COURSELINK RUBRICS TOOL

Reading Week Series

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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 is located within the Between the Lake Treaty (1792); the treaty lands and territory of the Mississaugas of the Credit. Today, this land continues 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, the Truth and Reconciliation Commission’s Calls to Action, and our collective responsibility to the land on which we work and learn.
AGENDA

• Why consider using a rubric?
• The Basics
  – Why consider using a rubric?
  – Where to find the Rubrics tool
  – Rubric creation
  – Attaching a rubric to a discussion/dropbox/grade item
  – Assessment
• Advanced options
  – Custom points for analytic rubrics
  – Criterion groups for analytic rubrics
• Support & Resources
USING A RUBRIC

The what and the why?
WHAT IS A RUBRIC?

• A scoring tool.
• Consist of:
  – **Criteria**: the aspects of the work to be assessed
  – **Performance levels**: a rating scale that places the student’s work
    • Level 1 thru 4
    • Exceeds, Meets, Approaches Expectations
  – **Descriptors**: the characteristics of each criteria at a specific performance level
WHEN SHOULD I CONSIDER USING A RUBRIC?

• For “open” tasks that do not have straight-forward, objective answers:
  – Term papers, essays, field reports, seminar presentations, professional performance, clinical consultation, creative works, etc.
• In cases where you have multiple graders and/or new graders
WHY USE A RUBRIC? – INSTRUCTORS/TAs

• Reduce time spent grading
  – Increased work up front for reduce effort during grading to provide feedback

• Help to ensure consistency across time and across graders

• Reduced uncertainty around grades
  – Expectations around re-grade requests?

• Effective communication may discourage complaints around grades
WHY USE A RUBRIC? — STUDENTS

- Clarify expectations
  - High stakes assessment for students
- Improved academic performance* (modest)
- Allows student to monitor their progress as they work on the assessment
- Avenues for self- and peer-assessment
CONCERNS

• Designing an effective rubric can be a time-consuming process, may not be practical for every assessment
• Students may not actually understand/gain additional insight from the rubric (too long, too unclear, etc.)
• Does the rubric assess what you want it to?
• What about an assignment where each part is done well, but the overall falls short?
• Rubrics are too restrictive; students will just do what they need to to reach a certain level
  – Rubrics don’t leave room for/award creativity
COURSELINK RUBRICS TOOL
The Basics
THE BASICS

1. Where to find the Rubrics tool
2. How to create/edit a rubric
3. How to attach a rubric to a dropbox folder or discussion topic
4. How to assess using the CourseLink rubric
1. WHERE TO FIND COURSELINK RUBRICS

- Accessed by Instructor or TA roles through the Course Admin option.
- Can be added to the course navigation bar
# CourseLink Rubrics

Rubrics available to this org unit are listed below. The Status column indicates the status of each rubric and affects how it can be used. **What is a rubric status?**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Type</th>
<th>Scoring Method</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Core Components</td>
<td></td>
<td>Analytic</td>
<td>Custom Points</td>
<td>Published</td>
</tr>
<tr>
<td>Discussion Board Assessment</td>
<td></td>
<td>Analytic</td>
<td>Points</td>
<td>Published</td>
</tr>
<tr>
<td>Hollistic Rubric - Landscape (Adapted from The Art of Education)</td>
<td></td>
<td>Holistic</td>
<td>Percentages</td>
<td>Published</td>
</tr>
<tr>
<td>Monologue Performance Rubric (Adapted from Theatre Folk)</td>
<td></td>
<td>Analytic</td>
<td>Custom Points</td>
<td>Published</td>
</tr>
</tbody>
</table>
COURSELINK RUBRICS

• Two structures:
  – Holistic
  – Analytic

• Can be associated with:
  – Dropbox folders
  – Discussion topics
  – Grade items
Edit Rubric

Name:
Monologue Performance Rubric (Adapted from Theatre Folk)

Type: Analytic
Scoring: Custom Points
Reverse Level Order

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thorough understanding of the text. Brings text to life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solid understanding of the text and what it means.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some understanding of the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension needs work. Little understanding of the text and what it means.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initial Feedback

