

# COURSELINK BASICS: GRADING

Exploring the Rubrics, Grades, and  
Final Grades Download Tools

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# LAND ACKNOWLEDGEMENT

While we are coming together today in a virtual space, it is important to recognize the physical space that connects us and brings us together. The University of Guelph and its campuses are situated on the treaty lands of the Mississaugas of the Credit. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. By acknowledging the land, we reaffirm our commitment to decolonization and reconciliation with Indigenous peoples and our responsibility to the land on which we live, learn, and play.

# AGENDA

## **Basics, features & limitations, as well as common uses of:**

- Rubrics
- Grades
- Final Grades Download

## **Demos of each tool, including:**

- Where to find them
- How to use them
- Tips and tricks along the way

## **Wrap Up**

- Where to find support
- Question & Answer Period

# RUBRICS

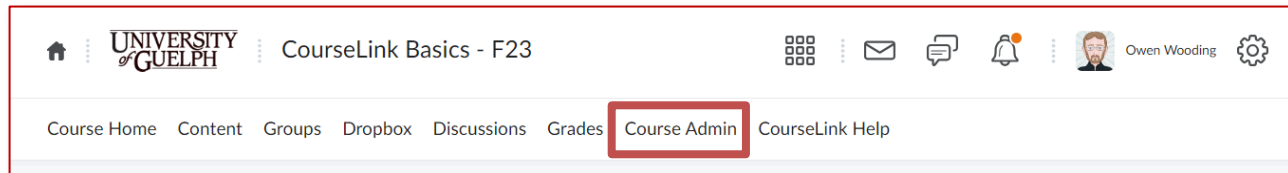
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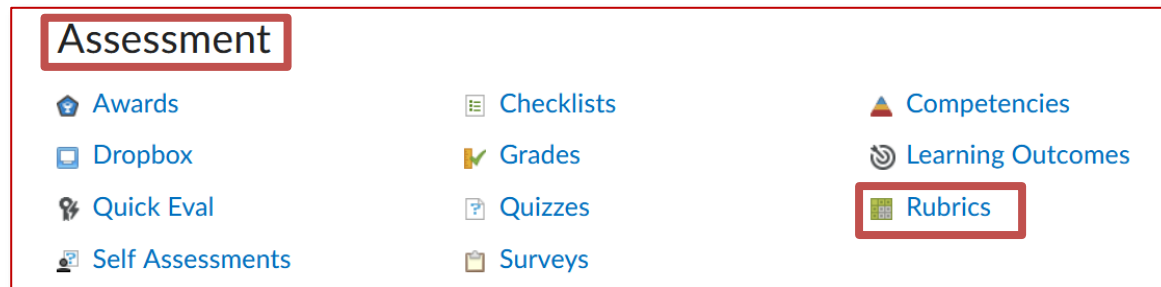
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# RUBRICS: BASICS

- The Rubrics tool does not appear a course site's navigation bar, but is accessed via **Course Admin**



- From the Course Administration page, select Rubrics (located under the Assessment category)



# RUBRICS: BASICS

**Rubrics**

[New Rubric](#)

Rubrics available to this org unit are listed below.

Search For...  [Show Search Options](#)

| <input type="checkbox"/> | Name ▲  | Descr |
|--------------------------|---|-------|
| <input type="checkbox"/> | Discussion Assessment Rubric ▼                    |       |
| <input type="checkbox"/> | <b>Example Research Paper Rubric (Cornell) ▼ </b> |       |

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 |         |         |         |     |
| <a href="#">+ Add Criterion</a> |                  |         |         |         |     |

