
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.



Hands On

Creating Rubrics

Rubrics can be very difficult and time-consuming to create. Developing a rubric from scratch may take 1-2 hours. In general, the steps to follow when creating a rubric are outlined below.

1. Consider type of rating: checklist, analytic rubric, or holistic rubric.
2. Identify the major features of the assignment to be evaluated. Brainstorm a list of dimensions or key attributes.
3. Look at actual student work to see if you have covered all of the important elements.
4. Determine the levels of performance. Will you use 3, 4, or more columns?
5. Provide descriptive names for each level of performance. Examples of performance descriptions:
 - * Top Level: Exemplary, Mastery, Advanced, Excellent, Outstanding, Fluent
 - * Next Level: Proficient, Accomplished, Adept, Knowledgeable
 - * Next Level: Developing, Adequate, Acceptable
 - * Lowest Level: Beginning, Formative, Emerging, Limited, Needs Improvement, Unacceptable
6. Provide descriptions for each category and level of performance combination (the text for each cell).
7. If used for scoring, provide the points associated with each cell.
8. Evaluate your rubric for effectiveness (ie. rubric for rubrics).
9. Pilot test your rubric on actual samples of student work.
10. Revise the rubric and try it out again.
11. Share the rubric with your students.

In many cases, rubrics are developed over a period of time. An instructor will continually update the rubric as he or she discovers what works and what doesn't work well.

✓ An easy way to get ideas for filling out the descriptions in your rubric is to use Google.

1. Go to Google: <http://www.google.com>.
2. Enter a general description: Discussion Rubric.
3. From the menu at the top, click on Images.
4. Click on the different images. Click on View Image to see it enlarged.



Best Practices

Rubric for Rubrics

One way to evaluate the effectiveness of a rubric is to use a rubric.

In general, a rubric should:

- **Cover the Right Content**
 - Directly relate to the content being assessed
 - Cover all essential features without focusing on trivial items
 - Emphasize what you really want your students to achieve
- **Criteria Well Organized**
 - The number of criteria are appropriate to the complexity of the project.
 - Each criteria is independent. Features do not overlap or show in multiple places.
- **Number of Level Fits Targets and Users**
 - Number of levels or scales of performance are sufficient to distinguish clear patterns of behavior, but not too many to be confusing.
- **Levels Defined Well**
 - If used for scoring, the score value is included in the rubric.
 - The performance descriptions are clear, and there is a definite distinction between each level of performance.
 - Two independent evaluators with training and practice should be able to assign the same rating most of the time.
- **Levels Parallel**
 - If a feature is discussed in one level of performance description, it is covered in all levels, or an explanation is provided to explain the difference.

For more information and to see the entire rubric developed by the Educational Testing Service:

https://www.mbaea.org/media/cms/RubricforRubrics_77EAE6205D215.pdf

Strategies for Using Rubrics

Adopt Different Approaches

- Grading - provide score values to the performance levels.
- Formative Assessment - used for improving performance rather than a final grade.
- Student Self-Assessment - students complete the rubric for their own work.
- Peer Assessment - students evaluate each other's work.
- Track and document skill development - use the same rubric repeatedly and show improvement over time.
- Customizing assesment for individual students - different students can be assessed on different aspects of rubric.

Using Rubrics for Student Assessment

Engage Students in the Process

- Design the rubric and go over it with students early in the assignment.
- Design the rubric and show models that illustrate various performance levels to students.
- Design the rubric with students' input.
- Allow students to select what elements of the rubric to apply to their work.
- Have students highlight specific items on the rubric AND on the draft of their project/assignment.



Evaluation

Evaluate a Rubric

1. Review the rubric on the next page.
2. Based on these criteria, how would you rate this rubric?

Cover the Right Content

- Directly relate to the content being assessed
- Cover all essential features without focusing on trivial items
- Emphasize what you really want your students to achieve

Criteria Well Organized

- The number of criteria are appropriate to the complexity of the project.
- Each criteria is independent. Features do not overlap or show in multiple places.

Number of Level Fits Targets and Users

- Number of levels or scales of performance are sufficient to distinguish clear patterns of behavior, but not too many to be confusing.

Levels Defined Well

- If used for scoring, the score value is included in the rubric.
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- Two independent evaluators with training and practice should be able to assign the same rating most of the time.

Levels Parallel

- If a feature is discussed in one level of performance description, it is covered in all levels, or an explanation is provided to explain the difference.

