



DESIGN & DEVELOPMENT

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# OPERATIONS

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## RUBRICS

*Version I*

### LEARNING OBJECTIVES

Upon completion of this training tutorial, Students will be able to:

- ✓ Understand what a rubric is
- ✓ How to read a rubric
- ✓ Where to find a rubric within their course

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## WHAT IS A RUBRIC?

A rubric is a scoring tool you can use to evaluate graded work. It provides a clear description of the characteristics of the work associated with each part, at varying levels of skills.

A rubric is used to organize efforts to meet the requirements of the graded work. Having access to the rubrics before completing assignments, provides transparency of the grading methods of the course. Rubrics can ensure consistent and impartial grading to help understand instructor’s expectations on assignments.

## HOW TO READ A RUBRIC, BEFORE GRADED

Name: **Discussion Board Rubric** 1

Description: The discussion boards significantly contribute to the learning environment in Blackboard. Students are expected to actively participate in online discussion and engage in the virtual conversations. Students should be contributing to the discussion by incorporating new information, asking pertinent questions, expanding the exploration of course topics and respectfully offering varying positions or opinions. This grading rubric assists in objectively assessing student involvement on the discussion board.

Exit

2

Grid View List View 4

	Below Average	Average	Above Average	Excellent
<b>3</b> Timeliness and Compliance with Min. Posting Requirements	0 (0.00%) - 1.38 (13.80%) Posts late or fails to post minimum posting requirements	1.4 (14.00%) - 1.58 (15.80%) On time but waits until last hours on due date to post; does not exceed posting requirements	1.6 (16.00%) - 1.78 (17.80%) On time, posts prior to the day posting is due but does not exceed posting requirements	1.8 (18.00%) - 2 (20.00%) On time, always before the end of the day on the due date for posting and routinely exceeds posting requirements.
Clarity of Expression	0 (0.00%) - 0.69 (6.90%) Multiple grammatical and spelling errors, and lack of clarity of expression.	0.7 (7.00%) - 0.79 (7.90%) Errors in spelling and grammar, but key thoughts are adequately conveyed	0.8 (8.00%) - 0.89 (8.90%) Few grammatical or spelling errors, and adequate syntax	0.9 (9.00%) - 1 (10.00%) Free of grammatical errors. Clear, concise, and often eloquent syntax
Relevance of Postings	0 (0.00%) - 1.725 (17.25%) Postings do not adequately address the question(s) as posed or respond directly to on-going class discussion. Does not reference required reading.	1.75 (17.50%) - 1.975 (19.75%) Answers are pertinent but seldom inspire further discussion. Vaguely references required reading.	2 (20.00%) - 2.225 (22.25%) States position and provides support for position. Substantive in nature, and leads to further threaded discussion	2.25 (22.50%) - 2.5 (25.00%) Answers are quite pertinent, and often encourage expanded exploration and threaded discussion of the topic at hand. Assignment and responses reference required readings and possibly other source material.
Quality of Responses	0 (0.00%) - 1.725 (17.25%) Very brief. May merely agree/disagree or states "good point". Evidence of plagiarism or fails to provide quote marks around direct quotes or cite source of material if not an original idea.	1.75 (17.50%) - 1.975 (19.75%) Brief, but states position. Provides no support for position. Merely a rehash of a previous classmate's position or a textbook answer. Doesn't inspire further discussion.	2 (20.00%) - 2.225 (22.25%) States position and provides support for position. Substantive in nature, and leads to further threaded discussion	2.25 (22.50%) - 2.5 (25.00%) States position and provides support for position. Contributes value-added perspective, and/or supplemental references that encourage further discussion
Contribution to the Learning Process	0 (0.00%) - 1.38 (13.80%) Makes no effort to participate or contribute to the process. Missing posts or posts assignments and responses on the last minute of the last day.	1.4 (14.00%) - 1.58 (15.80%) All response postings on the same day. May make meaningful contributions to the ongoing discussions, but leaves to others the possible exploration of related topics.	1.6 (16.00%) - 1.78 (17.80%) Response postings on more than one day. Injects fresh perspectives and viewpoints for further consideration and discussion by the class	1.8 (18.00%) - 2 (20.00%) Evidence that checks in on the discussion on a regular basis. Exhibits intellectual curiosity, and contributes experiential or researched perspectives that enhance the collective learning experience

1. Name of Rubric
2. Description of Rubric, if applicable
3. Criteria of Rubric
4. Levels of Achievement



NOTES: THE ABOVE IMAGE IS HOW A RUBRIC IS SHOWN BEFORE IT IS GRADED.

