

Creating, Linking, and Using Brightspace Rubrics

Objectives

By following the guide, you will be able to:

Part 1: Create a New Rubric.

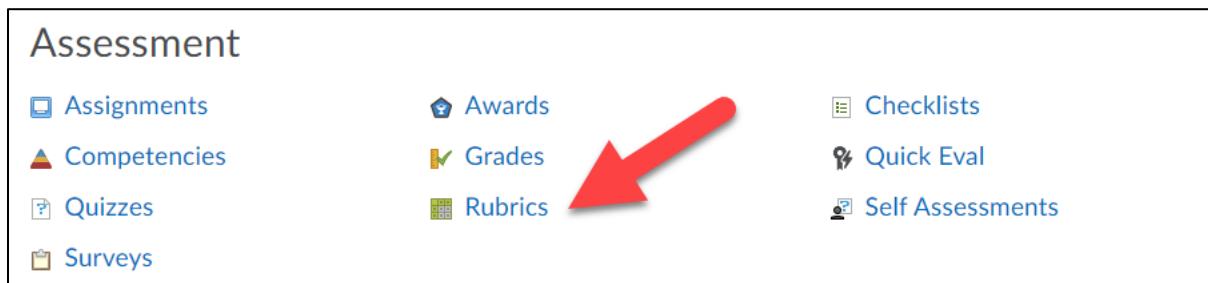
- Create a new Holistic Rubric with a single criterion.
- Create a new Analytic Rubric with multiple or weighted criteria.

Part 2: Link rubrics to discussion topics or assignments.

Part 3: Evaluate discussions and assignments using rubrics.

Part 1: Create a New Rubric

1. Open the course where you wish to add the rubric.
2. Click **Course Admin**
3. Select **Rubrics**

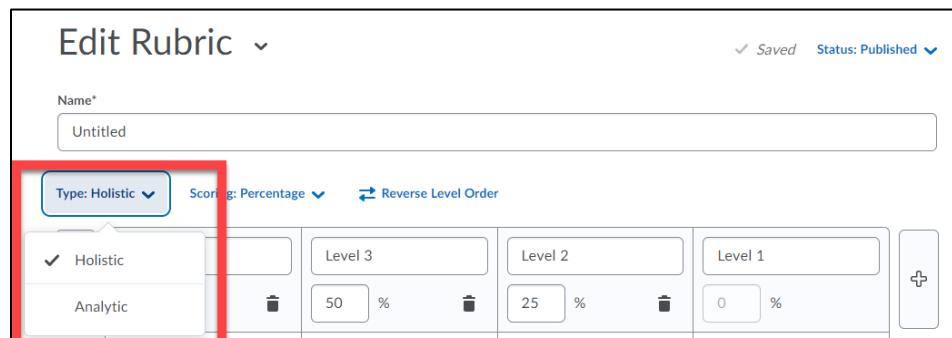


4. Click **New Rubric**
5. Enter a name for the rubric (e.g. Critical Analysis Paper)

Create a Holistic Rubric with a Single Criterion

Holistic rubrics can be used to assess students on a single criterion with multiple levels.

6. Click the rubric **Type** drop-down menu and select **Holistic**



7. Click the **Scoring** method drop down menu and select the scoring type
 - a. Choose **No Score** if students will receive text-only feedback.
 - b. Choose **percentage** if students will earn a grade.

8. Use the add icon  to add new levels, or the trash icon  to delete unneeded levels.
9. Click in each criterion box to edit level titles, percentages, and details:
 - a. Edit level titles to indicate achievement (e.g. proficient, developing, beginning).

Type: Holistic Scoring: Percentage 

Proficient	Developing	Beginning	Unacceptable
100 % 	80 % 	60 % 	0 % 
Includes a clear thesis to introduce the topic of	Includes a thesis to indicate the topic of the	Includes an introduction to the paper, but lacks a	No introduction or thesis. Lacks evidence.

- b. Edit level percentages to award a score for each level of achievement.

Type: Holistic Scoring: Percentage 

Proficient	Developing	Beginning	Unacceptable
100 % 	80 % 	60 % 	0 % 
Includes a clear thesis to introduce the topic of	Includes a thesis to indicate the topic of the	Includes an introduction to the paper, but lacks a	No introduction or thesis. Lacks evidence.