Using Rubrics for Student Assessment

PART 1: Assessment for Online Collaboration/Discourse/Discussion/Community Knowledge Building

Self Assessment

Instructor Assessment

Peer Assessment

Name: _____

Performance Measures:

Indicators	Demonstrates Exemplary Progress/Performance Score: 24- 30 (80-100%)	Demonstrates Strong Progress/Performance Score: 21-23 (70-80%)	Demonstrates Adequate Progress/Performance Score: 18-21 (60-70%)	Demonstrates Weak Progress/Performance Score: 15-18 (50-60%)
Frequency	(8-10) <ul style="list-style-type: none"> • Responsiveness - 3 + times/week on average • Participates in a very timely fashion (e.g. beginning/mid and end, possibly everyday) • At least 2 new entries and two build-ons in one week • Reads 75% + notes • Works approx. 1.5-2 + /hours week, reading, thinking and writing. 	(7-8) <ul style="list-style-type: none"> • Responsiveness - 2-3 + times/ week on average • Participates in a fairly timely fashion (e.g. beginning/mid and end) • At least 1 new entry and two build-ons in one week • Reads 60%-70% notes • Works approx. 1.5 hours/week, reading, thinking and writing. 	(6-7) <ul style="list-style-type: none"> • Responsiveness - 1-2 times/ week on average • Participates in a less timely fashion (e.g. only at end or doesn't check in timely to answer posed question) • At least 1 new entry or 2 build-ons in one week • Reads 50-70% notes • Works approximately 1.0 hour/ week and/or may spend too much time lurking. 	(5-6) <ul style="list-style-type: none"> • Responsiveness - 1 + times/week on average • Participation not timely • Contributes 1 or less than one new note or build-on in one week • Reads 50% or less • Works less than one hour/week and/or only lurks.
Quality	(16- 20) Contributions generally combine three or more of these attributes: <ul style="list-style-type: none"> • Initiates and builds on ideas with relevant new information or original thought • Initiates interesting extensions to the information • Asks reflective and probing questions – incl. opinion • Connects theory to examples/practice/research • Supports greater community (e.g. help, understanding, team approach, timely, addition of resources). 	(14-16) Contributions generally combine two or these attributes: <ul style="list-style-type: none"> • Builds on ideas with relevant new information or original thought • Initiates interesting extensions to the information • Asks reflective and probing questions – incl. Opinion • Connects theory to examples/practice/research • May or may not support greater community. 	(12-14) Contributions generally show at least one of these attributes: <ul style="list-style-type: none"> • Builds on ideas with new information or original thought • Initiates extensions to the information • Asks reflective questions – incl. opinion • Connects theory to examples/practice/research. 	(10-12) Contributions generally show: <ul style="list-style-type: none"> • Agreement without furthering the conversation • Disagreement without supporting evidence • Asking questions without showing analysis behind the question.

These standards of measurement would apply to and include your involvement with:

- Individual contributions (or reflections) in any area (chapter) of the course
- Introductory Activity – Intros and Bio
- Team lead discussion process and team lead conclusions of discussions*
- Team project discussions
- Contribution to resources, lounge and/or any other new topics and/or views within the class.

** By the end of the course, each group will make a summary of their discussion. The summary may actually not be result-oriented. Depending on the discourse, it could be a conclusion of the insights, learning or new knowledge gained. Please make a list of all who contributed to the ideas.*

Rubric from: http://ctl.utoronto.ca/documentation/sshot_rubric_performanceasures.png

Using Rubrics for Student Assessment

Using Rubrics in D2L

This tutorial is based on allowing students to see how they scored on each element of the rubric and received their feedback.

Design a Rubric

Designing rubrics in D2L is based on certain assumptions. Before you add your rubrics to D2L, take time to design your rubrics based on these assumptions. The instructions below are for an Analytical rubric.

Criteria	(Level 3) Excellent	(Level 2) Good	(Level 1) Needs Improvement
Criteria 1	Description 10 pts.	Description 7 pts.	Description 0 pts.
Criteria 2	Description 5 pts.	Description 3.5 pts.	Description 0 pts.
Criteria 3	Description 2 pts.	Description 1 pts.	Description 0 pts.

- Define your rubric with 3 or 4 levels.
- The descriptions between each level should be very clear. When you score a rubric, you can only select a given cell – not the space between two cells.
- Each cell is given a specific number of points. Ranges of points for a given cell are not possible.
- Each cell must have a description and an assigned point value.
- The points in the left-most column will total the maximum number of points for the assignment.
- The rubric is scored from 0, so I like to make my right-most column worth 0 points.

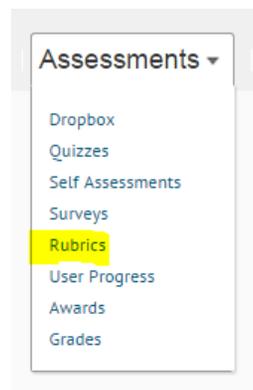
Using Rubrics for Student Assessment

Set up Rubrics

The benefits of setting up your rubrics in advance is that you've taken the time to reflect on what is important for each learning activity you've assigned to the students. As you actually create the activities later, you can include these details in the activity description. You can also attach the rubric to the activity which will save you steps later on.

