

Rubrics Reimagined: Save Time and Boost Feedback

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Rubrics Reimagined: Save Time and Boost Feedback

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Agenda

- Benefits of using rubrics
- Example of rubric in a course
- Use AI to create rubrics
- Brightspace Rubrics
- Rubric Tips



Quality Matters

- QM Standard 3 - Assessment & Measurement
 - **3.1 - The assessments measure the achievement of the stated learning objectives or competencies.**
 - 3.2 - The course grading policy is stated clearly at the beginning of the course.
 - **3.3. - Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.**
 - 3.4 - The assessments used are sequenced, varied, and suited to the level of the course.
 - 3.5 - The course provides learners with multiple opportunities to track their learning progress with timely feedback.



Rubrics: A Primer Video



SCAN ME

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Rubrics Benefit Instructors and Students



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Rubrics

- Benefits for instructors:
 - Assess assignments consistently
 - Save time in grading
 - Give timely, effective feedback
 - Clarify expectations and components of an assignment for learners
 - Refine teaching methods by evaluating rubric results



Rubrics

- Benefits for learners:
 - Understand expectations and components of an assignment
 - Become more aware of their learning process and progress
 - Improve work through timely and detailed feedback



Rubrics in Action



Image Credit: [Image](#) by OpenClipart-Vectors from [Pixabay](#)

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Use AI for Rubric Development

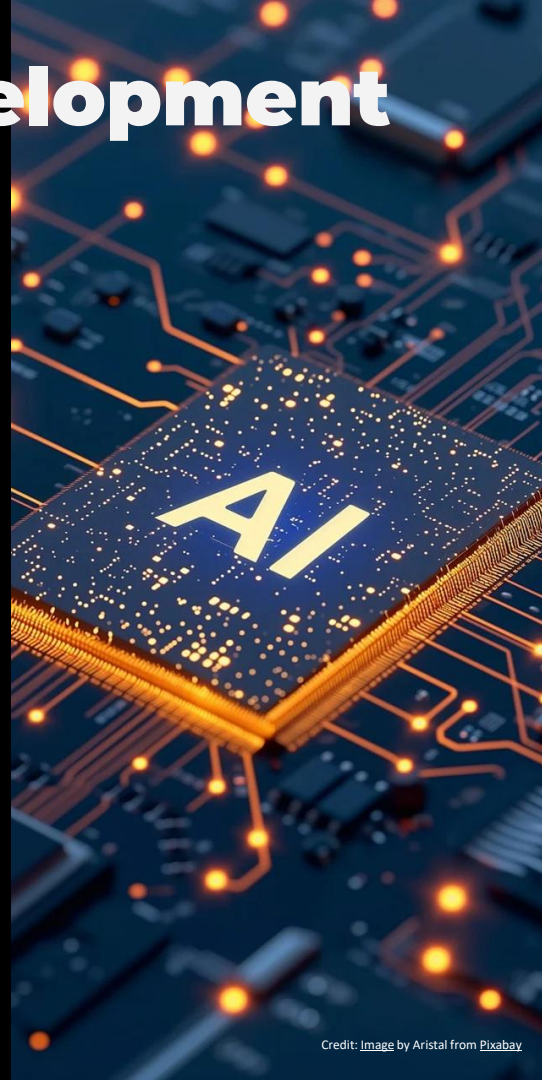


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Use AI for Rubric Development

- Initial rubric draft customized according to assignment's learning goals
- Revise or refine an existing rubric
- Refine language according to needs and preferences
- Suggest relevant feedback points



Credit: Image by Arislat from Pixabay



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Concert Credit Report Assignment

CONCERT CREDIT REPORT

NAME:

DATE:

MUSH 2000 SECTION ____

(Kind of Performance)

TITLE OF CONCERT

DATE, TIME, AND PLACE OF CONCERT

Points to be addressed in Report – Use a paragraph for each item.

- 1) Name of performing group, person, type of music (Period, characteristics, accompanying or performing instruments.)
- 2) Why did you choose this particular performance?
- 3) In your estimation, what was the highlight of the performance?
- 4) What did you learn from this concert?
- 5) What was the audience like? E.g., large, small, attentive to the performance, polite about going in and out of the concert hall only at intermissions?
- 6) In your own words, describe the performance. Why did you like/not like it?

Remember:

After performance, get program signed by one of the performers – if possible the person you liked best - or a faculty member that is present. Attach copy of signed program or ticket to Report.

Report must be typed, **single-spaced**, and **no more** than 2 pages long, **no less than 1 complete page**.

Points will be taken off for poor spelling, poor grammar, lack of neatness, and not following directions.

This report is a **Credit Report**. The report is due no later than 2 weeks after the concert. The report is obligatory and will be added to your grade evaluation at the end of

the semester. Three (3) reports are due by March 11th, the day after the Mardi Gras Holiday. The last 2 Concert Reports are due by the last day of classes for the semester, April 29th. **Nothing will be accepted after that date.**

CONCERT PERFORMANCES TO BE ATTENDED:

- A. INSTRUMENTAL – EITHER SINGLE OR ENSEMBLE
- B. VOCAL – EITHER SOLO OR ENSEMBLE
- C. OPERA OR MUSIC THEATER PERFORMANCE
- D. JAZZ PERFORMANCE
- E. YOUR CHOICE!

IMPORTANT:

Follow the directions on your first page. Drop program in the Bright Space when you have completed it. The Report will be received and graded there. Be sure to have 3 in Bright Space by March 11th, and the remaining by the last day of class.

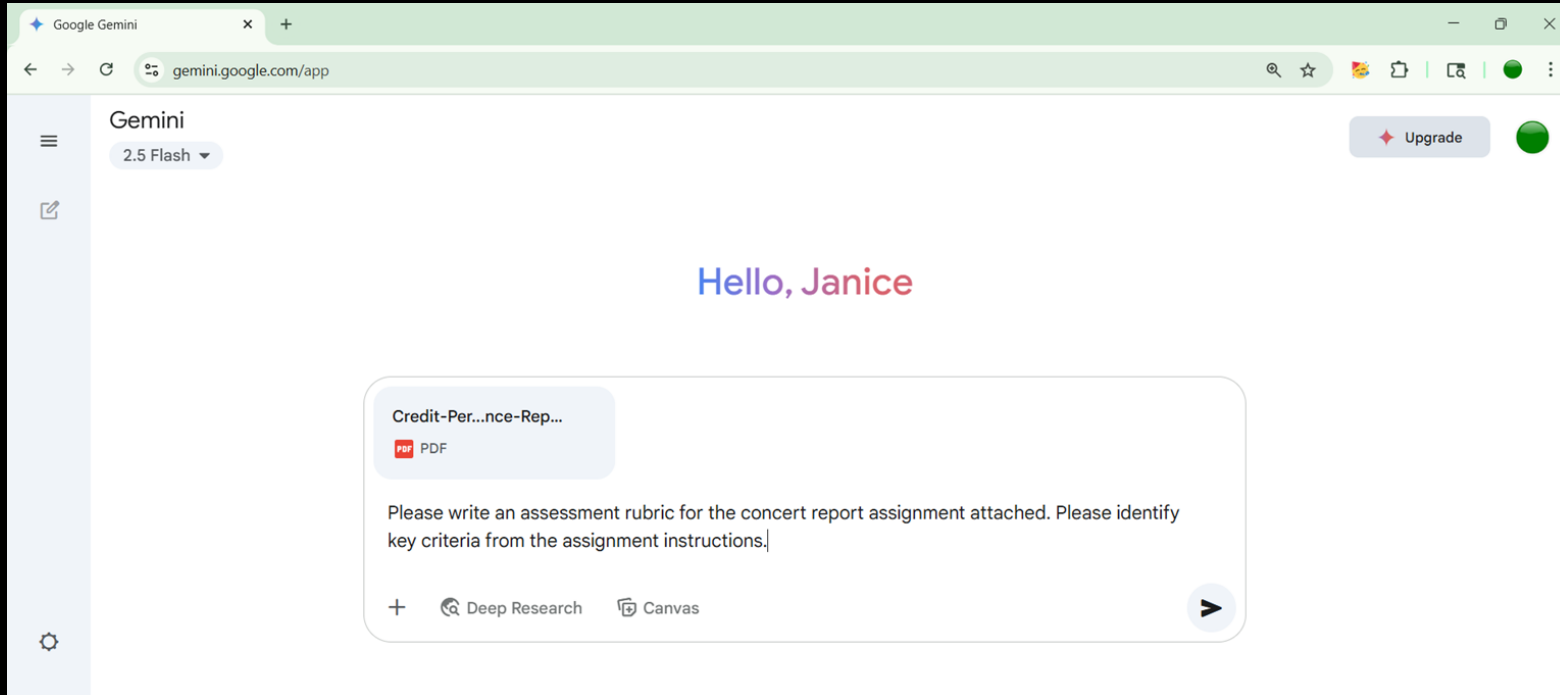
EACH REPORT IS WORTH 20 POINTS.

