Unit Topic: Rubrics

Introduction

Rubrics are grading tools that explicitly represent the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. A well-designed rubric can reduce instructor subjectivity, provide a guide to students as to what is expected, act as a learning tool, and reduce the time spent in marking!

This document outlines the steps from creating a rubric in DC Connect using the Rubrics tool. For guidance with assignment design and/or the pedagogy of authoring good rubrics, please contact the Centre for Teaching and Learning (ctl@durhamcollege.ca).
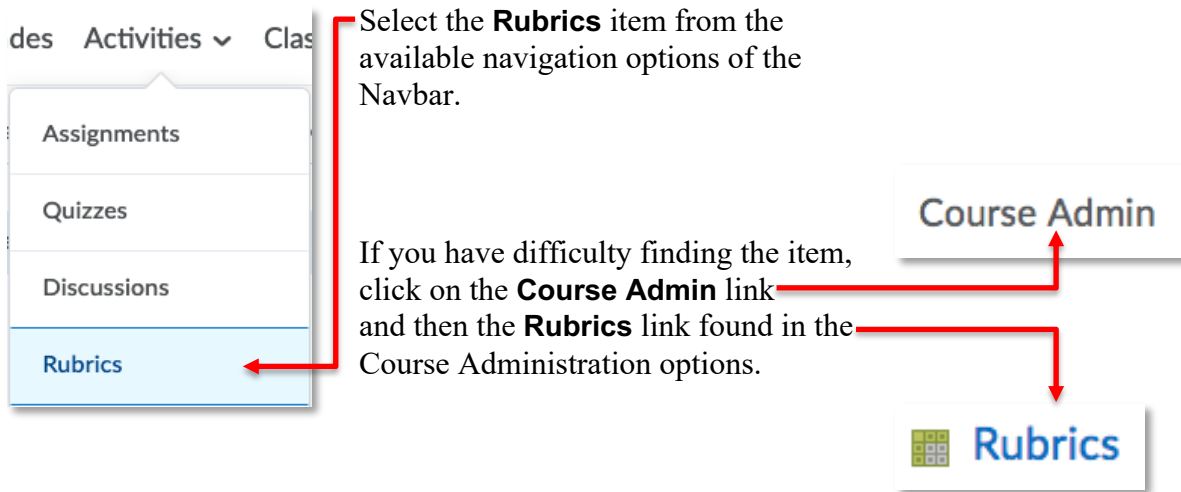
Content

This document covers the following topics:

- Accessing the Rubrics Tool
- Creating a Rubric
    - Defining Achievement Levels and Criteria
    - Rubric Options
- Managing Rubrics
    - Copy a Rubric
    - Edit a Rubric
    - Delete a Rubric
    - Set a Rubric Status
- Using a Rubric to Mark an Assignment
    - Adding a Rubric to an Assignment
    - Grading Assignments with a Rubric
- Using a Rubric to Mark a Discussion Topic
    - Adding a Rubric to a Discussion Topic
    - Grading a Discussion Topic with a Rubric

Accessing the Rubrics Tool

Select the **Rubrics** item from the available navigation options of the Navbar.

If you have difficulty finding the item, click on the **Course Admin** link and then the **Rubrics** link found in the Course Administration options.

Creating a Rubric

To create a new rubric, click the **New Rubric** button.

NOTE: There is no Save button when working in the Rubric tool. Changes save automatically.

Enter a Rubric **Name.**

Select the **Rubric Status.**

Published - This status means you can make associations with the rubric.

Archived - Archived rubrics do not appear in default search results and are not available for new associations. Existing associations with Archived rubrics remain functional.

Draft – This status means the rubric is not yet available for new associations. It is worth noting that rubrics in the Draft status *are still visible* to students. You can change the visibility in the rubric Options described later in this handout.

NOTE: Once a rubric has been used to assess student work you cannot change its name, description, levels, or criteria.

Choose the **Type of Rubric.**

Holistic - Holistic rubrics do not break performance into separate criteria. Performance is assessed holistically, so that you consider several different criteria, but make only one overall assessment.

Analytic - Most rubrics are analytic. An analytic rubric breaks performance into multiple criteria. You assess each criterion separately, resulting in an overall assessment score.

Choose your **Scoring.**

No Score - Performance levels are expressed using only text. For example, three performance levels for a rubric could be Poor, Good, and Excellent.