For each rubric you've developed,

1. Click on **Assessments | Rubrics**. Click on **New Rubric**.
2. Enter the **Name**.
3. If you want each criterion or row to have different points, change **Scoring** from **Points** to **Custom Points**.
4. **Add descriptions for each Level** (ie. Excellent, Good, Average, Needs Improvement). From experience, it is recommended to have at least 4 levels. One level for 'A' performance, one level for 'B' performance, one level for 'C' performance, and Needs Improvement or Unacceptable. In many cases, the right-hand column is assigned 0 points.
5. **Add descriptions for each Criterion**. The Criterion is usually a label.
6. **Add descriptions for Criterion for each Level**.
7. **Complete the Overall Score definition**.
 - a. Replace the Level labels with the Level descriptions used above.
 - b. Add a minimum score for each level. For example, first column represents an 'A' so the score would be the total score for the rubric times 90%; the second column represents a 'B' so the score would be the total score for the rubric times 80%; etc.
8. When done, click on **Close**.



Using Rubrics for Student Assessment

Edit Rubric ▾

Status: Published ▾

Name*

Untitled

Type: Analytic ▾

Scoring: Points ▾

Reverse Level Order

	Level 4	Level 3	Level 2	Level 1	
	4 pt	3 pt	2 pt	1 pt	
Criterion 1					/ 4
	Initial Feedback				
Criterion 2					/ 4
	Initial Feedback				
Criterion 3					/ 4
	Initial Feedback				
+ Add Criterion					

Add Criteria Group

Total - / 12

Overall Score

Each submission is assigned a level of achievement based on its overall rubric score.

Level 4	Level 3	Level 2	Level 1
11 or more	8 or more	5 or more	0 or more

Using Rubrics for Student Assessment

9. The completed rubric:

Edit Rubric - Discussion Forum Rubric ▾

Properties Levels and Criteria

✚ Add Criterion
✚ Add Level
📁 Add Criteria Group
↕ Reorder Criteria

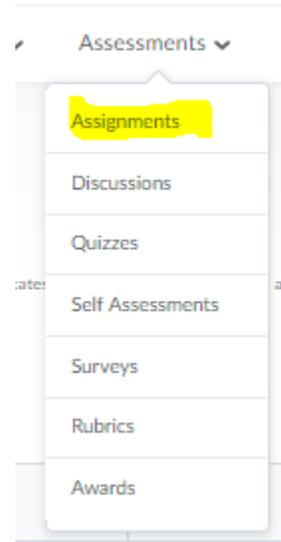
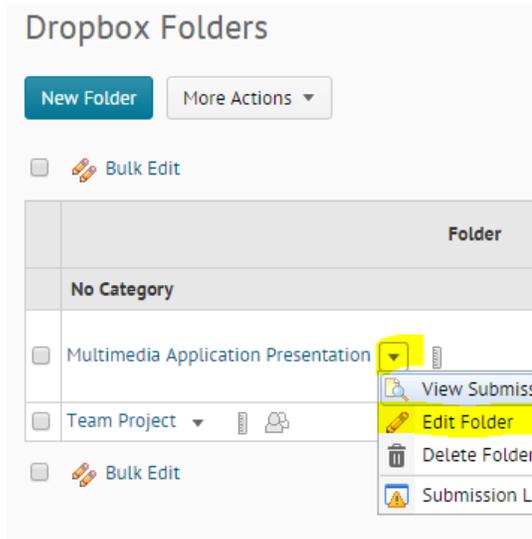
Criteria ▾	Excellent ▾	Good ▾	Needs Improvement ▾
Quality of Discussion ▾	6 points Response reflects student knowledge of the content and evidence of deeper reflection. Provided thought-provoking comments to further the conversation.	4 points Response reflects student knowledge and evidence of having completed assignment. Interacts freely.	0 points Response does not reflect evidence of student knowledge. Does not participate; seems indifferent.
Supporting Evidence ▾	3 points Provides at least one outside resource and clear reasoning to support his or her position or comments.	2 points Uses personal experience, but not references to readings or research.	0 points Includes no references or supporting evidence.
Etiquette and Respectful Communication ▾	2 points The student response reflects respect towards other students. Encourages and promotes the ideas of others.	1 point The student response reflects respect towards other students.	0 points Student responses could be misinterpreted or taken as offensive.
Timeliness & Participation ▾	2 points Initial post made before the due date. Replies made to two or more classmates.	1 point Initial post made on the due date. Replies made to two or more classmates.	0 points Initial post late. Reply made to only one classmate.
Writing Style ▾	2 points No grammatical or spelling errors. Citations used APA style.	1 point One or two small errors in grammar, spelling, or APA style.	0 points Several grammatical, spelling, or APA style errors.
Overall Score ▾	Level 3 13.5 or more ▾	Level 2 10.5 or more ▾	Level 1 0 or more ▾