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Use Gemini to Create Rubric



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Concert Report Rubric Creation Request

<https://g.co/gemini/share/fdc2f957d99a>  

Created with 2.5 Flash June 9, 2025 at 01:43 PM • Published June 9, 2025 at 02:35 PM

Credit-Per...nce-Report

 PDF

Please write an assessment rubric for the concert report assignment attached. Please identify key criteria from the assignment instructions.











◆ Analysis ▾

Here's an assessment rubric for the concert report assignment, based on the provided instructions:

Concert Report Assessment Rubric

Assignment Value: 20 points    

Due Dates:

- Three reports due by March 11th     
- Remaining reports due by the last day of classes, April 29th     

| Criteria | Exceeds Expectations (18-20 points) | Meets Expectations (14-17 points) | Approaching Expectations (10-13 points) | Does Not Meet Expectations (0-9 points) | Points Awarded |
|------------------------------------|--|--|--|--|----------------|
| Content - Addressing Report Points | All 6 points addressed thoroughly and thoughtfully, demonstrating deep engagement with the | All 6 points addressed adequately, with sufficient detail for each. Each point is addressed in | Most points addressed, but some lack detail or are not fully developed. May not consistently | Few points addressed, or points are addressed superficially. Lacks paragraph | |



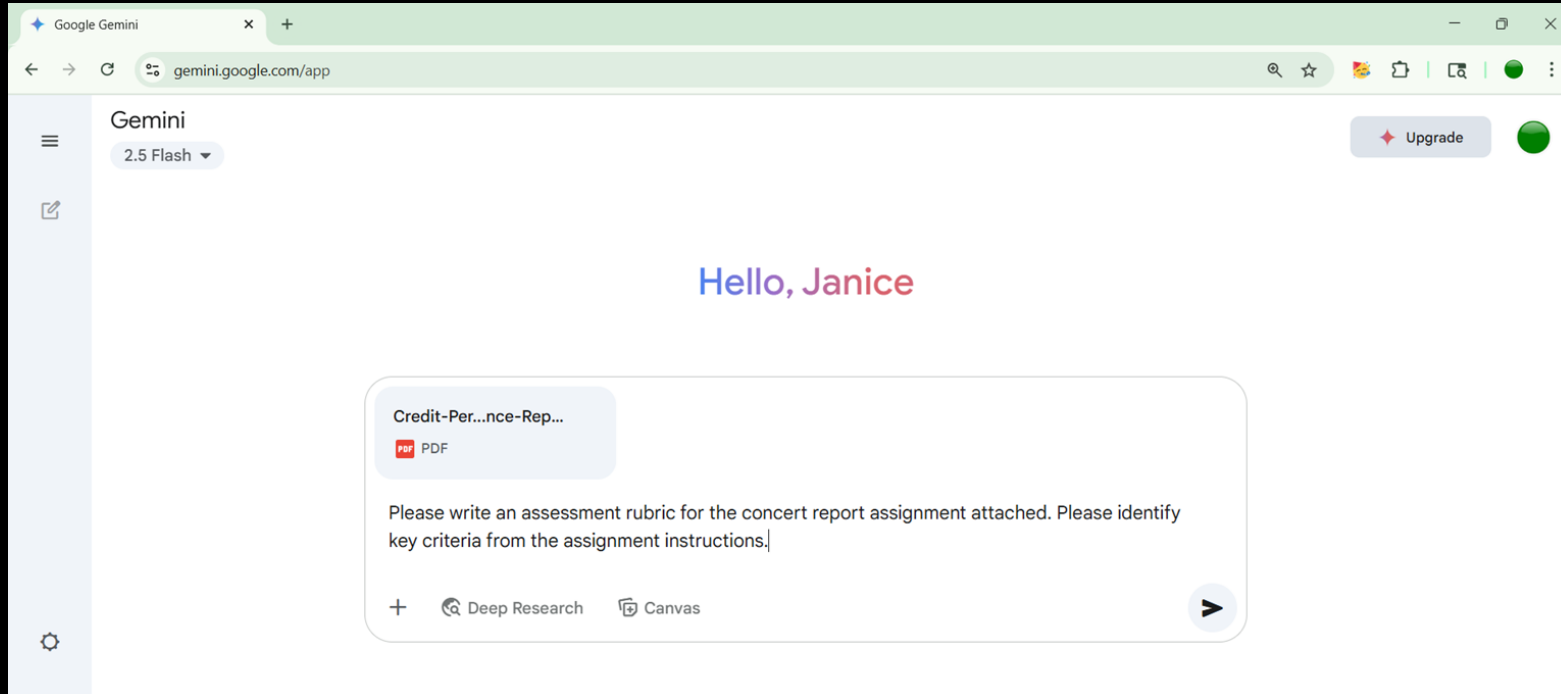
CAPTURE Method of AI Prompting

- C** - Context is king
- A** - Ask with precision
- P** - Persona matters
- T** - Tone and format
- U** - Use proper grammar
- R** - Request specifics
- E** - Engage and follow through

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Original Prompt



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Revised Prompt Using CAPTURE Method

Gemini

About Gemini

n in

Please rewrite this prompt using the CAPTURE method of AI prompting: "Please...

<https://g.co/gemini/share/678aaedd361b>  

Created with Gemini June 12, 2025 at 06:56 AM • Published June 12, 2025 at 07:01 AM

Please rewrite this prompt using the CAPTURE method of AI prompting:

"Please write an assessment rubric for the concert assignment attached. Please identify key criteria from the assignment instructions."



