

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

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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

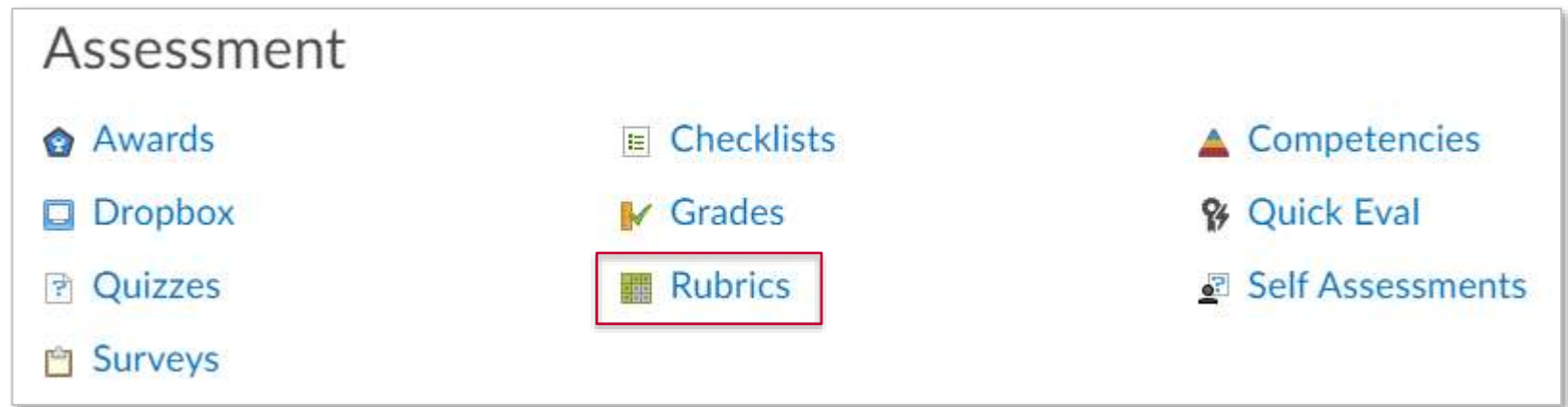
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WHERE TO FIND COURSELINK RUBRICS

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



COURSELINK RUBRICS TOOL


Course Home Content Groups Dropbox Discussions Quizzes Grades Course Admin CourseLink Help




Rubrics Help

[New Rubric](#)

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?](#)

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



<input type="checkbox"/>	Name ▲	Description	Type	Scoring Method	Status
<input type="checkbox"/>	Case Study Core Components ▼ 		Analytic	Custom Points	Published
<input type="checkbox"/>	Discussion Board Assessment ▼ 		Analytic	Points	Published
<input type="checkbox"/>	Holistic Rubric - Landscape (Adapted from The Art of Education) ▼		Holistic	Percentages	Published
<input type="checkbox"/>	Monologue Performance Rubric (Adapted from Theatre Folk) ▼ 		Analytic	Custom Points	Published



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 ▼
Status: Published ▼

Name*

Type: Holistic ▼
Scoring: Percentage ▼
[↔ Reverse Level Order](#)

	Level 4	Level 3	Level 2	Level 1	
+	<input style="width: 100%; border: 1px solid #ccc;" type="text" value="85"/> % 🗑️	<input style="width: 100%; border: 1px solid #ccc;" type="text" value="70"/> % 🗑️	<input style="width: 100%; border: 1px solid #ccc;" type="text" value="50"/> % 🗑️	<input style="width: 100%; border: 1px solid #ccc;" type="text" value="0"/> % 🗑️	+
	<p>The work shows an <i>exceptional</i> understanding of:</p> <ul style="list-style-type: none"> -foreground, middleground, and background. -atmospheric perspective, -overlapping and size variation. 	<p>The work shows <i>proficient</i> understanding of:</p> <ul style="list-style-type: none"> -foreground, middleground, and background. -atmospheric perspective, -overlapping and size variation. 	<p>The work shows a <i>developing</i> understanding of:</p> <ul style="list-style-type: none"> -foreground, middleground, and background. -atmospheric perspective, -overlapping and size variation. 	<p>The work <i>does not</i> show understanding of:</p> <ul style="list-style-type: none"> -foreground, middleground, and background, -atmospheric perspective, -overlapping and size variation. 	
+ Add Criterion					