## HOW TO READ A RUBRIC, AFTER GRADED

**Name:** Discussion Board Rubric 1

**Description:** The discussion boards significantly contribute to the learning environment in Blackboard. Students are expected to actively participate in online discussion and engage in the virtual conversations. Students should be contributing to the discussion by incorporating new information asking pertinent questions, expanding the exploration of course topics and respectfully offering varying positions or opinions. This grading rubric assists in objectively assessing student involvement on the discussion board. Exit

**2**

**3**

	Below Average	Average	Above Average	Excellent
<b>Timeliness and Compliance with Min. Posting Requirements</b>	0 (0.00%) - 1.38 (13.80%) Posts late or fails to post minimum posting requirements	1.5 (15.00%) 1.4 (14.00%) - 1.58 (15.80%) On time but waits until last hours on due date to post; does not exceed posting requirements	1.6 (16.00%) - 1.78 (17.80%) On time, posts prior to the day posting is due but does not exceed posting requirements	1.8 (18.00%) - 2 (20.00%) On time, always before the end of the day on the due date for posting and routinely exceeds posting requirements.
<b>Clarity of Expression</b>	0 (0.00%) - 0.69 (6.90%) Multiple grammatical and spelling errors, and lack of clarity of expression.	0.7 (7.00%) - 0.79 (7.90%) Errors in spelling and grammar, but key thoughts are adequately conveyed	0.8 (8.00%) - 0.89 (8.90%) Few grammatical or spelling errors, and adequate syntax	0.95 (9.50%) 0.9 (9.00%) - 1 (10.00%) Free of grammatical errors. Clear, concise, and often eloquent syntax
<b>Relevance of Postings</b>	0.875 (8.75%) 0 (0.00%) - 1.725 (17.25%) Postings do not adequately address the question(s) as posed or respond directly to on-going class discussion. Does not reference required reading.	1.75 (17.50%) - 1.975 (19.75%) Answers are pertinent but seldom inspire further discussion. Vaguely references required reading.	2 (20.00%) - 2.225 (22.25%) States position and provides support for position. Substantive in nature, and leads to further threaded discussion	2.25 (22.50%) - 2.5 (25.00%) Answers are quite pertinent, and often encourage expanded exploration and threaded discussion of the topic at hand. Assignment and responses reference required readings and possibly other source material.
<b>Quality of Responses</b>	0 (0.00%) - 1.725 (17.25%) Very brief. May merely agree/disagree or states "good point". Evidence of plagiarism or fails to provide quote marks around direct quotes or cite source of material if not an original idea.	1.75 (17.50%) - 1.975 (19.75%) Brief, but states position. Provides no support for position. Merely a rehash of a previous classmate's position or a textbook answer. Doesn't inspire further discussion.	2.125 (21.25%) 2 (20.00%) - 2.225 (22.25%) States position and provides support for position. Substantive in nature, and leads to further threaded discussion	2.25 (22.50%) - 2.5 (25.00%) States position and provides support for position. Contributes value-added perspective, and/or supplemental references that encourage further discussion
<b>Contribution to the Learning Process</b>	0 (0.00%) - 1.38 (13.80%) Makes no effort to participate or contribute to the process. Missing posts or posts assignments and responses on the last minute of the last day.	1.5 (15.00%) 1.4 (14.00%) - 1.58 (15.80%) All response postings on the same day. May make meaningful contributions to the ongoing discussions, but leaves to others the possible exploration of related topics.	1.6 (16.00%) - 1.78 (17.80%) Response postings on more than one day. Injects fresh perspectives and viewpoints for further consideration and discussion by the class	1.8 (18.00%) - 2 (20.00%) Evidence that checks in on the discussion on a regular basis. Exhibits intellectual curiosity, and contributes experiential or researched perspectives that enhance the collective learning experience

**Raw Total:** 6.95 (of 10) 5

**Feedback to Learner**

Overall not a bad post. Please remember to stay on track with the topics.

1. Name of Rubric
2. Description of Rubric, if applicable
3. Criteria of Rubric
4. Levels of Achievement
5. Raw Total and Feedback to Learner

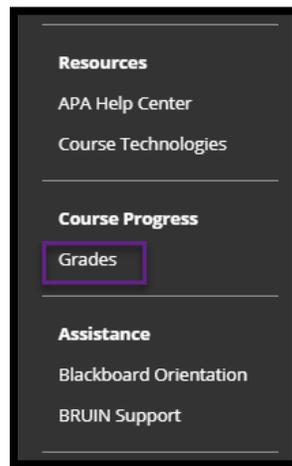


NOTES: THE ABOVE IMAGE IS HOW A RUBRIC IS SHOWN AFTER IT IS GRADED.