- c. Add details so students know what is needed to achieve each level.

Proficient	Developing	Beginning	Unacceptable
100 % 	80 % 	60 % 	0 % 
Includes a clear thesis to introduce the topic of the paper. Presents several specific and relevant evidence to support thesis. Provides convincing rationale to explain how the evidence supports thesis.	Includes a thesis to indicate the topic of the paper. Presents a few relevant examples to support thesis. Provides rationales that support the thesis.	Includes an introduction to the paper, but lacks a thesis. Presents a few general examples related to the topic. Some rationale is included to explain how examples relate to the topic.	No introduction or thesis. Lacks evidence. No explanations to support evidence.

10. Click **Options** to change **Rubric Visibility** and control if students can view the rubric.

11. Click **Close**

Create an Analytic Rubric with Multiple Criteria

Analytic rubrics can be used to assess students on multiple criteria. Criteria can be weighted, if desired, to emphasize some criteria over others.

12. Click the rubric **Type** drop-down menu and select **Analytic**

Name* Untitled

Type: Analytic Scoring: Points 

Holistic	Level 4	Level 3	Level 2	Level 1
<input checked="" type="checkbox"/> Analytic	4 pt 	3 pt 	2 pt 	1 pt 

13. Click the **Scoring** method drop-down menu and select the scoring type.

- Choose **No Score** to provide text-only feedback.
- Choose **Points** to distribute points evenly across all criteria.
- Choose **Custom Points** to assign a specific weight to each criterion.



14. Use the add icon to add new levels, or the trash icon to delete unneeded levels.

15. Click **Add Criterion** **+ Add Criterion** to insert additional criteria or click the trash icon to delete unneeded criteria.

16. Click each box to edit criterion name, level titles, percentages, and details.

- Edit the criteria names to identify expected components of performance.

	Level 4	Level 3	Level 2	Level 1	
Thesis	10 pt	5 pt	2 pt	1 pt	/ 10
Evidence					/ 10
Rationales					/ 10

- Edit level titles to indicate achievement (e.g. proficient, developing, beginning).

Type: Analytic	Scoring: Points	Reverse Level Order			
	Proficient Developing Beginning Unacceptable				
Thesis	10 pt	8 pt	6 pt	0 pt	/ 10
	Includes a clear thesis that identifies paper topic and previews what will be discussed.				
	Thesis identifies the topic and provides general information about what will be discussed.				
	Thesis suggests a topic and vaguely indicates what will be discussed.				
	Thesis does not indicate a topic or preview what will be discussed.				

- Edit level points to award a score for each level of achievement.

Type: Analytic	Scoring: Points	Reverse Level Order			
	Proficient Developing Beginning Unacceptable				
Thesis	10 pt	8 pt	6 pt	0 pt	/ 10
	Includes a clear thesis that identifies paper topic and previews what will be discussed.				
	Thesis identifies the topic and provides general information about what will be discussed.				
	Thesis suggests a topic and vaguely indicates what will be discussed.				
	Thesis does not indicate a topic or preview what will be discussed.				

- For a weighted rubric (remember to use the **Custom Points** scoring method), adjust the weight for each criterion as desired.

	Proficient	Developing	Beginning	Unacceptable	
Thesis	5 pt	4 pt	3 pt	0 pt	/ 5
	Includes a clear thesis that identifies paper topic and previews what will be discussed.	Thesis identifies the topic and provides general information about what will be discussed.	Thesis suggests a topic and vaguely indicates what will be discussed.	Thesis does not indicate a topic or preview what will be discussed.	
Initial Feedback					
	Great thesis!	Good work identifying the topic. Provide more detail in the preview.	Be more specific about the topic and what will be discussed.	Review resources on thesis writing.	
Evidence	7 pt	5 pt	3 pt	0 pt	/ 7
	Provides multiple relevant and specific examples.	Several examples, most are relevant to topic.	Few relevant examples are included.	No specific or relevant examples.	
Initial Feedback					
Rationales	8 pt	6 pt	4 pt	0 pt	/ 8
	Clear and convincing rationales explain	Most rationales are clear and support	Some rationales are clear and provide	No rationales are provided or	

e. Add details so students know what is needed to achieve each level.