| Criteria                 | Expert<br>4 points   | Proficient<br>3 points   | Apprentice<br>2 points   | Novice<br>1 point  | Criterion<br>Score |
|--------------------------|--|--|--|--|--------------------|
| Integration of Knowledge | The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.   | The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.                   | The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.   | The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.  | / 4                |
| Topic focus              | The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.   | The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.   | The topic is too broad for the scope of this assignment.   | The topic is not clearly defined.  | / 4                |
| Depth of discussion      | In-depth discussion & elaboration in all sections of the paper.  | In-depth discussion & elaboration in most sections of the paper.   | The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas excessively.   | Cursorry discussion in all the sections of the paper or brief discussion in only a few sections.   | / 4                |
| Cohesiveness             | Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.   | For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships. | / 4                |
| Spelling and grammar     | No spelling &/or grammar mistakes.   | Minimal spelling &/or grammar mistakes.  | Noticeable spelling & grammar mistakes.  | Unacceptable number of spelling and/or grammar mistakes.   | / 4                |
| Sources                  | More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative. | 5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.  | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.   | Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.                             | / 4                |
| Citations                | Cites all data obtained from other sources. APA citation style is used in both text and bibliography.  | Cites most data obtained from other sources. APA citation style is used in both text and bibliography.   | Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.   | Does not cite sources.   | / 4                |



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## RUBRICS:

# FEATURES AND LIMITATIONS

- Creates digital rubrics that can be used (and re-used) for assessment in a course site or copied to other course sites
- Can be attached to Dropbox Folders or Discussion Topics for inline assessment or to any grade item
- Create traditional analytic rubrics or holistic rubrics
- Can allow different points for levels of achievement for each criterion (custom points) or use the same points for all criteria at each level (points)
- Ability to add custom “initial feedback” that is provided to students who achieve specific criterion-level intersects
- Rubrics cannot be imported *directly* from Word/PDF documents
- Rubrics do not include a zero (0) level by default
- Once rubrics are used for assessment they are locked & only minor edits for grammar can be made (can still be copied)
- Rubrics cannot be imported from/exported to integrations that also use rubrics like Gradescope, PEAR, Video Assignments, etc.

## RUBRICS:

# COMMON USES

- **Team Grading**
  - Improve grading consistency between graders
- **Improving Grading Efficiency**
  - A well-designed rubric makes the grading process faster with less need for individualized written feedback
- **Setting Expectations**
  - Students see the rubric ahead of submission (default)
- **Reflection/Critical Thinking**
  - Students can use the rubric (manually, not online) to self assess their work prior to submission
- **Providing Formative Feedback**
  - A rubrics provide simple formative feedback with or without being associated with a grade



# DEMO: RUBRICS TOOL

- **Creating a Rubric**
  - Rubric types (Analytic or Holistic)
  - Scoring options (No score, Points, or Custom Points)
  - Adding criterion and levels (don't forget to add a zero level)
  - Overall Score
  - Visibility options
- **Associating a Rubric With:**
  - Dropbox folders
  - Discussion topics
  - Grade items
- **Assessing with a Rubric**
  - In Dropbox/Discussions
  - In Grades

# GRADES

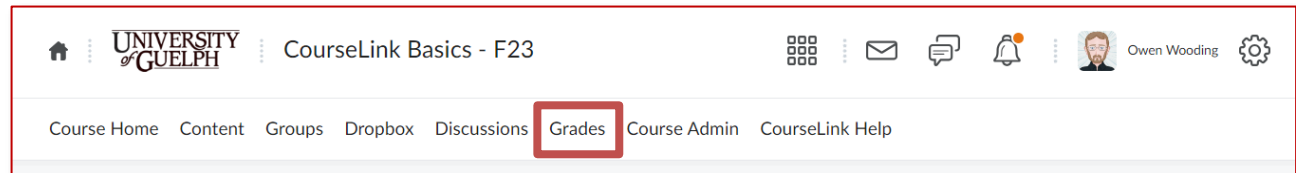
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# GRADES: BASICS

- The Grades tool appears as a link on every course site's default navigation bar



- The Grades tool facilitates creation of Grade Items & Categories with various max points values & weights

A screenshot of the Grades tool interface. At the top, there are buttons for "New" and "More Actions". A dropdown menu is open, showing "Item" and "Category" options. Below this is a table with columns for "Grade Item", "Type", "Association", "Max. Points", and "Weight". The table contains three rows of data, with the second row highlighted by a red box.