To rewrite your prompt using the CAPTURE method, let's break down each component:

- **C - Context:** What's the background?
- **A - Aim:** What do you want to achieve?
- **P - Persona:** Who should the AI act as?
- **T - Task:** What specific action should the AI take?
- **U - Understanding:** What knowledge does the AI need?
- **R - Restrictions/Requirements:** What constraints or formatting rules apply?
- **E - Examples (if applicable):** Are there any examples to guide the AI?

Here's how we can apply CAPTURE to your request:

Revised Prompt using CAPTURE:

You are an experienced educator specializing in music performance and academic assessment. Your task is to create a comprehensive assessment rubric for a college-level concert report.

Your primary goal is to provide clear, measurable criteria for evaluating student concert reports, directly derived from the attached assignment instructions. The rubric should accurately reflect the expectations outlined in the assignment.

Please write an assessment rubric.

The rubric must include:

- A minimum of **four key criteria**, each with distinct levels of achievement (e.g., Exceeds Expectations, Meets Expectations, Developing, Needs Improvement).
- For each criterion, a brief, descriptive explanation of what constitutes each achievement level.
- The criteria must be explicitly identified and extracted from the provided "concert report assignment" document, which you will need to reference.

After generating the rubric, please highlight the specific phrases or requirements from the original assignment instructions that informed each criterion.

[Google Privacy Policy](#) | [Google Terms of Service](#) | [Your privacy & Gemini Apps](#)

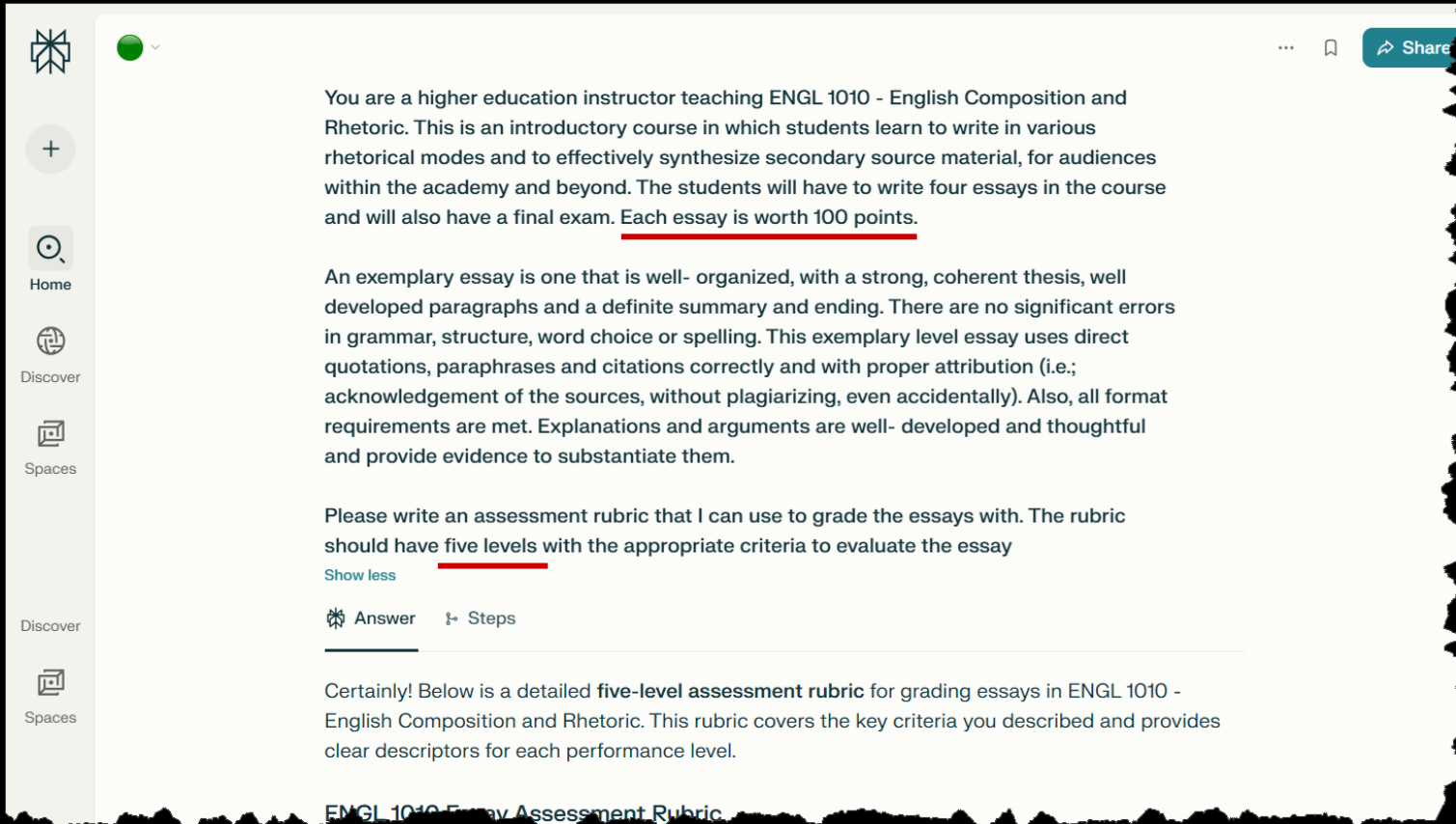
Gemini may display inaccurate info, including about people, so double-check its responses.

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New Prompt Using CAPTURE Method



The screenshot shows a ChatGPT chat window. On the left is a sidebar with icons for Home, Discover, and Spaces. The main area contains a conversation. The user's prompt is: "You are a higher education instructor teaching ENGL 1010 - English Composition and Rhetoric. This is an introductory course in which students learn to write in various rhetorical modes and to effectively synthesize secondary source material, for audiences within the academy and beyond. The students will have to write four essays in the course and will also have a final exam. Each essay is worth 100 points." The assistant's response is: "An exemplary essay is one that is well- organized, with a strong, coherent thesis, well developed paragraphs and a definite summary and ending. There are no significant errors in grammar, structure, word choice or spelling. This exemplary level essay uses direct quotations, paraphrases and citations correctly and with proper attribution (i.e.; acknowledgement of the sources, without plagiarizing, even accidentally). Also, all format requirements are met. Explanations and arguments are well- developed and thoughtful and provide evidence to substantiate them." The user's second prompt is: "Please write an assessment rubric that I can use to grade the essays with. The rubric should have five levels with the appropriate criteria to evaluate the essay" followed by a "Show less" link. Below this is a section header "Answer" with a plus icon and a "Steps" link. The assistant's response is: "Certainly! Below is a detailed **five-level assessment rubric** for grading essays in ENGL 1010 - English Composition and Rhetoric. This rubric covers the key criteria you described and provides clear descriptors for each performance level." At the bottom, the text "ENGL 1010 Essay Assessment Rubric" is partially visible.

You are a higher education instructor teaching ENGL 1010 - English Composition and Rhetoric. This is an introductory course in which students learn to write in various rhetorical modes and to effectively synthesize secondary source material, for audiences within the academy and beyond. The students will have to write four essays in the course and will also have a final exam. Each essay is worth 100 points.

An exemplary essay is one that is well- organized, with a strong, coherent thesis, well developed paragraphs and a definite summary and ending. There are no significant errors in grammar, structure, word choice or spelling. This exemplary level essay uses direct quotations, paraphrases and citations correctly and with proper attribution (i.e.; acknowledgement of the sources, without plagiarizing, even accidentally). Also, all format requirements are met. Explanations and arguments are well- developed and thoughtful and provide evidence to substantiate them.