	Proficient	Developing	Beginning	Unacceptable	
Thesis	5 pt	4 pt	3 pt	0 pt	/ 5
	Includes a clear thesis that identifies paper topic and previews what will be discussed.	Thesis identifies the topic and provides general information about what will be discussed.	Thesis suggests a topic and vaguely indicates what will be discussed.	Thesis does not indicate a topic or preview what will be discussed.	
Initial Feedback					
	Great thesis!	Good work identifying the topic. Provide more detail in the preview.	Be more specific about the topic and what will be discussed.	Review resources on thesis writing.	

f. Add initial feedback, if desired, to provide immediate feedback related to each level.

	Proficient	Developing	Beginning	Unacceptable	
Thesis	5 pt	4 pt	3 pt	0 pt	/ 5
	Includes a clear thesis that identifies paper topic and previews what will be discussed.	Thesis identifies the topic and provides general information about what will be discussed.	Thesis suggests a topic and vaguely indicates what will be discussed.	Thesis does not indicate a topic or preview what will be discussed.	
Initial Feedback					
	Great thesis!	Good work identifying the topic. Provide more detail in the preview.	Be more specific about the topic and what will be discussed.	Review resources on thesis writing.	
Evidence	7 pt	5 pt	3 pt	0 pt	

17. Add more criteria groups if needed.

18. Edit the **Overall Score**

a. The Overall Score area provides feedback to each student based on their score on the activity.

- b. The Overall Score is *not* associated with the gradebook. It is a global indication about student performance based on performance thresholds set by the instructor.
- c. Click the Overall Score box to change level names, adjust point thresholds, and add or remove levels.

Overall Score

Each submission is assigned a level of achievement based on its overall rubric score.

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Excellent</td> <td style="width: 50%; padding: 2px;">Strong work</td> </tr> <tr> <td style="padding: 2px;">19</td> <td style="padding: 2px;">or more</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Excellent	Strong work	19	or more			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Good start</td> <td style="width: 50%; padding: 2px;">Needs Improvement</td> </tr> <tr> <td style="padding: 2px;">13</td> <td style="padding: 2px;">or more</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Good start	Needs Improvement	13	or more			
Excellent	Strong work														
19	or more														
															
Good start	Needs Improvement														
13	or more														
															
Fantastic! Your work is exemplary.		Nicely done. Keep up the good work.													
You're on your way. Let's meet to discuss some resources that can help you.		Please make an appointment with me during office hours.													

- d. In the example above, if a student scores 19 points or more, they will meet the threshold for “Excellent.”

19. Click **Options** to change **Rubric Visibility** and control if students can view the rubric.

20. Click **Close**

Part 2: Link Rubrics to Discussion Topics and Assignments

Connect your rubric to discussion topics or assignments to help students understand what is expected of them and to make grading more efficient and consistent.

Add a Rubric to a Discussion Topic

1. Click **Course Tools** and select **Discussions**.
2. Locate the discussion topic, then click the drop-down arrow and select **Edit Topic**.
3. Click the **Assessment** tab
 - a. To link an existing rubric:
 - i. Click the Add Rubric button.
 - ii. Check the box next to the rubric you wish to add.
 - iii. Click the **Add Selected** button.
 - b. To create a new rubric:
 - i. Click the [Create Rubric in New Window] link.
 - ii. Complete the steps in Part 1 of this guide.
4. Click **Save and Close**.

Add a Rubric to an Assignment

1. Click **Course Tools** and select **Assignments**
2. Locate the assignment, then click the drop-down arrow and select **Edit Assignment**.
3. Click the **Evaluation & Feedback** menu.
4. Click the **Add Rubric** drop-down menu.
 - a. To link an existing rubric:
 - i. Choose **Add Existing**.
 - ii. Check the box next to the rubric you wish to add.

- iii. Click the **Add Selected** button.
- b. To create a new rubric:
 - i. Choose **Create New**.
 - ii. Complete the steps in Part 1 of this guide.
- 5. Click **Save and Close**.