| Grade Item                                   | Type    | Association | Max. Points | Weight |
|--|---------|-------------|-------------|--------|
| <input type="checkbox"/> Demo Assignment 1   | Numeric | Dropbox     | 28          | 10     |
| <input type="checkbox"/> Demo Assignment 3   | Numeric | Dropbox     | 28          | 10     |
| <input type="checkbox"/> Graded Quiz Example | Numeric | Quizzes     | 10          | 10     |

## GRADES: BASICS

- The Grades tool also allows for scores to be entered directly for students (typically for items not associated with other tools like Dropbox, Discussions or Quizzes)

| <input type="checkbox"/> | First Name, Last Name, Org Defined ID | Grade ▼ |
|--------------------------|---------------------------------------|---------|
| <input type="checkbox"/> | William, Nylander, D0000088 ▼         | 27 / 28 |
| <input type="checkbox"/> | Thomas James, Brodie, D0000078 ▼      | 25 / 28 |
| <input type="checkbox"/> | Ondrej, Kase, D0000025 ▼              | 18 / 28 |

- The Grades tool also automatically calculates the final grades for your students

| <input type="checkbox"/> | Last Name ▲, First Name, Org Defined ID | Final Grades                        | Demo Assignment 1 ▼ | Demo Assignment 3 ▼ | Graded Quiz Example ▼ | Quiz 4 ▼ | Example Assessd Discussion Groups Group Discussion ▼ |
|--------------------------|---|-------------------------------------|---------------------|---------------------|-----------------------|----------|--|
| <input type="checkbox"/> | Brodie, Thomas James (Id: D0000078) ▼   | Final Calculated Grade ▼<br>86.52 % | 20 / 28             | 26 / 28             | 9 / 10                | 11 / 12  | 26 / 30  |

## GRADES:

# FEATURES AND LIMITATIONS

- Grade items can be created directly in the Grades tool, via associated tools (dropbox, discussions, or quizzes), or via some integrations (Gradescope, Perusall, etc.)
- Grade items can be set as one of 6 types: **Numeric**, Selectbox, Pass/Fail, Formula, Calculated, and Text
- Grade items can be set as bonus items or to allow a student to exceed the max points (e.g., score 12/10)
- Grade categories can be created to group related items
- Grades can be entered directly into an item, imported from a file, published through an associated tool, or pushed through an integrated tool (Gradescope, PEAR, etc.)
- Grade items & categories can be hidden from students
- Importing from a file requires specific formatting and relies on unique identifiers for students (student id or username)
- Working with non-numeric grade items (especially formula types) can be a bit difficult

## GRADES:

# COMMON USES

- Creating grade items for recording grades for assignments or tests completed outside of CourseLink (e.g., final exams, filed work, live presentations, etc.)
- Creating grade categories to:
  - Organize grade items and improve student experience
  - Drop the lowest X number of grades (e.g., drop the lowest 2 quiz scores)
- Providing exemptions to specific students for specific graded work
- [Advanced] Leveraging formula grade items to provide different grades to students based on various conditions
  - E.g., If the score on the midterm was  $< X$ , then weight the final at Y, otherwise weight the final at Z.

# DEMO: GRADES TOOL

- **Creating a Numeric Grade Item**
  - Setting the Max Points and Weight values
  - Enabling Can Exceed & Bonus options
  - Display Options
- **Creating a Grade Category**
  - Setting the Weight (no points on a category)
  - Distribution Settings (manual, points, evenly)
  - Dropping the lowest/highest grade(s)
  - Moving existing grade items into the category
- **Entering Grades**
  - Hiding a grade item/category (and why you should hide it)
  - Entering grades for a single grade item
  - Exempting grades for specific students