Close

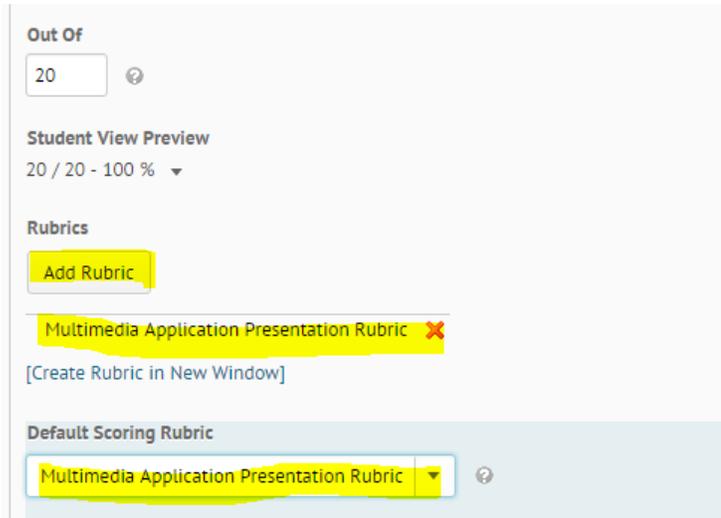
Using Rubrics for Student Assessment

Assigning Rubric to Activity (for assignment/dropbox)

1. Select **Assessments | Assignments**.
2. **Drop-down the arrow** next to the discussion. Click on **Edit Folder**.



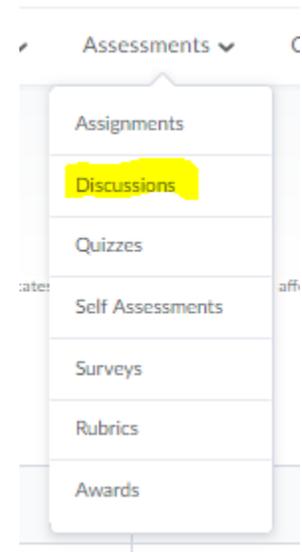
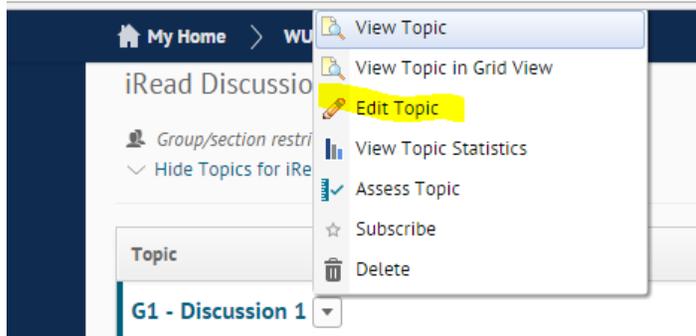
3. Scroll down. Click on **Add Rubric**. Select the rubric. Select the **Default Scoring Rubric**.