<table>
<thead>
<tr>
<th>Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 pt</td>
</tr>
<tr>
<td>Fully developed and believable character. Used Character Analysis sheet well.</td>
</tr>
<tr>
<td>6 pt</td>
</tr>
<tr>
<td>Characterization is solid. Believable and many character details.</td>
</tr>
<tr>
<td>4 pt</td>
</tr>
<tr>
<td>Characterization is satisfactory. Somewhat believable, some character details</td>
</tr>
<tr>
<td>2 pt</td>
</tr>
<tr>
<td>Characterization needs work. Not believable, no character details.</td>
</tr>
</tbody>
</table>

Initial Feedback
## 2. Rubric Creation

Rubrics available in this course unit are listed below. The Status column indicates the status of each rubric and affects how it can be used. **What is a rubric status?**

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<td></td>
<td>Analytic</td>
<td>Custom Points</td>
<td>Published</td>
</tr>
</tbody>
</table>
SELECT RUBRIC TYPE

Type: Analytic
Scoring:
• No score
• Points
• Custom Points

Type: Holistic
Scoring:
• No score
• Percentage
DETERMINE PERFORMANCE LEVELS
**Initial Feedback:** default performance level-specific feedback a student will receive for a specific criterion
RUBRIC OPTIONS

Options

Rubric Visibility

- Rubric is visible to students
- Rubric is hidden from students
  - Include rubric feedback in overall feedback
- Rubric is hidden from students until feedback is published

Score Visibility

- Hide scores from students
3. ATTACHING RUBRICS TO AN ASSESSMENT

- Rubrics can be associated with 3 tools in CourseLink
  - Dropbox
  - Discussions
  - Grades
ATTACHING A RUBRIC TO A DROPBOX FOLDER

Note: Make sure the Grade Out Of and Rubric total match!
ATTACHING A RUBRIC TO A DISCUSSION TOPIC

Assessment

Score Out Of

30

Rubrics

Add Rubric
No rubrics selected.

[Create Rubric in New Window]
ATTACHING A RUBRIC TO A GRADE ITEM

While this grade item has a rubric, it cannot also be associated with an online activity.

Display Options

- Show Display Options

Save and Close  Save and New  Save  Cancel
4. Grading with Rubrics

- Basics of grading are the same in all 3 assessment tools
  - Review assignment, select a performance level for each criterion
  - Option to override default points, if necessary
    - E.g., default points assigns 3 out of 4, but student closer to a 4 than 2, want to give 3.5 out of 4
  - Rubric auto saves as you go
  - Save evaluation as a draft
- Dropbox and discussion have a similar look and feel (new assessment experience)
- Grades still using the older assessment experiences
ASSESSMENT IN DROPBOX/DISCUSSIONS

[Diagram showing a Rubric Grading Practice - Dropbox folder interface with a research paper document and rubric details.]
ASSESSMENT IN DROPBOX/DISCUSSIONS

Research Paper Rubric (Cornell)

Total Score: 3 / 28

Criteria

Integration of Knowledge

- Proficient: 3 / 4

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.

Add Feedback
ASSESSMENT IN DROPBOX/DISCUSSIONS

• Override default score
  • Allows for more flexibility in grading
  • Can provide any score
  • Option to clear override, if needed
• Rubric total score populated
Overall Grade
• Save evaluation as a draft
  • Allows you to complete all the evaluations and then publish student grades at one time
## Assessment in Grade Item

![Assessment in Grade Item](image)

### Table

<table>
<thead>
<tr>
<th>Last Name, First Name, Org Defined ID</th>
<th>Grade</th>
<th>Weighted Grade</th>
<th>Scheme</th>
<th>Feedback</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 01, CourseLink, 99999999</td>
<td></td>
<td>0° / 6.67</td>
<td>0%</td>
<td>No feedback provided.</td>
<td>![Marker]</td>
</tr>
<tr>
<td>Student 02, CourseLink, 99999998</td>
<td></td>
<td>0° / 6.67</td>
<td>0%</td>
<td>No feedback provided.</td>
<td>![Marker]</td>
</tr>
<tr>
<td>Student 03, CourseLink, 99999997</td>
<td></td>
<td>0° / 6.67</td>
<td>0%</td>
<td>No feedback provided.</td>
<td>![Marker]</td>
</tr>
<tr>
<td>Student 04, CourseLink, 99999996</td>
<td></td>
<td>0° / 6.67</td>
<td>0%</td>
<td>No feedback provided.</td>
<td>![Marker]</td>
</tr>
</tbody>
</table>
# Assessment in Grade Item