Please write an assessment rubric that I can use to grade the essays with. The rubric should have five levels with the appropriate criteria to evaluate the essay

[Show less](#)

Answer [Steps](#)

Certainly! Below is a detailed **five-level assessment rubric** for grading essays in ENGL 1010 - English Composition and Rhetoric. This rubric covers the key criteria you described and provides clear descriptors for each performance level.

ENGL 1010 Essay Assessment Rubric

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New Prompt Using CAPTURE Method

Answer Steps

Certainly! Below is a detailed **five-level assessment rubric** for grading essays in ENGL 1010 - English Composition and Rhetoric. The rubric includes clear descriptors for each performance level.

ENGL 1010 Essay Assessment Rubric

| Criteria | Exemplary (A) | Proficient (B) | Developing (C) | Unsatisfactory (D) | Failing (F) |
|---|--|--|---|---|--|
| Thesis & Organization | Clear, original, and well-focused thesis; logical, seamless organization; strong intro, body, and conclusion | Clear, logical, and focused thesis; logical organization; effective introduction, body, and conclusion | Clear thesis; logical organization; strong introduction, body, and conclusion | Unclear thesis; disorganized structure; weak introduction, body, and conclusion | No thesis; no organization; no introduction, body, or conclusion |
| Development & Support | Arguments are thoughtful, well-developed, insightful; ample, relevant evidence; thorough analysis | Arguments are clear, well-developed, and supported by relevant evidence; analysis is clear | Arguments are clear, well-developed, and supported by relevant evidence; analysis is clear | Arguments are unclear, poorly developed, and unsupported by evidence; analysis is unclear | No arguments; no development; no support; no analysis |
| Use of Sources & Citation | Skillful integration of direct quotes, paraphrases; all sources cited correctly (MLA/APA); no plagiarism | Integration of direct quotes, paraphrases; all sources cited correctly (MLA/APA); no plagiarism | Integration of direct quotes, paraphrases; all sources cited correctly (MLA/APA); no plagiarism | Unclear integration of direct quotes, paraphrases; all sources cited correctly (MLA/APA); no plagiarism | No integration of direct quotes, paraphrases; all sources cited correctly (MLA/APA); no plagiarism |
| Grammar, Syntax, & Mechanics | Virtually error-free; sophisticated sentence structure and word choice | Few minor errors; clear and varied sentences; appropriate word choice | Some errors, but meaning is clear; sentences may be repetitive or awkward | Frequent errors that distract or confuse; limited vocabulary | Persistent errors severely hinder understanding |
| Format & Presentation | Meets all format requirements (length, font, spacing, margins); polished presentation | Meets most format requirements; neat presentation | Minor format errors; generally readable | Several format errors; presentation is sloppy | Fails to meet format requirements; unreadable or incomplete |
| Conclusion & Closure | Strong, thoughtful conclusion; reinforces thesis and main points; sense of closure | Effective conclusion; summarizes main points | Basic conclusion; may simply restate thesis | Weak or abrupt conclusion; little sense of closure | No conclusion or ending; essay stops abruptly |

Scoring Guide

- A (90-100 points):** Exemplary in all or nearly all areas; demonstrates outstanding writing and critical thinking.
- B (80-89 points):** Proficient; strong work with minor issues.
- C (70-79 points):** Satisfactory; meets basic expectations but with notable weaknesses.
- D (60-69 points):** Developing; significant problems in multiple areas.
- F (0-59 points):** Inadequate; does not meet minimum standards.

Note: Essays with evidence of plagiarism (intentional or accidental) will receive a failing grade for the assignment and may be subject to further academic penalties according to institutional policy.

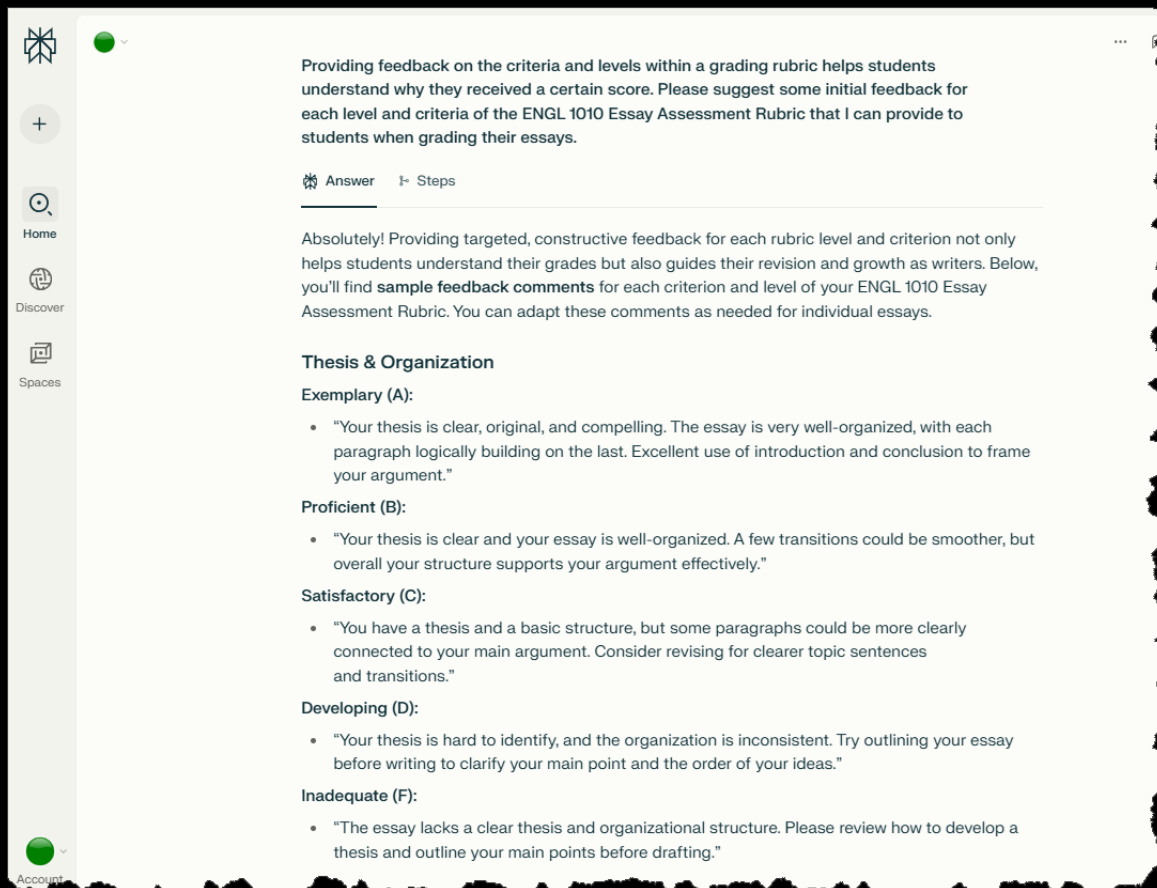
Feel free to edit the language or point values to fit your specific needs!