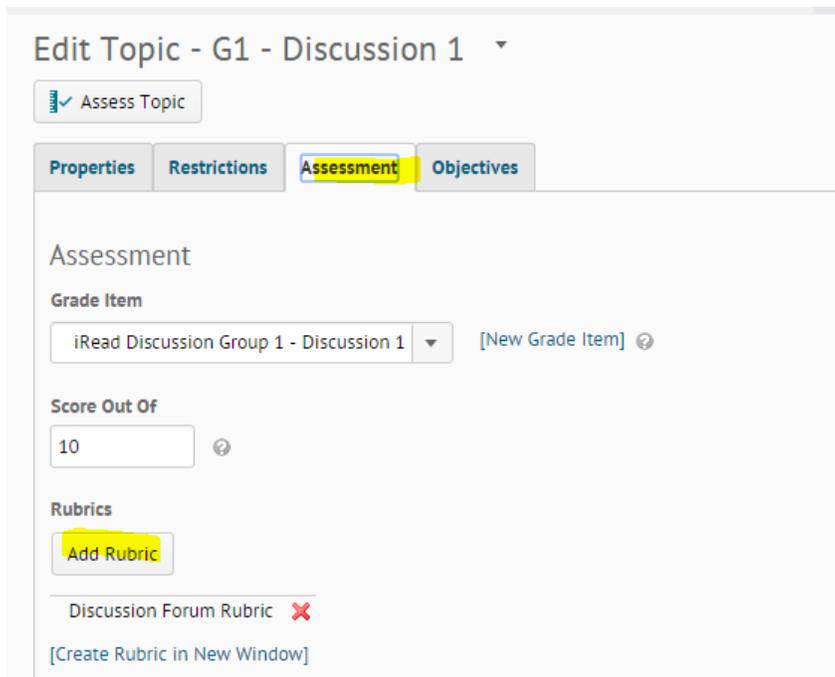
Using Rubrics for Student Assessment

Assigning Rubric to Discussion

1. Select **Assessments | Discussions**.
2. **Drop-down the arrow** next to the dropbox. Click on **Edit Topic**.



3. Click on Assessment tab. Click on **Add Rubric**. Select the rubric.



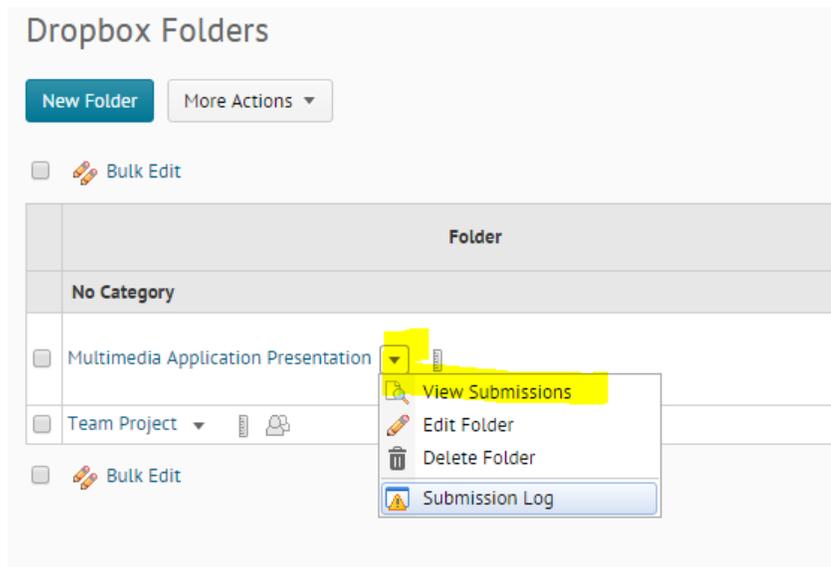
4. Click on **Save and Close**.

Using Rubrics for Student Assessment

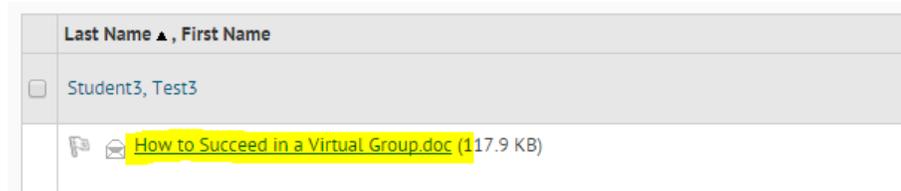
Grading Assignment Dropbox Using a Rubric

For a dropbox, it is possible to score a rubric from the submission area and students will be able to view the rubric details.

1. Select **Assessments | Dropbox**.
2. **Drop-down the arrow** next to the dropbox. Click on **View Submissions**.



3. Scroll down and click on the **submitted file** to evaluate.



Using Rubrics for Student Assessment

- From the submission page, view the entry in the left-hand frame. Click on the open Rubrics icon to score.

Submission 1
 14 minutes late Monday, September 13, 2021 12:13 AM

strategies for online learning
 DOCX • 12.5 KB

Download all files

Rubrics

Reflection Rubric
 17 / 20
 Level achieved: Good

Overall Grade
 17 / 20

Overall Feedback

Format | B | | | + | ...

- Score the rubric. Add your feedback by clicking on the edit (pencil) icon. Be sure the option to transfer rubric feedback is checked. Click on Save and Record.

Assess Rubrics	5 points	3 points	0 points	5 points
Application Selected	Multimedia application selected that provided numerous benefits for its users.	Multimedia application selected that provided a few benefits to its users.	Multimedia application selected that was very minimal and offered little to its users.	
Benefits Described	12 points Numerous benefits described. Descriptions were full and rich. Benefits stated in terms of user benefit and encouraged purchase of Multimedia application.	8.5 points Benefits outlined. Descriptions were full and rich.	0 points Benefits briefly outlined. Presentation did not entice users to purchase Multimedia application.	12 points
Size of Presentation	3 points The presentation was 5-10 slides.	2 points The presentation was a little too short or too long.	0 points The presentation was extremely short or long.	3 points
Overall Score	Level 3 18 or more	Level 2 14 or more	Level 1 0 or more	Score and Feedback
				20 points Great job!

Transfer rubric feedback to general feedback for the assignment.

Save & Record Save Cancel

- The score and feedback is transferred. Click on **Update** or **Publish**.
- Use the navigation to move to the next student or Back to Folder Submissions.