Points - Includes points to assess performance. For example, three performance levels for a rubric could be Poor (0 points), Good (1 point), and Excellent (2 points).

Custom Points - Similar to the Points scoring method, but you can customize the points given for each criterion (row). For example, if performance levels are "Poor", "Good", and "Excellent", then the criterion "Spelling and Grammar" could be worth 0 points, 10 points, and 20 points for each level, but the criterion "Expression" could be worth 0 points, 30 points, and 60 points, making it worth 3 times the points for "Spelling and Grammar".

Percentages - Percentages can be used only for Holistic type rubrics. Percentages is similar to Points, but measures performance in percentages instead of points.

Although it is possible to reverse the level order using the **Reverse Level Order** button, we do not recommend doing so.

Reading left to right, students should see the *highest* level of achievement first and strive for that level of excellence.

Defining Achievement Levels and Criteria

The empty rubric is a dynamic space. Simply click on features to add, modify, or remove unwanted elements.

Use the **Add** buttons to add levels to the right or left of the existing columns. We recommend adding one to the right so that your rubric has a "Level 0" with a point value of 0.

Click directly on a column label to edit it. For example, you may wish to relabel the levels to say "Excellent", "Satisfactory", "Needs Work", and "Poor"

Click directly on the point field to edit it.

...	⊹	Excellent		Satisfactory	
		5	pt 🗑	3|	pt 🗑
Criterion 1 ...					

Click the trashcan icon for any level you wish to remove from your rubric.

...	⊹	Excellent
		🗑
⠿ Introduction ...		5 pt
		\<details of measured outcomes\>

If you are using the Custom Points scoring method, you will enter a point value for each level of the criteria.

Click directly in the Criterion field to edit the criterion title.

...	⊹	Excellent
		5 pt 🗑
⠿ Introduction ...		\<details of measured outcomes\>
		Initial Feedback
		\<default feedback issued when rubric is scored\>

Click directly in the cells of each criterion level to set benchmarks of achievement. Your description should clearly identify what a student must do to satisfy this level of the criteria.

Click directly in the Initial Feedback cell of each criterion level to set the template feedback for that achievement. This will serve as a starting point for specific, personalized feedback for each student.

If you need to reorder your criteria, use the grab handles to click and drag your criterion rows.
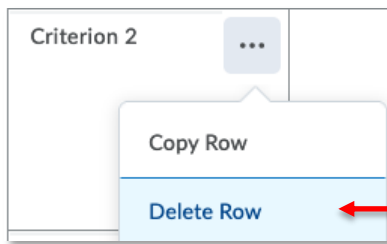
If you would like to remove an entire criterion row from your rubric, click the actions icon for the appropriate criteria row and select the **Delete Row** option.

If you require additional criterion rows for your rubric, click the **Add Criterion** link at the bottom of your existing rows.
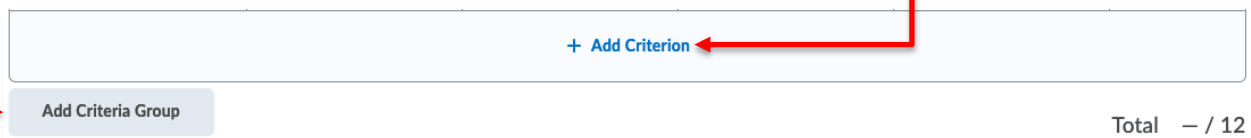
If there are assessment criteria for your assignment that need to be assessed with a different number of levels than that described in your initial offering, you can use the **Add Criteria Group** button to create a second set of criteria. The additional group mirrors the initial group but can be edited to increase or (more likely) decrease the number of levels.

This is an ideal way of adding a list of "Met" / "Not Met" criterion to your rubric.

The Overall Score section of a rubric is intended for use in the K-12 market. Although it is visible to students, we recommend you leave this blank and unaltered. You can safely ignore this part of the tool without consequence.

Rubric Options

There are several properties worth noting subtly hiding (pun intended) in the Options. Click anywhere on the **Options** row to expand this list.

The most notable Option is the **Rubric Visibility**. It is noted at the beginning of this handout that the visibility of a rubric to students is not defined by the rubric status. Here is where you can set what students can or cannot see.

If you would like your students to be able to see the rubric, because it is complete and an important tool for assignment comprehension, select the **Rubric is visible to students** option.