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Get Suggestions for Feedback



The screenshot shows a web application interface. On the left is a vertical sidebar with icons for a home page, a search function, and a 'Discover' section. The main content area has a header with a green status indicator and a title: 'Providing feedback on the criteria and levels within a grading rubric helps students understand why they received a certain score. Please suggest some initial feedback for each level and criteria of the ENGL 1010 Essay Assessment Rubric that I can provide to students when grading their essays.' Below the title are tabs for 'Answer' and 'Steps'. The 'Answer' tab is active, showing a text area with the following content:

Absolutely! Providing targeted, constructive feedback for each rubric level and criterion not only helps students understand their grades but also guides their revision and growth as writers. Below, you'll find **sample feedback comments** for each criterion and level of your ENGL 1010 Essay Assessment Rubric. You can adapt these comments as needed for individual essays.

Thesis & Organization

Exemplary (A):

- "Your thesis is clear, original, and compelling. The essay is very well-organized, with each paragraph logically building on the last. Excellent use of introduction and conclusion to frame your argument."

Proficient (B):

- "Your thesis is clear and your essay is well-organized. A few transitions could be smoother, but overall your structure supports your argument effectively."

Satisfactory (C):

- "You have a thesis and a basic structure, but some paragraphs could be more clearly connected to your main argument. Consider revising for clearer topic sentences and transitions."

Developing (D):

- "Your thesis is hard to identify, and the organization is inconsistent. Try outlining your essay before writing to clarify your main point and the order of your ideas."

Inadequate (F):

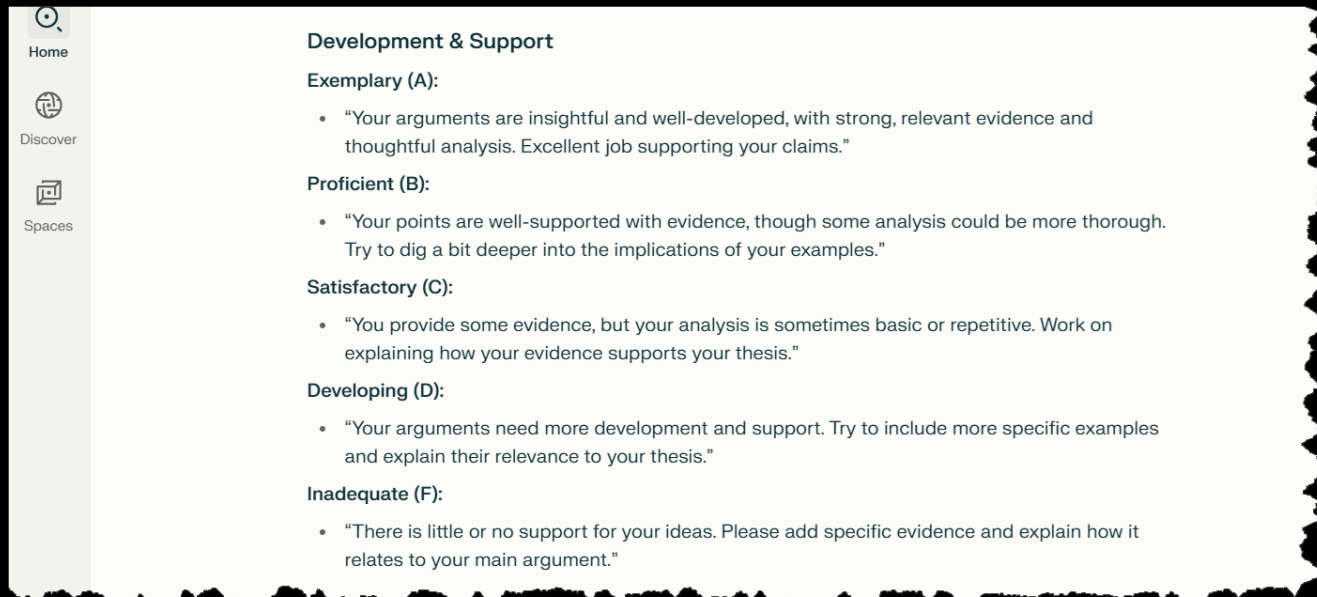
- "The essay lacks a clear thesis and organizational structure. Please review how to develop a thesis and outline your main points before drafting."

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Get Suggestions for Feedback



The screenshot shows a web interface for providing feedback. On the left is a sidebar with three icons and labels: a magnifying glass icon labeled 'Home', a puzzle piece icon labeled 'Discover', and a grid icon labeled 'Spaces'. The main content area has a title 'Development & Support' and lists five feedback levels with their corresponding descriptions:

- Exemplary (A):**
 - "Your arguments are insightful and well-developed, with strong, relevant evidence and thoughtful analysis. Excellent job supporting your claims."
- Proficient (B):**
 - "Your points are well-supported with evidence, though some analysis could be more thorough. Try to dig a bit deeper into the implications of your examples."
- Satisfactory (C):**
 - "You provide some evidence, but your analysis is sometimes basic or repetitive. Work on explaining how your evidence supports your thesis."
- Developing (D):**
 - "Your arguments need more development and support. Try to include more specific examples and explain their relevance to your thesis."
- Inadequate (F):**
 - "There is little or no support for your ideas. Please add specific evidence and explain how it relates to your main argument."



Get Suggestions for Feedback



Home



Discover



Spaces

Use of Sources & Citation

Exemplary (A):

- “You skillfully integrate sources with proper citation and clear attribution. Excellent use of both direct quotes and paraphrasing.”

Proficient (B):

- “Sources are generally well-integrated and cited, with only minor errors. Be sure to double-check citation format.”

Satisfactory (C):

- “You use some sources, but integration is sometimes awkward or citations are incomplete. Review how to introduce and cite sources smoothly.”

Developing (D):

- “Sources are poorly integrated or frequently uncited. Work on attributing ideas to their authors and using correct citation style.”

Inadequate (F):


- “Sources are missing or not cited. Remember, all outside information must be credited to avoid plagiarism.”


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Home


Discover


Spaces

Grammar, Syntax, & Mechanics

Exemplary (A):

- "Your writing is polished and virtually error-free. Excellent control of grammar, punctuation, and vocabulary."

Proficient (B):

- "Few minor errors, but they do not distract from your meaning. Continue to proofread for small mistakes."

Satisfactory (C):

- "Some errors in grammar or word choice, but your meaning is generally clear. Review your work for common mistakes."

Developing (D):

- "Frequent errors make your writing hard to follow. Consider visiting the Writing Center for help with grammar and sentence structure."

Inadequate (F):

- "Persistent errors significantly hinder understanding. Please review basic grammar rules and seek additional support."



Get Suggestions for Feedback



Home



Discover



Spaces

Format & Presentation

Exemplary (A):

- "Your essay meets all formatting requirements and is neatly presented. Well done!"

Proficient (B):

- "Formatting is mostly correct, with only minor issues. Double-check guidelines for next time."

Satisfactory (C):

- "Some formatting errors, but the essay is generally readable. Review the assignment's format requirements."

Developing (D):

- "Several formatting errors make your essay hard to read. Be sure to follow all guidelines for length, spacing, and margins."

Inadequate (F):


- "Formatting does not meet assignment requirements. Please review the format instructions and revise accordingly."


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Home


Discover


Spaces



Conclusion & Closure

Exemplary (A):

- "Your conclusion is strong and thoughtful, reinforcing your thesis and leaving the reader with a sense of closure."

Proficient (B):

- "You have an effective conclusion that summarizes your main points. Consider adding a final thought or implication."

Satisfactory (C):

- "Your conclusion restates your thesis but could be stronger. Try to wrap up your argument more clearly."