Evaluate Submission

Back to Folder Submissions

Previous Student User 1 of 1 Next Student

Using Rubrics for Student Assessment

- Students view their feedback from **Assessments | Dropbox**. Then click on **View**.

Dropbox Folders Help

[View History](#)

20 per page

Folder	Score	Submissions	Feedback	Due Date
No Category				
Multimedia Application Presentation	20 / 20 - 100 %	1	 View	Oct 18, 2015 6:00 PM
team 4: Team Project 	45 / 50 - 90 %	1	 View	

20 per page

Using Rubrics for Student Assessment

Grading Discussion Using a Rubric

This is the easiest method, but students will only receive the overall score.

1. Click on **Grades**.
2. Scroll over to find the discussion grade items. Click on one of the bubbles to grade.

[-] iRead Discussions ▾					
	G1D1 ▾	G1D2 ▾	G1D3 ▾	G2D1 ▾	G2D2 ▾
	- / 10, -	- / 10, -	- / 10, -	- / 10, -	- / 10, -
	10 / 10, A	9 / 10, A	9 / 10, A	- / 10, -	- / 10, -
	10 / 10, A	10 / 10, A	10 / 10, A	- / 10, -	- / 10, -
	- / 10, -	- / 10, -	- / 10, -	10 / 10, A	10 / 10, A
	8 / 10, B	- / 10, -	- / 10, -	- / 10, -	- / 10, -
	- / 10, -	- / 10, -	- / 10, -	8 / 10, B	10 / 10, A
	10 / 10, A	10 / 10, A	10 / 10, A	- / 10, -	- / 10, -
	- / 10, -	- / 10, -	- / 10, -	- / 10, -	- / 10, -
	- / 10, -	- / 10, -	- / 10, -	10 / 10, A	10 / 10, A
	- / 10, -	- / 10, -	- / 10, -	- / 10, -	- / 10, -

3. Check the appropriate cell in the rubric to score.

Assess Topic - iRead Discussion Group 1 > G1 - Discussion 1

1 thread, 3 replies

Topic Score: 10 / 10

Publish score on save

Discussion Forum Rubric

	Excellent	Good	Needs Improvement
Quality of Discussion 4 / 4 + FEEDBACK	4 POINTS Response reflects student knowledge of the content and evidence of deeper reflection and analysis. Provided thought-provoking comments to further the conversation.	3 POINTS Response reflects student knowledge and evidence of having completed assignments. Interacts freely.	0 POINTS Response does not reflect evidence of student knowledge. Does not participate; seems indifferent.
Etiquette and Respectful Communication 2 / 2 + FEEDBACK	2 POINTS The student response reflects respect towards other students. Encourages and promotes the ideas of others.	1 POINT The student response reflects respect towards other students.	0 POINTS Student responses could be misinterpreted or taken as offensive.
Timeliness & Participation 2 / 2 + FEEDBACK	2 POINTS Initial post made before the due date. Replies made to two or more classmates.	1 POINT Initial post made on the due date. Replies made to two or more classmates.	0 POINTS Initial post late. Reply made to only one classmate.
Writing Style 2 / 2	2 POINTS No grammatical or spelling errors. Citations used APA.	1 POINT One or two small errors in grammar, spelling, or APA style.	0 POINTS Several grammatical, spelling, or APA style errors.

Save and Close | Save | Cancel

4. Enter Feedback. Click on **Save and Close**.

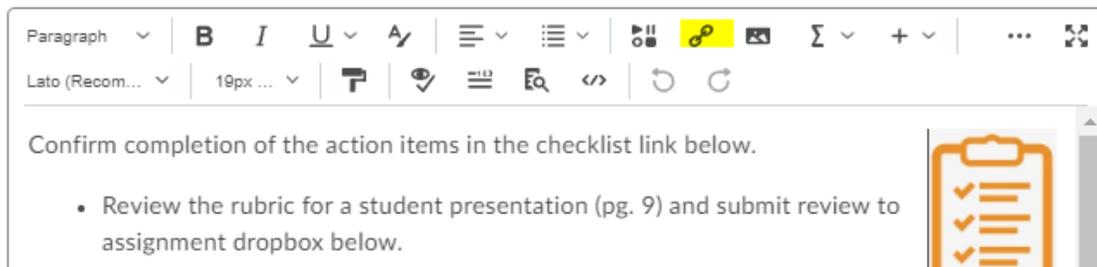
Using Rubrics for Student Assessment

Adding a Quick Link for Students

It is important students are given the rubric before they start assignment. In D2L, an easy way to provide the rubric is using a Quick Link.

1. Navigate to the assignment description in D2L.
2. Click on the description to Edit.
3. Scroll to the bottom of the description.
4. In the menu bar, click on the Quick Link icon. Select the rubric.

