COURSELINK RUBRICS TOOL
Getting Started with CourseLink 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 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

• Rubric Basics
• Creating CourseLink Rubrics
  – Where to find the Rubrics tool
  – Rubric creation
• Assessment with CourseLink Rubrics
  – Attaching a rubric to a discussion/dropbox/grade item
  – Performing assessment
• Support & Resources
• Question & Answer Period
RUBRIC BASICS
**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, for example:
    - Level 1 thru 3
    - Exceeds, Meets, Approaches Expectations
  - **Descriptors**: the characteristics of each criterion 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.
- Should also be considered in cases where you have multiple graders and/or new graders.
**Why use a Rubric? – Instructors/TAs**

- Reduce time spent grading
  - Some additional work up front to create the rubric will reduce time and effort during grading
- Helps to ensure consistency across graders
- Reduces uncertainty around grades
- May discourage disputes over grades/re-grade requests
Why use a Rubric? – Students

• Clarifies expectations
• Improves academic performance* (modest)
• Allows students to monitor their progress as they work on the assessment
• Provides avenues for self- and peer-assessment
CONSIDERATIONS

• 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.)
• What about an assignment where each part is done well, but the overall falls short?
• Rubrics can be too restrictive; students will just do what they need to reach a certain level
  – Rubrics often do not leave room for/award creativity
CREATING COURSELINK RUBRICS
Using the Rubrics tool
WHERE TO FIND COURSELINK RUBRICS

- Accessed by Instructor or TA roles through the Course Admin option.
- Rubrics can be added to the course navigation bar (not recommended)
COURSELINK RUBRIC TYPES

• Two Types:
  – Holistic
    • General levels only (no criteria)
    • Scored as a percentage (or not scored)
  – Analytic
    • Traditional grid rubric with criteria and levels
    • Scored using points (or not scored)

• Both types can be associated with:
  – Dropbox folders
  – Discussion topics
  – Grade items
# Holistic Rubric

## Edit Rubric

**Name**

Holistic Rubric - Landscape (Adapted from The Art of Education)

**Type:** Holistic  
**Scoring:** Percentage  
**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>85%</td>
<td>70%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- The work shows an exceptional understanding of:
  - foreground, middleground, and background.
  - atmospheric perspective.
  - overlapping and size variation.

- The work shows proficient understanding of:
  - foreground, middleground, and background.
  - atmospheric perspective.
  - overlapping and size variation.

- The work shows a developing understanding of:
  - foreground, middleground, and background.
  - atmospheric perspective.
  - overlapping and size variation.

- The work does not show understanding of:
  - foreground, middleground, and background.
  - atmospheric perspective.
  - overlapping and size variation.

**Options**
# Analytic Rubric

## Edit Rubric

**Name:** Monologue Performance Rubric (Adapted from Theatre Folk)

**Type:** Analytic  
**Scoring:** Custom Points  
**Reverse Level Order:**

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

### Initial Feedback

**Comprehension**

8 pts

**Characterization**

8 pts

Fully developed and believable character. Used Character Analysis sheet well.

6 pts

Characterization is solid. Believable and many character details.

4 pts

Characterization is satisfactory. Somewhat believable, some character details.

2 pts

Characterization needs work. Not believable, no character details.

### Initial Feedback
# Rubric Creation

## Rubrics

Rubrics available to 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?](#)

<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>Holistic 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>

[Help](#)
SELECT RUBRIC TYPE

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

Type: Holistic
Scoring:
• No score
• Percentage
**DETERMINE PERFORMANCE LEVELS**

<table>
<thead>
<tr>
<th>Type: Analytic</th>
<th>Scoring: Points</th>
<th>Reverse Level Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>4 pt</td>
<td>3 pt</td>
</tr>
<tr>
<td></td>
<td>Level 2</td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td>2 pt</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