Developing (D):

- "The conclusion is weak or abrupt. Work on summarizing your main points and providing closure."

Inadequate (F):

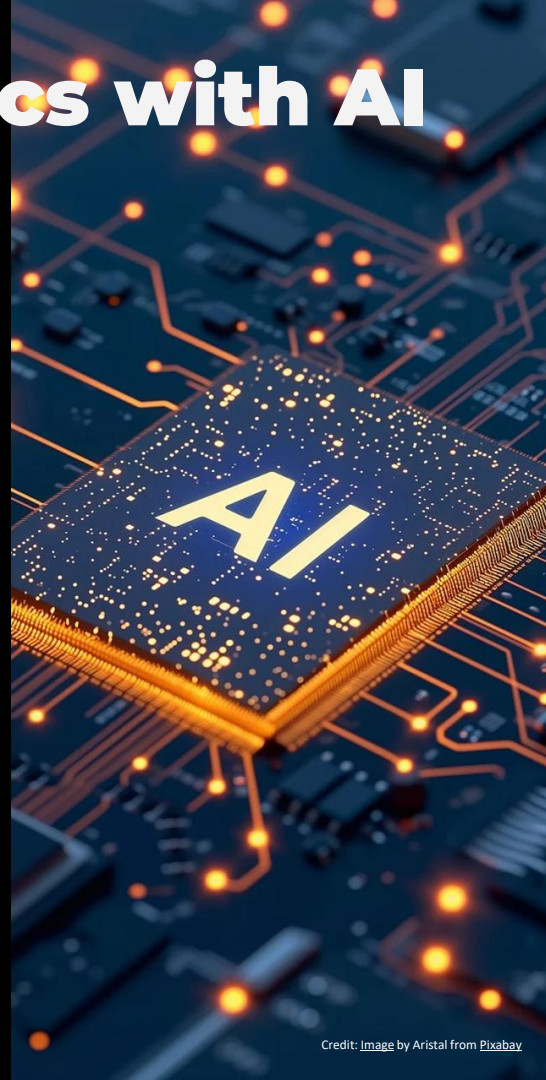
- "No clear conclusion. Be sure to end your essay with a summary of your main ideas."

Tip:
For each essay, you can select or adapt the comments above for each criterion, then add specific notes or examples from the student's own writing to personalize your feedback. This will help students understand both their strengths and areas for improvement.



Tips for Creating Rubrics with AI

- Set a clear purpose
- Provide context
- Start with a draft prompt
 - Be specific
 - Attach materials
- Iterate and refine
- Use clear language
- Consider student experience
- Improve through feedback



Prompt Engineering Principles

- Always keep in mind: **Chatbot Can't Read Your Mind**
- **Maximize Success on the first-try**: Invest effort in your initial prompt to reduce the need for additional interactions
- **Know your chatbot**: Understand the capabilities and limitations to best optimize its use
- **Keep learning**: Stay updated with new prompt engineering techniques
- Build a personal **prompt collection** to reuse and not start everything from scratch
- Continuous update and refinement: **chatbot evolves, so should your prompts**



Should instructors disclose to learners when they use AI?



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Brightspace Rubrics Tool



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Rubrics Tool

Janice's Sandbox CO

Help ▾ **Course Admin** Content Discussions Grades Classlist Simple Syllabus Zoom (new) Activities ▾ More ▾

Course Administration

Category Name

Site Setup

- Availability Date Defaults
- Navigation & Themes
- Course Offering Information
- Widgets
- Homepages

Site Resources

- Calendar
- External Learning Tools
- Glossary
- Content
- Forms
- Import / Export / Copy Components
- Course Builder
- Frequently Asked Questions
- Links
- Manage Dates

Manage Files

Learner Management

- Attendance
- Groups
- Class Progress
- Classlist

Assessment

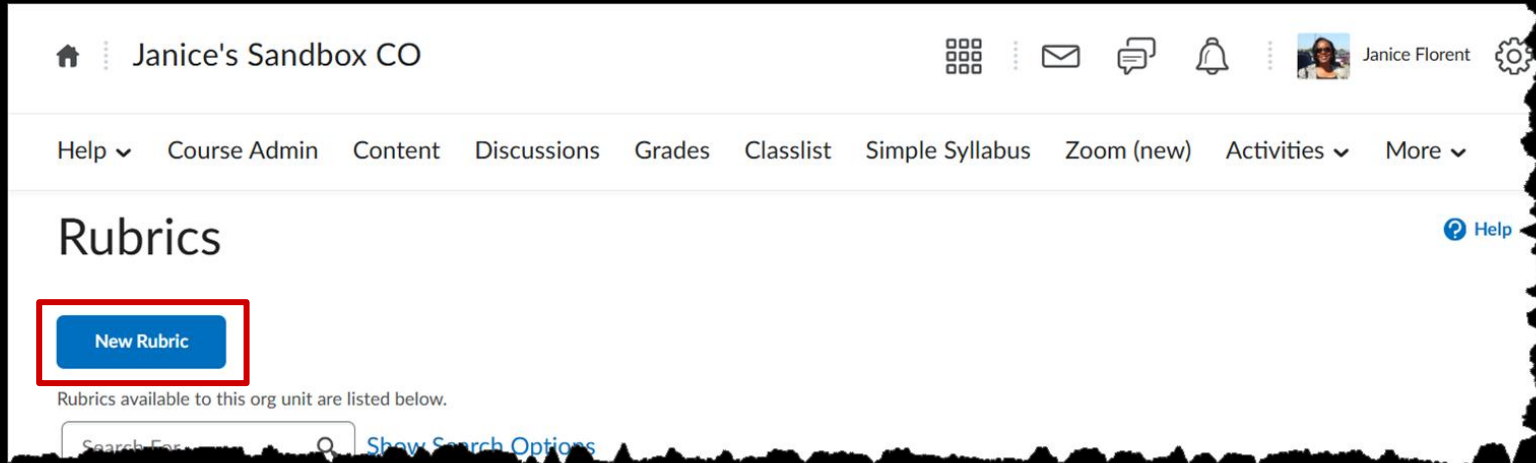
- Assignments
- Competencies
- Quizzes
- Awards
- Grades
- Rubrics**
- Checklists
- Quick Eval
- Self Assessments

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Create a New Rubric



The screenshot shows the Canvas LMS interface for a user named Janice Florent. The top navigation bar includes a home icon, the text "Janice's Sandbox CO", and icons for a grid, email, messages, and notifications. Below this is a secondary navigation bar with links: Help, Course Admin, Content, Discussions, Grades, Classlist, Simple Syllabus, Zoom (new), Activities, and More. The main content area is titled "Rubrics" and features a blue "New Rubric" button, which is highlighted with a red rectangular box. Below the button, a message states "Rubrics available to this org unit are listed below." and there is a search bar with the placeholder text "Search For" and a link to "Show Search Options".

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Rubric Creation in Action



Image Credit: [Image](#) by OpenClipart-Vectors from [Pixabay](#)

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Assignment Create/Edit Experience

[← Back to Manage Assignments](#)

New Assignment

Name *

Untitled

Grade Out Of

Ungraded

Due Date

M/D/YYYY

Instructions

Paragraph ▾

B

I

U ▾

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...