Add dates and restrictions...



The screenshot shows a rich text editor interface. At the top, there is a toolbar with various icons for text formatting (bold, italic, underline, text color, background color), alignment, bulleted and numbered lists, link, unlink, and insert. A yellow highlight is visible over the link icon. Below the toolbar, the text area contains the following content:

Confirm completion of the action items in the checklist link below.

- Review the rubric for a student presentation (pg. 9) and submit review to assignment dropbox below.

To the right of the text area, there is a small icon of a clipboard with a checklist, showing three items with checkmarks.

Using Rubrics for Student Assessment



Resources



RubiStar

<http://rubistar.4teachers.org/>

Simple, easy to use tool for creating rubrics.



Creating and Using Rubrics – University of Hawaii

<http://manoa.hawaii.edu/assessment/howto/rubrics.htm>

Simple overview of creating and using rubrics.

Using Rubrics for Student Assessment

Sample Rubrics – Discussion Board

Criteria	Excellent	Good	Needs Improvement
Quality of Discussion	Response reflects student knowledge of the content and evidence of deeper reflection. Provided thought-provoking comments to further the conversation. 6 pts.	Response reflects student knowledge and evidence of having completed assignment. Interacts freely. 4 pts.	Response does not reflect evidence of student knowledge. Does not participate; seems indifferent. 0 pts.
Supporting Evidence	Provides at least one outside resource and clear reasoning to support his or her position or comments. 3 pts.	Uses personal experience, but not references to readings or research. 2 pts.	Includes no references or supporting evidence. 0 pts.
Etiquette and Respectful Communication	The student response reflects respect towards other students. Encourages and promotes the ideas of others. 2 pts.	The student response reflects respect towards other students. 1 pt.	Student responses could be misinterpreted or taken as offensive. 0 pts.
Timeliness & Participation.	Initial post made before the due date. Replies made to two or more classmates. 2 pts.	Initial post made on the due date. Replies made to two or more classmates. 1 pt.	Initial post late. Reply made to only one classmate. 0 pt.
Writing Style	No grammatical or spelling errors. Citations used APA style. 2 pts.	One or two small errors in grammar, spelling, or APA style. 1 pt.	Several grammatical, spelling, or APA style errors. 0 pts.

Using Rubrics for Student Assessment

Sample Rubrics – Semester Long Project - Marketing Plan

Criteria	Exceeds Expectation	Meets Expectation	Does not meet Expectation
Proper Naming	All names listed on the plan. 2 pts.	Some names left off the plan. 1 pt.	No names listed on the plan. 0 pts.
Executive Summary	The executive summary clearly communicates the critical elements of the marketing plan so that it reads as a stand-alone document. The length of the executive summary is sufficient to cover the critical information, but no more than two pages long. 7 pts.	The executive summary includes most, but not all of the critical elements of the marketing plan. Some of the information provided in the summary is unnecessary or trivial to understanding the plan. The summary is no more than two pages long. 5 pts.	The executive summary is either too short (less than one page) or too long (more than two pages). The summary contains mostly unnecessary or trivial information, therefore, it is inadequate as a stand-alone document. 0 pts.
Introduction	The introduction clearly and concisely introduces the purpose of the marketing plan. 7 pts.	The introduction is somewhat unclear and/or not concise in stating the purpose of the marketing plan. 5 pts.	There is no introduction that states the purpose of the marketing plan. 0 pts.
Product / Service knowledge	Demonstrated a clear knowledge of the product or service. Provided a clear product/service description and articulated the product position or unique selling proposition clearly. 7 pts.	Demonstrated some knowledge of the product or service. Provided some description of the product/service and some discussion on the product position or unique selling proposition. 5 pts.	Did not demonstrate knowledge of the product or service. Unclear product/service description and no mention of the product position or unique selling proposition. 0 pts.

Using Rubrics for Student Assessment

Criteria	Exceeds Expectation	Meets Expectation	Does not meet Expectation
Market and Environment Analysis	Identified relevant market trends and analyzed the implications of market and environmental trends on the product. 8 pts.	Identified relevant market and environmental trends, but <i>did not</i> analyze. 6 pts.	Does not include any relevant market and environmental trends. 0 pts.
SWOT Analysis	A thorough SWOT analysis is provided, based on the preceding analyses. Reasoning for each item in the SWOT is provided and logical. Strengths and weaknesses are clearly internal factors, and opportunities and threats are clearly external factors. 8 pts.	SWOT analysis is provided, but there are some missing points from preceding analyses. Reasoning for each item is not always thoroughly provided and/or logical. One or two strengths/weaknesses are external, or one-two opportunities/threats are internal. 6 pts.	SWOT analysis is provided, but there are at more than six missing points from preceding analyses. There is no reasoning provided for the items. More than two strengths/weaknesses or opportunities/threats are inappropriate. 0 pts.
Marketing Objective & Goals	The marketing objectives and goals are clearly related to the company/organization mission. Objectives and goals are clearly stated and appropriately quantified. 8 pts.	Linkage of marketing objectives and goals to company/organization mission is not clearly stated. Some of the objectives and goals are unclear and/or not appropriately quantified. 6 pts.	Marketing goals and objectives are missing or those that are identified are not quantified or are inappropriate. 0 pts.