Options ▶

ANALYTIC RUBRIC

Edit Rubric ✓ Saved Status: Published ▼

Name*

Type: Analytic ▼ Scoring: Custom Points ▼ ↔ Reverse Level Order

	Level 4	Level 3	Level 2	Level 1	
⋮ Comprehension	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="8"/> pt Thorough understanding of the text. Brings text to life.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="6"/> pt Solid understanding of the text and what it means.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="4"/> pt Some understanding of the text.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="2"/> pt Comprehension needs work. Little understanding of the text and what it means.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="8"/>
Initial Feedback					
⋮ Characterization	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="8"/> pt Fully development and believable character. Used Character Analysis sheet well.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="6"/> pt Characterization is solid. Believable and many character details.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="4"/> pt Characterization is satisfactory. Somewhat believable, some character details	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="2"/> pt Characterization needs work. Not believable, no character details.	<input style="width: 80%; border: 1px solid #ccc;" type="text" value="8"/>
Initial Feedback					



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RUBRIC CREATION


Course Home Content Groups Dropbox Discussions Quizzes Grades Course Admin CourseLink Help




Rubrics Help

New Rubric

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?](#)

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



<input type="checkbox"/>	Name ▲	Description	Type	Scoring Method	Status
<input type="checkbox"/>	Case Study Core Components ▼ 		Analytic	Custom Points	Published
<input type="checkbox"/>	Discussion Board Assessment ▼ 		Analytic	Points	Published
<input type="checkbox"/>	Holistic Rubric - Landscape (Adapted from The Art of Education) ▼		Holistic	Percentages	Published
<input type="checkbox"/>	Monologue Performance Rubric (Adapted from Theatre Folk) ▼ 		Analytic	Custom Points	Published

SELECT RUBRIC TYPE

Edit Rubric ▼ ✓ Saved Status: Published ▼

Name*

Untitled

Type: Analytic ▼ Scoring: Points ▼ [↔ Reverse Level Order](#)

Type: Analytic

Scoring:

- No score
- Points
- Custom Points





Type: Holistic

Scoring:

- No score
- Percentage

DETERMINE PERFORMANCE LEVELS

Type: Analytic ▾ Scoring: Points ▾ ↔ Reverse Level Order

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

Add Criteria Group Total - / 8

ADD CRITERIA & DESCRIPTORS

Type: Analytic ▾ Scoring: Points ▾ ↔ Reverse Level Order

	Level 4	Level 3	Level 2	Level 1	
...	4 pt	3 pt	2 pt	1 pt	+
⋮ 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.	/ 4
	Initial Feedback				

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

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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

The screenshot displays a course management interface for a Dropbox folder named "Rubric Grading Practice". The "Name" field contains "Rubric Grading Practice". The "Grade Out Of" field is set to "28 points" and is highlighted with a red box. The "Due Date" is set to "2/21/2022" at "11:59 PM". The "Instructions" field is empty. The "Availability Dates & Conditions" section shows "Always available". The "Submission & Completion" section shows "Category: Rubric Practice" and "File submission". The "Evaluation & Feedback" section is highlighted with a red box and contains the "Add Rubric" button, which is also highlighted with a red box. The "Learning Objectives" section shows "No learning objectives" and "Manage Learning Objectives".

Note: Make sure the Grade Out Of and Rubric total match!

ATTACHING A RUBRIC TO A DISCUSSION TOPIC

The screenshot shows the 'Assessment' tab selected in a learning management system. The 'Assessment' tab is highlighted with a red box. Below the tab, the 'Assessment' section is visible. It includes a 'Grade Item' dropdown menu with the text '-- No grade items exist --' and a '[New Grade Item]' button. Below this is the 'Score Out Of' field, which contains the number '30' and is also highlighted with a red box. Underneath is the 'Rubrics' section, which contains an 'Add Rubric' button highlighted with a red box. Below the button, it says 'No rubrics selected.' and there is a link '[Create Rubric in New Window]'.