## Oral Presentation Rubric (Purdue, College of Science)
Graded by Carolyn Creighton

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mastery 4 points</th>
<th>Proficient 3 points</th>
<th>Developing 2 points</th>
<th>Beginning 1 point</th>
<th>Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Topic is tightly focused and relevant; presentation contains accurate information with no fact errors</td>
<td>Topic is adequately focused and relevant; major facts are accurate and generally complete</td>
<td>Topic would benefit from more focus; presentation contains some fact errors or omissions</td>
<td>Topic lacks relevance or focus; presentation contains multiple fact errors</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise</td>
<td>Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable</td>
<td>Some ideas not presented in proper order; transitions are needed between some ideas; some parts of the presentation may be wordy or unclear</td>
<td>Ideas are not presented in proper order; transitions are lacking between major ideas; several parts of the presentation are wordy or unclear</td>
<td></td>
</tr>
</tbody>
</table>
**Rubrics Tool Considerations**

1. Rubrics must be Published to be available to associate with another tool.
2. Once a rubric is associated with a folder/topic, it cannot be deleted (link icon).
3. Once a rubric has been used to evaluation, it cannot be deleted or edited (lock icon).
4. Rubrics should have at least two levels of performance associated with them.
5. When grading, you must select a performance level. Only inputting a number in the criterion score column will result in an incomplete rubric that will not be released to students.
COURSELINK RUBRICS TOOL
Advanced Options
ADVANCED OPTIONS

- Analytic rubric, custom points
- Analytic rubric, criterion groups
CUSTOM POINT RUBRIC

• Designed for when each criterion is out of a different number
• Example:
  – Introduction – 15 points
  – Methods – 10 points
  – Results – 15 points
  – Discussion – 20 points
  – Conclusion – 10 points
  – References – 10 points
# Custom Points Rubric

**Introduction**

- **Level 3**: 15 pt
  - Introduction is focused narrowly enough for the scope of the assignment. A thesis statement provides direction for the paper.

- **Level 2**: 10 pt
  - Introduction provides good background knowledge on topic. Sufficiently focused.

- **Level 1**: 5 pt
  - Introduction does not provide a clear introduction to the topic.

- **Level 0**: 0 pt
  - Initial Feedback

**Methods**

- **Level 3**: 10 pt
  - Initial Feedback

- **Level 2**: 7 pt
  - Initial Feedback

- **Level 1**: 4 pt
  - Initial Feedback

- **Level 0**: 0 pt
  - Initial Feedback
CUSTOM POINTS RECOMMENDATIONS

• When developing, consider selecting criterion scores that are all easily divisible by the number of levels
  – E.g.,
    • Base scale of 10, 7, 4, and 0
    • Scales easily to 20, 14, 8, and 0
• Communication
  – Consider highlighting to students that certain criteria carry more weight
CRITERION GROUPS

• Allows you to break a rubric up into subsections or groups
• Examples:
  – Assignment with multiple components
  – Group presentation
• Different criterion groups can have different scales and number of performance levels
## Criterion Group Rubric

<table>
<thead>
<tr>
<th></th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Notebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initial Feedback

Total: 45
CRITERION GROUPS RECOMMENDATIONS

• When developing, consider:
  – Who will be using the rubric for assessment
  – Who will be viewing it
RESOURCES & SUPPORT
RESOURCES

• OpenEd Support & Documentation – Rubrics: https://support.opened.uoguelph.ca/instructors/courselink/tools/content/rubrics


SUPPORT

CourseLink Technical Support

- Phone:
  - 519-824-4120 x56939
  - 1-866-275-1478 (CAN/US)

- Email:
  - courselink@uoguelph.ca

Instructional Technology Specialists

- Email: instttech@uoguelph.ca