

Rubrics in D2L



Presenters



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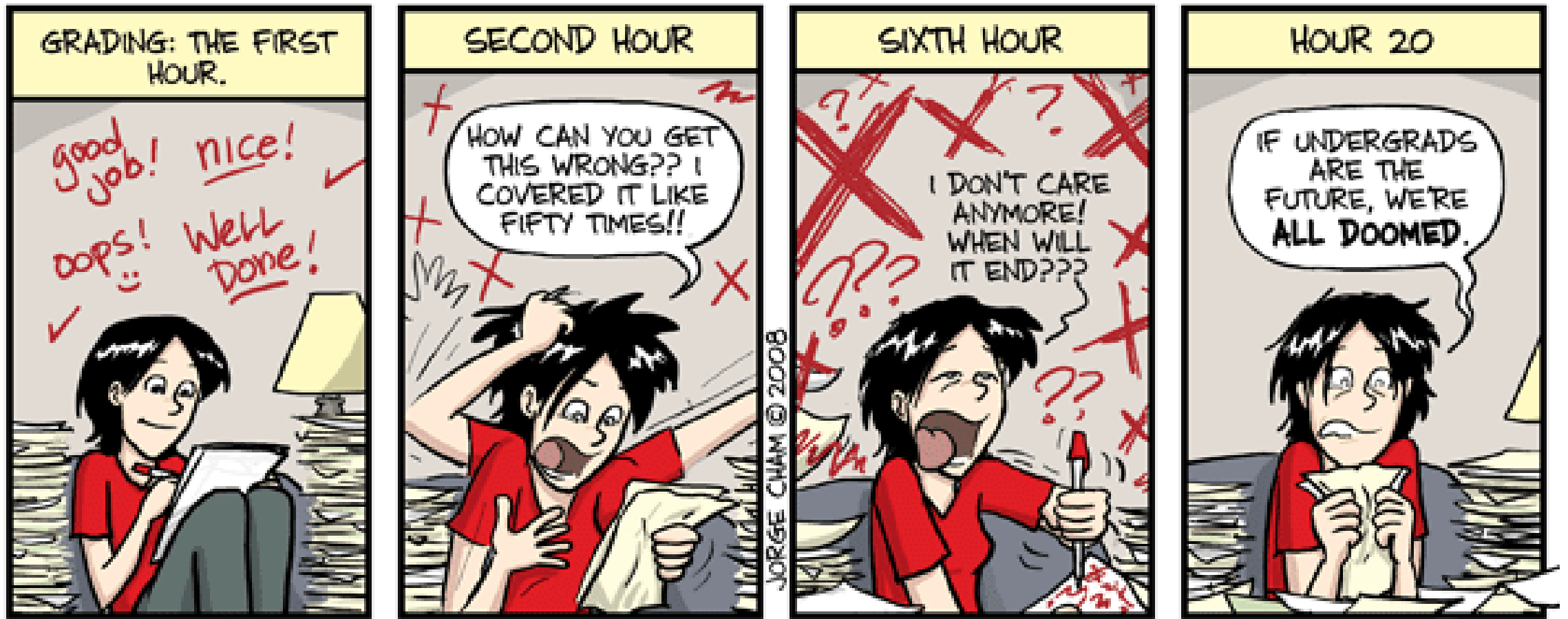
Presentation Agenda

- 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



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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

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

[From Know Your Terms](#)

Single Point Rubric

Breakfast in Bed: Single-Point Rubric

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

[From Know Your Terms](#)

Holistic Rubric

Breakfast in Bed: Holistic Rubric

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

[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
 - [Turnitn Peer Mark](#)
 - <https://libguides.marquette.edu/turnitin> - Contact library to get started

Demo: Setting up a rubric



Questions & Discussion