Note: Make sure the Grade Out Of and Rubric total match!

ATTACHING A RUBRIC TO A GRADE ITEM

Properties Restrictions Objectives

General

Type
Numeric

Name *

Rubrics

Add Rubric ⓘ

Oral Presentation Rubric (Purdue, College of Science) ✎ ✕

[Create Rubric in New Window]

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

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

The screenshot displays a Blackboard assessment interface. At the top, the page title is "Rubric Grading Practice - Dropbox folder" with the subtitle "Online Assessments with EdTech". The user is identified as "User 1 of 1". Below the title, the submission information shows "CourseLink Student 01" and the file "Demo Assignment.docx". A "Back to User Submissions" link is visible on the left. The main content area is a document viewer showing a document titled "Assignment 1" by "Demo Student 1". The document text is a placeholder Lorem Ipsum paragraph. On the right side, a "Rubrics" panel is open, listing "Research Paper Rubric (Cornell)" with a "Not scored" status and a bar chart icon. Below the rubric list, the "Overall Grade" is shown as a box containing a question mark, followed by "/ 28" and a bar chart icon. The "Overall Feedback" section is partially visible at the bottom right.

ASSESSMENT IN DROPBOX/DISCUSSIONS

Rubrics

Research Paper Rubric (Cornell)

Total Score / 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



Rubrics

Research Paper Rubric (Cornell) Saved

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.

Criterion 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** auto-populates **Overall Grade**
- Save evaluation as a **draft**
 - Allows you to complete all the assessments and then publish all student grades at once

The screenshot displays the assessment interface with several key elements highlighted by red boxes:

- Citations:** A progress bar with a checkmark and a 'Clear Override' button. Below it, the text 'Proficient' is followed by '3.5 / 4*'.
- Total Score:** A box containing 'Total Score' and '22.5 / 28'.
- Overall Score:** A progress bar with a checkmark and the text 'Proficient' and '21 points minimum'.
- Overall Grade:** A box containing '22.5 / 28' and a key icon.
- Buttons:** 'Publish' and 'Save Draft' buttons at the bottom right.

ASSESSMENT IN GRADE ITEM

Set Grades Clear Grades Add Feedback Exempt Unexempt Email

<input type="checkbox"/>	Last Name ▲, First Name, Org Defined ID	Grade	Weighted Grade	Scheme	Feedback	Assessment
<input type="checkbox"/>	Student 01, CourseLink, 99999999 ▼	<input type="text"/> / 28	0* / 6.67	0%	No feedback provided.	
<input type="checkbox"/>	Student 02, CourseLink, 99999998 ▼	<input type="text"/> / 28	0* / 6.67	0%	No feedback provided.	
<input type="checkbox"/>	Student 03, CourseLink, 99999997 ▼	<input type="text"/> / 28	0* / 6.67	0%	No feedback provided.	
<input type="checkbox"/>	Student 04, CourseLink, 99999996 ▼	<input type="text"/> / 28	0* / 6.67	0%	No feedback provided.	

100 per page ▼



ASSESSMENT IN GRADE ITEM

Oral Presentation Rubric (Purdue, College of Science)

Graded by Carolyn Creighton

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

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RESOURCES

- **OpenEd Support & Documentation – 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/>
- **Creating and using rubrics.** Eberly Center, Carnegie Mellon University. <https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>
- Bacchus, R. et al. (2020) When rubrics aren't enough: exploring exemplars and student rubric co-construction. *J. Curriculum & Pedagogy* 17(1): 48-61
- Francis, JE (2018) Linking rubrics and academic performance: an engagement theory perspective. *J. University Teaching & Learning Practice* 15(1), article 3

SUPPORT

CourseLink Technical Support

- Phone:
 - 519-824-4120 x.56939
 - 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



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