If your rubric is a work in progress, you may wish to (temporarily) select the **Rubric is hidden from students** option. Just be sure to make it visible to students prior to them beginning work on the task the rubric is being used to assess.

Do not hide scores from your students.

Score Visibility

☐ Hide scores from students

Description

Add a description for your personal reference. It will not be shared with students.

| Format ⌄ | **B** | *I* | U ⌄ | A⌄ | ☰⌄ | ☰⌄ | ▶◻ | 🔗 | 🖾 | Σ⌄ | ▦⌄ | +⌄ | Font | ⌄ | ⋯ | ⤢ |

Description (not visible to students)

Enter a description of the rubric if desired. This will not be visible to your students.

Make sure the **Competencies** box is checked in the **Advanced Availability** section.

You can ignore the ePortfolio setting.

Advanced Availability
Allow new associations in

☑ Competencies

☑ ePortfolio

What are associations?
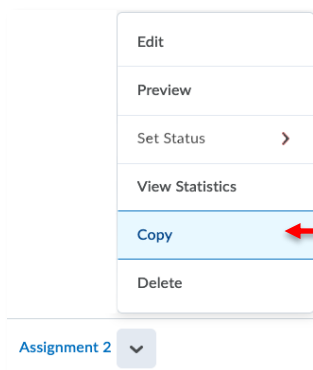
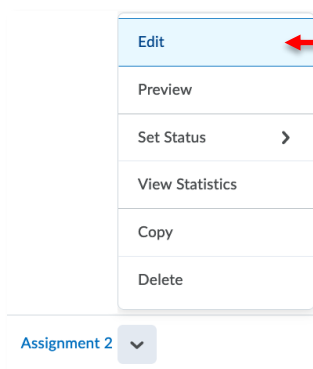**Close** ← Click the **Close** button when you are done creating or editing your rubric.

Copy a Rubric

Rubrics that become locked cannot be updated. You may need to copy an existing, locked rubric to make needed edits.
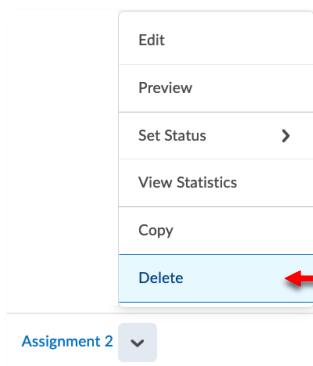
To copy a rubric, click the action menu for the rubric you want to copy and select the **Copy** option.

Edit a Rubric

To edit an existing rubric that is not locked, click the action menu for the rubric you want to update and select the **Edit** option.
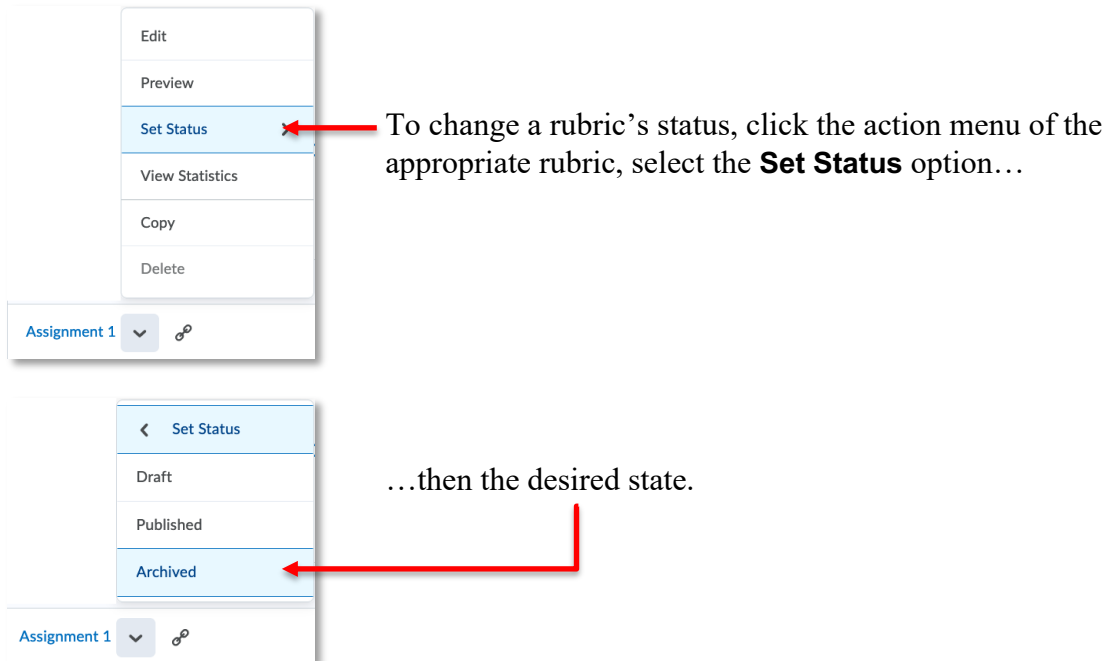
Delete a Rubric

To delete an unneeded rubric, click the action menu for the rubric you want to delete and select the **Delete** option.