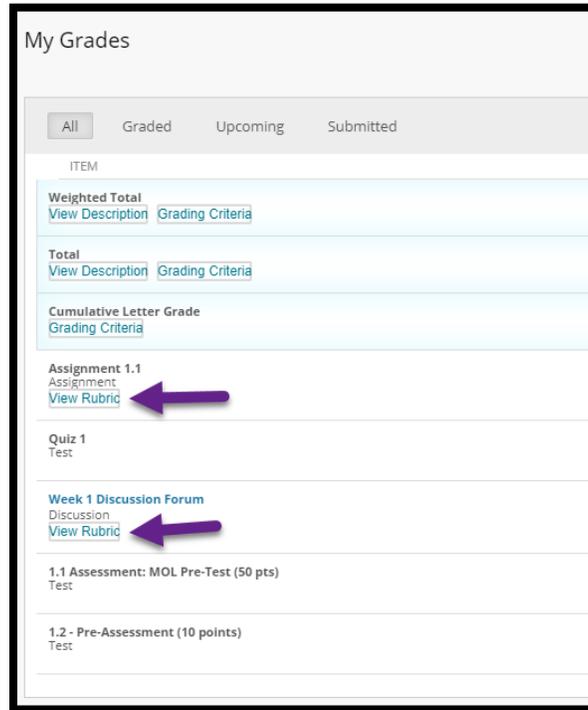
## HOW TO VIEW A RUBRIC FROM THE GRADE CENTER

There are two ways to find a rubric within your Blackboard course, either from your Grade Center or within the weekly assignment.

1. To find your **RUBRIC** within the **GRADE CENTER**, navigate to the **GRADES** tab on the left-hand side of your screen within the **COURSE MENU**.



2. On the next screen, you will see a list of all of your assignments for this course. Those that have rubrics associated will have a link listed underneath named **VIEW RUBRIC**.



3. The **RUBRIC** will open in a new window. Please be sure your pop-up blocker is turned off.



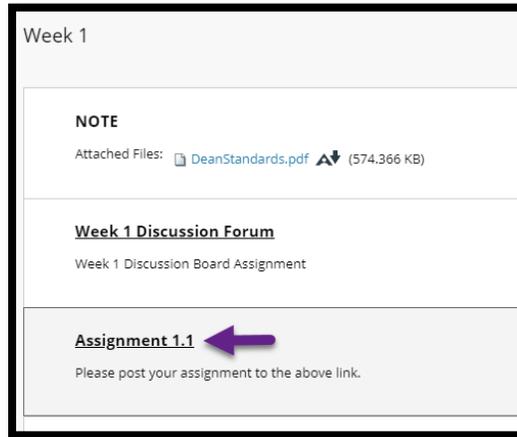
**NOTES: A DISCUSSION BOARD RUBRIC CAN ONLY BE VIEWED FROM THE GRADE CENTER.**

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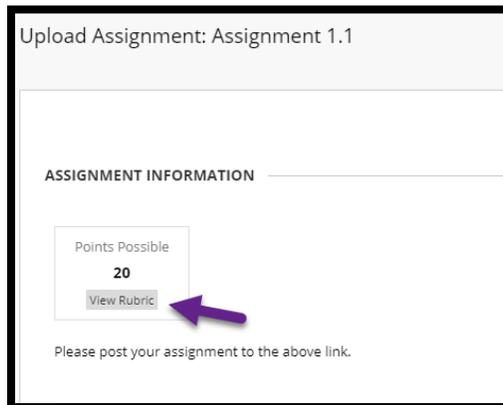
## HOW TO VIEW A RUBRIC FROM AN ASSIGNMENT

There are two ways to find a rubric within your Blackboard course, either from your Grade Center or within the weekly assignment.

1. To find your **RUBRIC** from an **ASSIGNMENT**, click on the tool link within your weekly assignment folder.



2. If a **RUBRIC** is associated with this assignment, it will be listed in the top left-hand corner of the screen. Click on **VIEW RUBRIC**.



3. The **RUBRIC** will open in a new window. Please be sure your pop-up blocker is turned off.



**NOTES: A DISCUSSION BOARD RUBRIC CAN ONLY BE VIEWED FROM THE GRADE CENTER.**

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## VERSIONS

Version	Date	Developer Name	Description of Changes
1	5.26.2020	Misti Shurila	Creation of Document

## DISCLAIMER

Process for this training tutorial is outlined using Mozilla Firefox browser; screen captures may vary if utilizing a different browser but the steps are the same.

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