Using Rubrics for Student Assessment

Criteria	Exceeds Expectation	Meets Expectation	Does not meet Expectation
Marketing Strategy	The marketing direction that will frame marketing tactics of the marketing plan is clearly and specifically stated in 3-5 sentences. The marketing strategy is logically linked to the marketing objectives and goals. 8 pts.	Marketing strategy is identified but is unclear or unspecific in some aspects. The marketing strategy is logically linked to the marketing objectives and goals. 6 pts.	The marketing strategy is missing or is illogical given the marketing objectives and goals. 0 pts.
Competitor Analysis	Identified ALL major direct and indirect competitors as well as conducted a thorough competitive analysis. 8 pts.	Identified some direct and indirect competitors but DID not conduct competitive analysis. 6 pts.	Does not identify direct or major competitors. 0 pts.
4Ps of Marketing – Product	Contains key elements of product: product demand, product appeal, and packaging. 8 pts.	Contains most of the key elements related to product. 6 pts.	Many elements related to product are missing. 0 pts.
4Ps of Marketing – Price	Contains key elements of price: willingness of customers to pay, price competitiveness, and profitability. 8 pts.	Contains most of the key elements related to price. 6 pts.	Many elements related to price are missing. 0 pts.
4Ps of Marketing – Place	Contains key elements of place: distribution, storage, warehousing, and transporting. 8 pts.	Contains most of the key elements related to place. 6 pts.	Many elements related to place are missing. 0 pts.

Using Rubrics for Student Assessment

Criteria	Exceeds Expectation	Meets Expectation	Does not meet Expectation
4Ps of Marketing – Promotion	Contains key elements of promotion: making customers aware of product, advertising, coupons, rebates, sales, free give aways, publicity. 8 pts.	Contains most of the key elements related to promotion. 6 pts.	Many elements related to promotion are missing. 0 pts.
Consistency of the 4P's strategies	4P's strategies are feasible and consistent. Fully supported with analysis of the market. 8 pts.	4P's strategies are feasible and consistent, but are not supported by the market analysis. 6 pts.	4P's strategies are not feasible and inconsistent with analysis. 0 pts.
Explores & develops creative ideas	Explored and expanded on the creative idea and developed strategies to make the ideas work. 7 pts.	Explored some creative ideas and developed some new strategies to support the ideas. 5 pts.	Did not explore or offer any creative ideas. 0 pts.
Conclusion	A brief summary that identifies the expected outcomes with successful implementation of the marketing plan is clearly presented in a short paragraph. 7 pts.	A summary of expected outcomes is provided but lacks clarity. 5 pts.	There is no conclusion. 0 pts.
Written Communication			

Using Rubrics for Student Assessment

Criteria	Exceeds Expectation	Meets Expectation	Does not meet Expectation
Organization	Written work is well organized and easy to understand. Sections of the plan are marked with appropriate headings. Tables and charts are appropriately used and easy to understand, and contribute to the ease of reading the plan. 2 pts.	The organization is generally good, but some sections seem out of place. Some headings may be missing. Tables and charts are included, but are difficult to understand (e.g., poorly labeled). 1 pt.	The plan is disorganized to the extent that it prevents understanding the content. There are no headings. Inappropriate use of charts or tables; or, use of tables and charts is indicated, but not included. 0 pts.
Writing Style	The plan has a writing style that is uniform throughout the paper and appropriate for this type of written project. There is no indication that the paper involved multiple authors. 2 pts.	The writing style lacks uniformity at times and is not always appropriate for a marketing plan. There is some indication of multiple authors (e.g., different fonts, different paper, etc.). 1 pt.	Plan is clearly the work of multiple authors with different writing styles, margins, printer fonts, paper types, etc. 0 pts.
Grammar, Spelling, and Formatting	The plan has been thoroughly spell-checked and proofread. There are no to almost none grammatical or spelling errors. There are no formatting errors. 2 pts.	There are a few spelling and/or grammatical errors. There are one to three formatting errors. 1 pt.	There are frequent misspelled words, serious grammatical errors, and formatting errors, indicating that time was not taken to spell-check and proofread. 0 pts.
Citations	All citations were provided. 2 pts.	Some citations were provided. 1 pt.	There were no citations listed. 0 pts.