**New Criterion**

Initial Feedback

Initial Feedback

**Total** 8
**ADD CRITERIA & DESCRIPTORS**

<table>
<thead>
<tr>
<th>Type: Analytic</th>
<th>Scoring: Points</th>
<th>Reverse Level Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 4</td>
<td>Level 3</td>
</tr>
<tr>
<td></td>
<td>4. pt</td>
<td>3. pt</td>
</tr>
<tr>
<td>Introduction</td>
<td>Level 2</td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td>2. pt</td>
<td>1. pt</td>
</tr>
</tbody>
</table>

**Initial Feedback**

- **Introduction**
  - Introduction is focused narrowly enough for the scope of the assignment. A thesis statement provides direction for the paper.
  - Introduction provides good background knowledge on topic. Sufficiently focused.
  - Introduction is too broad and not focused on the paper topic enough.
  - Introduction does not provide a clear introduction to the topic.

**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
Demo Time!

• Let’s build a simple analytic rubric in CourseLink by:
  – Creating a new rubric
  – Copying over our criteria, descriptors, and level names from existing paper-based rubric (Word or PDF)
  – Setting our levels and scoring system
  – Explore some other helpful Rubric creation options
ASSESSMENT WITH COURSELINK RUBRICS
ATTACHING RUBRICS TO AN ASSESSMENT

• Rubrics can be associated with 3 tools in CourseLink
  – Dropbox
    • To specific folders
  – Discussions
    • To specific topics
  – Grades
    • To any grade item
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

**Note:** Make sure the Grade Out Of and Rubric total match!
ATTACHING A RUBRIC TO A GRADE ITEM

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

- Basics of grading are the same in all 3 assessment tools
  - Review assignment and 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 as a draft, move on to the next student
- Dropbox and discussion have a similar look and feel (new assessment experience)
- Grades still uses an older rubric assessment experience
ASSESSMENT IN DROPBOX/DISCUSSIONS
ASSESSMENT IN DROPBOX/DISCUSSIONS
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 auto-populates Overall Grade
• Save evaluation as a draft
  • Allows you to complete all the assessments and then publish all student grades at once
**Assessment in Grade Item**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>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></td>
<td></td>
<td>/ 28</td>
<td>0%</td>
<td>No feedback provided.</td>
<td></td>
</tr>
<tr>
<td>Student 02, CourseLink, 99999998</td>
<td></td>
<td></td>
<td></td>
<td>/ 28</td>
<td>0%</td>
<td>No feedback provided.</td>
<td></td>
</tr>
<tr>
<td>Student 03, CourseLink, 99999997</td>
<td></td>
<td></td>
<td></td>
<td>/ 28</td>
<td>0%</td>
<td>No feedback provided.</td>
<td></td>
</tr>
<tr>
<td>Student 04, CourseLink, 99999996</td>
<td></td>
<td></td>
<td></td>
<td>/ 28</td>
<td>0%</td>
<td>No feedback provided.</td>
<td></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>

/ 4

/ 4
Rubrics Tool Considerations

1. Rubrics must be published 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 for assessment, it cannot be deleted (lock icon).
4. Rubric text can now be edited when locked, however structural changes (e.g., level values) are prohibited.
5. Rubrics should have at least two levels of performance associated with them.
6. 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.
DEMO TIME

- Time to use our rubric to perform an assessment!
- In this demo I will:
  - Attach our rubric to a Dropbox folder
  - Use the rubric to assess 3 student submissions with examples of:
    - Overriding a grade
    - Adding additional criterion level feedback
RESOURCES

- **OpenEd Support & Documentation – Rubrics:**
  [https://support.opened.uoguelph.ca/instructors/courselink/tools/content/rubrics](https://support.opened.uoguelph.ca/instructors/courselink/tools/content/rubrics)

- **Know your terms: Holistic, analytic, and single-point rubrics.** (2014)
  Cult of Pedagogy. [https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/](https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/)

- **Creating and using rubrics.** Eberly Center, Carnegie Mellon University.
  [https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html](https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html)


SUPPORT

CourseLink Technical Support
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  – 1-866-275-1478 (CAN/US)
• Email:
  – courselink@uoguelph.ca

Instructional Technology Specialists
• Consultation request form: http://bit.ly/UG-ITS-Consult
• Email: insttech@uoguelph.ca