Rubrics in D2L
Presenters

Dan Freer
Instructional Designer
dan.freer@Marquette.edu

Joseph "Drew" Stathus
Academic Technology Specialist
joseph.stathus@marquette.edu
Presentation Agenda

- Quick overview of rubrics
  (10 to 15 minutes)

- How to setup rubrics in D2L
  (10 to 15 minutes)

- Q&A and Open Discussion
  (15 minutes)
Quick overview of rubrics
Rubrics: Making Grading Practical
Rubrics: Making Grading Practical

Why Use Rubrics?

**Rubrics help instructors:**
- Assess assignments consistently from student-to-student.
- Save time in grading, both short-term and long-term.
- Give timely, effective feedback and promote student learning in a sustainable way.
- Clarify expectations and components of an assignment for both students and course teaching assistants (TAs).
- Refine teaching methods by evaluating rubric results.

**Rubrics help students:**
- Understand expectations and components of an assignment.
- Become more aware of their learning process and progress.
- Improve work through timely and detailed feedback.

Credit: Cornell University
Rubrics: Making Grading Practical

Making one for the first time?

• Start small by creating one rubric for one assignment in a semester.
• Ask colleagues if they have developed rubrics for similar assignments or adapt rubrics that are available online. Find online resources.
• Examine an assignment for your course. Outline the elements or critical attributes to be evaluated (these attributes must be objectively measurable).
• Create an evaluative range for performance quality under each element; for instance, “excellent,” “good,” “unsatisfactory.”
• Add descriptors that qualify each level of performance: Avoid using subjective or vague criteria such as “interesting” or “creative.” Instead, outline objective indicators that would fall under these categories.
• The criteria must clearly differentiate one performance level from another.
• Assign a numerical scale to each level.
• Give a draft of the rubric to your colleagues and/or TAs for feedback.
• Train students to use your rubric and solicit feedback. This will help you judge whether the rubric is clear to them and will identify any weaknesses.
• Rework the rubric based on the feedback.

Credit: Cornell University
# Analytic Rubric

## Breakfast in Bed: Analytic Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Accomplished (3)</th>
<th>Exemplary (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.</td>
<td>Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.</td>
<td>All food is at the correct temperature, adequately seasoned, and cooked to the eater’s preference.</td>
<td>All food is perfectly cooked and seasoned to the eater’s preference. Additional condiments are offered.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>More than one item (tray, napkin, or silverware) are dirty or missing.</td>
<td>Tray, napkin or silverware may be dirty or missing.</td>
<td>Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.</td>
<td>Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.</td>
<td></td>
</tr>
<tr>
<td><strong>Comfort</strong></td>
<td>Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.</td>
<td>Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.</td>
<td>Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.</td>
<td>Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.</td>
<td></td>
</tr>
</tbody>
</table>
# Single Point Rubric

## Breakfast in Bed: Single-Point Rubric

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Criteria Standards for This Performance</th>
<th>Advanced Evidence of Exceeding Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food:</strong> All food is at the correct temperature, adequately seasoned, and cooked to the eater’s preference.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation:</strong> Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comfort:</strong> Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Know Your Terms
# Holistic Rubric

## Breakfast in Bed: Holistic Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.</td>
</tr>
<tr>
<td>3</td>
<td>Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.</td>
</tr>
<tr>
<td>2</td>
<td>Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.</td>
</tr>
<tr>
<td>1</td>
<td>Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.</td>
</tr>
</tbody>
</table>

*From Know Your Terms*
Involving Students With Feedback

- **TED Talk: Secret to Giving Great Feedback**

- **Ways to Implement** -
  - Grade previous work with the rubric
  - Peer grading with Rubrics
  - Turnitin Peer Mark
  - [https://libguides.marquette.edu/turnitin](https://libguides.marquette.edu/turnitin) - Contact library to get started
Demo: Setting up a rubric
Questions & Discussion