Lato (Recom... ▾

19px ... ▾

Record Audio Record Video

Availability Dates & Conditions ▸

Always available

Submission & Completion ▸

File submission

Evaluation & Feedback ▸

No rubric added

Save and Close

Save

Cancel

☐ Hidden



Attach Rubric to Assessment

Evaluation & Feedback ▼

Rubrics
[Add Rubric](#) ▼

Learning Objectives
No learning objectives
[Manage Learning Objectives](#)

Annotation Tools
☒ Make annotation tools available for assessment

Anonymous Marking
☐ Hide student names during assessment

Turnitin Integration
Turnitin™ adds additional functionality to evaluation.
[Manage Turnitin](#)



Effective Practices and Potential Pitfalls



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Best Practices

- **Assignments:** Attach rubric to Assignment AND assess rubric from Assignments tool
- **Discussions:** Attach the rubric to Discussion AND assess rubric from Discussions tool
- **Grades:** Attach rubric to Grade Item for activities that are **NOT associated** with any course tool AND assess rubric from the Grade Book



Written Response (WR) Quiz Questions

- You can attach rubric to WR quiz questions
- Rubric total points should match total points of WR question

NEW



Attach Rubric to WR Questions

Back to Question Library

Written ResponseOptions

Question Text *

Attach your concept map, which organizes the geographic characteristics of Spain. (Include the five different regions of Spain: Castilla, Andalucia, Catalan, Galicia and El Pais Basco.)

☒ Enable HTML Editor for learner responses

☒ Allow learners to insert images and add attachments

Custom Response Box Size

A bit shorter, just a sentence

Default Points *

9Add Rubric

Rubrics

Written Response Quiz Question Rubric

SaveCancel

Attach your concept map, which organizes the geographic characteristics of Spain. (Include the five different regions of Spain: Castilla, Andalucia, Catalan, Galicia and El Pais Basco.)

Para...B≡≡≡⋮

Add FileRecord Audio

Record Video

Written Response Quiz Question Rubric



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Evaluate Quiz Attempt with Rubric Attached to WR Question

[Back to Grade Quiz](#) Written Response Quiz Questions with Rubrics Attached
Janice's Sandbox CO

Francis Demo-Student Attempt 2

Question 3


Attach your concept map, which organizes the geographic characteristics of Spain. (Include the five different regions of Spain: Castilla, Andalucia, Catalan, Galicia and El Pais Basco.)


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285 words

 [spain-climate-map_orig.gif](#) (11.0 KB)

 Pop Out

Save Time
5:13 AM

Rubrics

 Written Response Quiz Question Rubric

Not scored

Score
/ 9 (not auto-graded: a default grade of 0 will be assigned)

Feedback



Learners See Graded Rubric When Viewing Attempts

Question 3

8 / 9 points

Attach your concept map, which organizes the geographic characteristics of Spain. (Include the different regions of Spain: Castilla, Andalucia, Catalan, Galicia and El Pais Basco.)

Etiam tortor sapien, convallis venenatis ex volutpat, iaculis gravida sem. Ut est nulla, venena consequat eu, euismod bibendum lorem. Cras eget ipsum vel quam finibus aliquam vel vitae non nunc odio. Suspendisse congue est id enim sodales vulputate. Phasellus ut massa tristique sed, imperdiet elit. Aenean sem quam, congue quis elementum ac, volutpat ac ante. Aliq porta nunc vitae consectetur. Sed varius molestie leo pellentesque dictum. Aliquam egestas vulputate laoreet mauris facilisis ac. Fusce vitae imperdiet ligula, ac egestas sem. Sed eu ligula rhoncus dapibus eget eget sapien.

[spain-climate-map_orig.gif](#) (10.95 KB)

The correct answer is not displayed for Written Response type questions.

▼ Hide question 3 feedback

Written Response Quiz Question Rubric

| Criteria | Level 3 2.1-3.0 points | Level 2 1.1-2.0 points | Level 1 0.0-1.0 points |
|-------------|--|--|---|
| Criterion 1 | Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin finibus sem libero, eu dapibus leo tempus eget. | Donec suscipit ante et sagittis suscipit. Maecenas vulputate arcu ante, ac dictum felis vestibulum ut. Mauris fringilla ligula sed ante tristique, eu ultrices dui pulvinar. | Cras sagittis viverra nibh, ac tempor eros iaculis ac. Aenean ac erat pellentesque, malesuada mauris facilisis, varius diam. Aenean quis leo sit amet urna malesuada feugiat. |

Written Response Quiz Question Rubric (with initial feedback)

| Criteria | Level 3 2.1-3.0 points | Level 2 1.1-2.0 points | Level 1 0.0-1.0 points | Criterion Score |
|--|---|--|---|-----------------|
| Criterion 1 | Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin finibus sem libero, eu dapibus leo tempus eget. Nullam elit nisl, laoreet in odio id, finibus aliquam risus. | Donec suscipit ante et sagittis suscipit. Maecenas vulputate arcu ante, ac dictum felis vestibulum ut. Mauris fringilla ligula sed ante tristique, eu ultrices dui pulvinar. | Cras sagittis viverra nibh, ac tempor eros iaculis ac. Aenean ac erat pellentesque, malesuada mauris facilisis, varius diam. Aenean quis leo sit amet urna malesuada feugiat. | 3 / 3 |
| Criterion Feedback Fusce bibendum quis ex in luctus. Donec et aliquam orci, scelerisque vestibulum neque. | | | | |
| Criterion 2 | Nullam congue blandit interdum. Morbi sodales felis at lorem vulputate, in mattis ligula tristique. | Orci varius natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Morbi blandit dignissim quam. | Mauris iaculis risus in dapibus porttitor. Maecenas interdum ligula nec vestibulum porta. Nunc quis enim posuere, fermentum ex in, pellentesque mauris. | 2 / 3 |
| Criterion Feedback Donec libero est, dapibus sed leo vitae, eleifend luctus odio. | | | | |
| Criterion 3 | Aenean fermentum risus non erat eleifend, ut porttitor eros lacinia. | In ac fermentum eros. Nam bibendum odio sit amet volutpat facilisis. | Cras volutpat sapien sed nunc venenatis ultricies eu ut massa. Praesent id placerat magna, quis dictum tellus. | 3 / 3 |
| Criterion Feedback Morbi pretium est at elit placerat pellentesque. Ut nec egestas velit. | | | | |

Total

8 / 9

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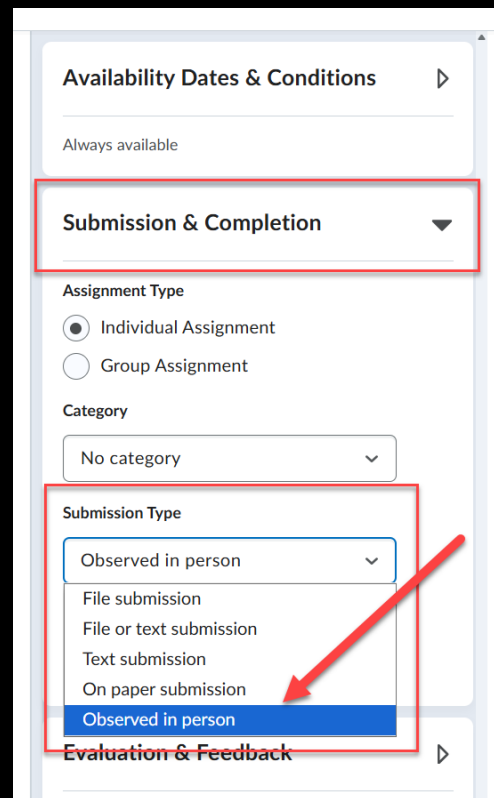
Effective Practice #1

- Enter **Initial Feedback** when creating rubric
 - This will be a timesaver for providing feedback when grading



Effective Practice #2

- Create an '**Observed in Person**' Assignment and attach a rubric to evaluate activities that learners complete outside of Brightspace



The screenshot displays the 'Submission & Completion' section of the Brightspace assignment creation interface. The 'Submission Type' dropdown menu is open, showing several options: 'Observed in person' (highlighted in blue), 'File submission', 'File or text submission', 'Text submission', 'On paper submission', and 'Observed in person' (repeated at the bottom). A red arrow points to the 'Observed in person' option at the bottom of the list. The 'Assignment Type' section shows 'Individual Assignment' selected. The 'Category' dropdown is set to 'No category'. The 'Evaluation & Feedback' section is partially visible at the bottom.