Set a Rubric Status

Rubrics that are associated or locked cannot be deleted. It may be necessary to remove a rubric from view, for both you and your students, but still have the rubric be part of the course for posterity or as a future resource. Changing the rubric status from Draft or Published to Archived does this.

To change a rubric's status, click the action menu of the appropriate rubric, select the **Set Status** option…
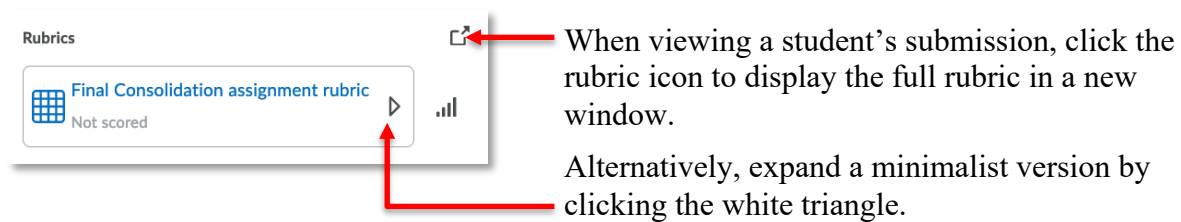
…then the desired state.

Using a Rubric to Mark an Assignment

Adding a Rubric to an Assignment

Please see the **Assignments** handout, available on the CTL website, for instructions on how to associate your rubric with an existing Assignment Folder.

Grading Assignments with a Rubric

Once a rubric has been associated with an Assignment it can be used to evaluate student work and provide feedback.

When viewing a student's submission, click the rubric icon to display the full rubric in a new window.

Alternatively, expand a minimalist version by clicking the white triangle.

Rubric	Full Marks	75% Marks	Half Marks	25% Marks	No Marks	Criterion Score
Question	4 points	3 points	2 points	1 point	0 points	/ 4
	• Question is summarized in 100 – 400 words • Effectively covers key points of the issue. • Effectively notes the significance of AI in the question.	• Question is summarized in 50 to 100 or more than 600 words • Mostly covers key points of the issue • Notes the significance of AI in the question.	• Question is summarized in 0 - 50 or over 800 words • Somewhat covers key points of the issue • Somewhat notes the significance of AI in the question.	• Question is summarized in 0 - 50 or over 800 words • Does not effectively cover key points of the issue. • Does not effectively note the significance of AI in the question.	• Question summary is not submitted / included	
Add Feedback						

After carefully considering the student's work and comparing it to the criteria requirements, select the appropriate achievement by clicking directly on the box. You can change or unselect your choices as needed.

Rubric

Question

75% Marks   3 / 4

- Question is summarized in 50 to 100 or more than 600 words
- Mostly covers key points of the issue
- Notes the significance of AI in the question.

Add Feedback

If you wish to modify the score automatically set by the rubric, click directly on the assigned value and change it.

Criteria

Introduction

Excellent   5 / 5

<details of measured outcomes>

Criterion Feedback   ✕

<default feedback issued when rubric is scored>

Any feedback you have built into the rubric will automatically appear in the **Criterion Feedback** cell. If you wish to modify the feedback, click directly in the cell and make your changes.

As you use the rubric to assess the student work, it will automatically update the overall score and copy it to the Assignment Overall Grade.

NOTE: The Criterion Feedback of the rubric does not transfer to the Overall Feedback of the Assignment.

Using a Rubric to Mark a Discussion Topic

Adding a Rubric to a Discussion Topic

Please see the **Discussions** handout available on the CTL website, for instructions on how to associate your rubric with an existing discussion topic.

Grading a Discussion Topic with a Rubric

Please see the **Discussions** handout available on the CTL website, for instructions on how to assess a student's discussion post.