# FINAL GRADES DOWNLOAD TOOL

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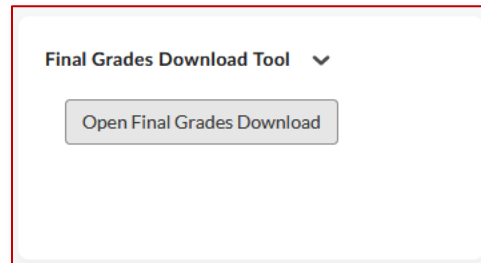
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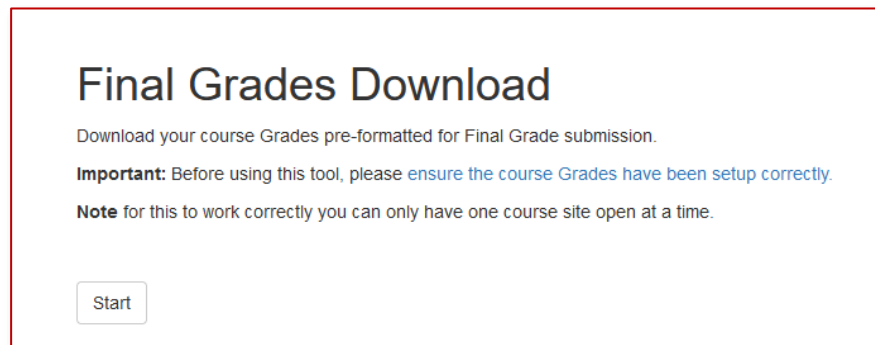


## FINAL GRADES DOWNLOAD TOOL: BASICS

- The Final Grades Download Tool does not appear on the navigation bar or via Course Admin, but lives as a widget on a course site's homepage (bottom-right corner)



- Clicking the Open Final Grades Download button will open the tool in a new window/tab



## FINAL GRADES DOWNLOAD TOOL: FEATURES AND LIMITATIONS

- Creates a properly formatted text file (.txt) that can be sent to the Registrar's Office for upload to WebAdvisor
- Automatically selects the proper grade for each student based on available data:
  - Final Alpha Grade (e.g., INC) > Final Adjusted Grade (instructor modified) > Final Calculated Grade (automatically determined)
- Generates downloadable partially completed Instructor Recommendation Forms (IRFs) for students with INCs
- Can export grades for both Degree Program and Open Learning Program Students
- Only works for anyone with an instructor role in the course site (no accessible to TAs)
- Requires some Excel knowledge to print the file

## FINAL GRADES DOWNLOAD TOOL: COMMON USES

- Exporting final grades in the proper format for the Registrar
- Preparing Instructor Recommendation Forms (IRFs)

# DEMO: FINAL GRADES DOWNLOAD TOOL

- **Preparing Final Grades**
  - Add “Final Alpha Grade” (Text Grade Item)
  - Enter incomplete indicators (INCs)
  - Modify final grades via Final Adjusted Grades
- **Export Final Grades**
  - Accessing the Final Grades Download Tool
  - Downloading the text file (Degree Program + OLP)

# SUPPORT AND RESOURCES

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# SUPPORT & RESOURCES

## OpenEd Documentation & Support Site:

- Rubrics Tool  
<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/rubrics>
- Grades Tool  
<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/grades>
- Final Grades Download Tool  
<https://support.opened.uoguelph.ca/instructors/courselink/tutorials/content/final-grades-download-tool>

## CourseLink Support

- Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)
- Phone: x.56939

## Instructional Technology Specialist (ITS) Team

- Request a consultation: <https://bit.ly/UG-ITS-Consult>
- Email: [insttech@uoguelph.ca](mailto:insttech@uoguelph.ca)

# RELATED PROGRAMMING:

## CourseLink Basics Series

<https://opened.uoguelph.ca/instructor-resources/fall-2023-programming#CourseLinkBasics>

- All the session recordings and slides posted online!

## Previous Related Sessions (with recordings):

- Online Assessment with EdTech: Rubrics Tool  
<https://opened.uoguelph.ca/instructor-resources/winter-2022-programming#Rubrics>
- Online Assessment with EdTech: Grades Tool  
<https://opened.uoguelph.ca/instructor-resources/winter-2022-programming#Grades>
- Rubrics & Equitable Assessments  
<https://opened.uoguelph.ca/instructor-resources/rethink-your-assessments-for-remote-environments-with-ed-tech#Rubrics>

## Online Drop-In Support for Teaching and Learning Technology

<https://opened.uoguelph.ca/instructor-resources/fall-2023-programming#TLTTechnology>

- 2–3:30 pm on Sep. 27, Oct. 25, & Nov. 29 (last Wednesday each month) – No registration required!