Availability Dates & Conditions ▶

Always available

Submission & Completion ▼

Assignment Type

☒ Individual Assignment

☐ Group Assignment

Category

No category ▼

Submission Type

Observed in person ▼

File submission

File or text submission

Text submission

On paper submission

Observed in person

Evaluation & Feedback ▶

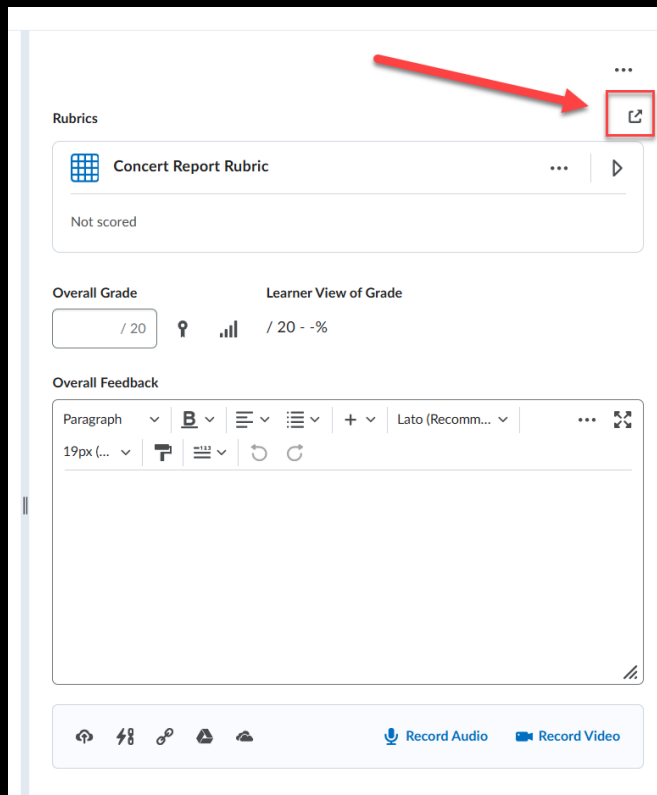
Effective Practice #3

- Use maximum or minimum score for ungraded rubric criteria to quickly assess **analytic type rubrics**

The screenshot displays the Canvas LMS Rubrics interface. At the top, the 'Rubrics' section shows a table with one rubric, 'Concert Report Rubric', which is currently 'Not scored'. A red box highlights the three-dot menu next to the rubric name, which contains the following options: 'Set Ungraded to Meets Expectations', 'Set Ungraded to Below Expectations', and 'Rubric Statistics'. Below the rubric table, the 'Overall Grade' section shows a score of '/ 20' and a 'Learner View' button. The 'Overall Feedback' section includes a text area with a rich text editor toolbar and a 'Record Audio' button. The bottom of the interface features a navigation bar with icons for various tools and a 'Record Video' button.

Effective Practice #4

- Open rubric in a new window when grading
 - Allows for improved efficiency and visibility



Effective Practice #5

- Rubric statistics
 - Assess student learning outcomes
 - Evaluate and refine teaching methods
 - Improve course materials



Effective Practice #5

- Rubric statistics

Rubrics Help

[New Rubric](#)

Rubrics available to this org unit are

Search For...

[View Statistics](#)

| <input type="checkbox"/> | Name ▲ | Type | Scoring Method | Status ? |
|--------------------------|-----------------------|----------|----------------|-----------|
| <input type="checkbox"/> | Concert Report Rubric | Analytic | Custom Points | Published |

100 per page ▼



Rubric Statistics - Concert Report Rubric ▾






Associations for this rubric are listed separately in relevant tabs below. Find an association and click the Statistics icon to view its statistics. [What are associations?](#)

Activities

Competency Activities

ePortfolio

Search Object Name... 🔍

| Object | Type | # Assessments | Average Level | Average Score | Actions |
|--|-----------------------|---------------|--------------------|---------------------|---|
| INSTRUMENTAL - EITHER SINGLE OR ENSEMBLE | Assignment Submission | 30 | Meets Expectations | 18.466666666 points |  |
| JAZZ PERFORMANCE | Assignment Submission | 29 | Meets Expectations | 18.586206896 points |  |
| OPERA OR MUSIC THEATER PERFORMANCE | Assignment Submission | 26 | Needs Improvement | 15.423076923 points |  |
| VOCAL - EITHER SOLO OR ENSEMBLE | Assignment Submission | 30 | Needs Improvement | 16.833333333 points |  |
| YOUR CHOICE CONCERT | Assignment Submission | 29 | Meets Expectations | 18 points |  |

Close

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Effective Practice #6

- Use the **Import/Export/Copy Components** tool to copy rubrics between courses



Potential Pitfall #1

- Rubrics in Draft status cannot be associated with assessments
 - **Publish** the rubric first



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Potential Pitfall #2

- A rubric that is currently in use **cannot** be edited
 - Make a copy of the original, then edit the copy



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Potential Pitfall #3

- Be cautious when changing a rubric's type and/or scoring method
 - Switching between different options can result in loss of information



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Brightspace Rubrics




Turnitin Rubrics

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#LEX Course - Assessment & Measurement



Upload / Create ▾ Existing Activities ▾ Bulk Edit

- ⋮ [Assessment & Measurement: Get Started](#) ▾
🌐 Web Page ✓
- ⋮ [Assessment & Measurement: Learn More](#) ▾
🌐 Web Page ✓
- ⋮ [Assessment & Measurement: See Brightspace Examples](#) ▾
🌐 Web Page ✓
- ⋮ [Assessment & Measurement: Take Action](#) ▾
🌐 Web Page ✓
- ⋮ [Assessment & Measurement: Reflect](#) ▾
💬 Discussion Topic ✓

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#LEX Course - Interactive Rubrics



Upload / Create ▾ Existing Activities ▾ Bulk Edit

| | |
|------------------------------------|---|
| Interactive Rubrics: Get Started ▾ | ✓ |
| Web Page | |
| Interactive Rubrics: Learn More ▾ | ✓ |
| Web Page | |
| Interactive Rubrics: Take Action ▾ | ✓ |
| Web Page | |
| Interactive Rubrics: Reflect ▾ | ✓ |
| Discussion Topic | |

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Workshop Slides, Recording, & Resources

<https://catwiki.xula.edu/rubrics>



SCAN ME

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Any
Questions



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