Part 3: Evaluate Discussion Topics and Assignments using Rubrics

Assess Discussion Topics using Rubrics

1. Click **Course Tools** and select **Discussions**.
2. Locate the discussion topic you want to grade, then click the drop-down menu and choose **Assess Topic**.
3. Click **Topic Score** to evaluate each student's discussion contribution.
4. Review the student's threads and replies.
5. For each criterion, select the level that corresponds with the student's performance:

Criteria	Expectations Met 5 points	Expectations Partially Met 3 points	Expectation Unmet 0 points	Criterion Score
Initial Post Add Feedback	Post is clearly written, succinct, and addresses each required component. <input checked="" type="checkbox"/>	Post addresses each required component, but lacks clarity or conciseness. <input type="checkbox"/>	Post does not address each required component. <input type="checkbox"/>	5 / 5
Response Posts Add Feedback	A thoughtful response is made to at least 2 peers. <input type="checkbox"/>	A superficial response is made to at least 2 peers. <input checked="" type="checkbox"/>	A response is not made to at least 2 peers. <input type="checkbox"/>	3 / 5

6. If desired, click **Add Feedback** on each criterion to provide specific feedback.

Criteria	Expectations Met 5 points	Expectations Partially Met 3 points	Expectation Unmet 0 points	Criterion Score
Initial Post Add Feedback	Post is clearly written, succinct, and addresses each required component. <input checked="" type="checkbox"/>	Post addresses each required component, but lacks clarity or conciseness. <input type="checkbox"/>	Post does not address each required component. <input type="checkbox"/>	5 / 5
Response Posts Add Feedback	A thoughtful response is made to at least 2 peers. <input type="checkbox"/>	A superficial response is made to at least 2 peers. <input checked="" type="checkbox"/>	A response is not made to at least 2 peers. <input type="checkbox"/>	3 / 5

Criterion Feedback

Be specific in your responses to other students. Try offering a counter perspective or asking a probing question.

7. Add **General Feedback**, if desired.
8. Click **Publish**
9. Repeat steps 3 – 8 for remaining students.

Assess Assignments using Rubrics

1. Click **Course Tools** and select **Assignments**.
2. Locate and click on the assignment you want to grade.
3. Click on the name of a submission to evaluate the student's work.
4. In the grading menu, locate the rubric and click to open.

Evaluation and Feedback

Rubrics

Critical Analysis Paper - Analytic Rubric

Not Scored

Score

/ 50

Grade Item: Critical Analysis Paper

5. For each criterion, select the level that corresponds with the student's performance.

Criteria	Proficient	Developing	Beginning	Unacceptable	Criterion Score
Thesis	5 points Includes a clear thesis that identifies paper topic and previews what will be discussed.	4 points Thesis identifies the topic and provides general information about what will be discussed.	3 points Thesis suggests a topic and vaguely indicates what will be discussed.	0 points Thesis does not indicate a topic or preview what will be discussed.	5 / 5
Evidence	7 points Provides multiple relevant and specific examples.	5 points Several examples, most are relevant to topic.	3 points Few relevant examples are included.	0 points No specific or relevant examples.	5 / 7
Rationales	8 points Clear and convincing rationales explain the connections between evidence and thesis.	6 points Most rationales are clear and support the thesis.	4 points Some rationales are clear and provide support for thesis.	0 points No rationales are provided or rationales do not support thesis.	6 / 8

6. If desired, click Add Feedback on each criterion to provide specific feedback.

Criteria	Proficient	Developing	Beginning
Thesis	5 points Includes a clear thesis that identifies paper topic and previews what will be discussed.	4 points Thesis identifies the topic and provides general information about what will be discussed.	3 points Thesis suggests a topic and vaguely indicates what will be discussed.
Evidence	7 points Provides multiple relevant and specific examples.	5 points Several examples, most are relevant to topic.	3 points Few relevant examples are included.
Rationales	8 points Clear and convincing rationales explain the connections between evidence and thesis.	6 points Most rationales are clear and support the thesis.	4 points Some rationales are clear and provide support for thesis.

Criterion Feedback

Excellent thesis!

Add Feedback

Add Feedback

7. Click Close.

8. Add General Feedback, if desired.

9. Add grading annotations to the student's submission, if desired.

10. Click Publish.

11. Repeat steps 3 – 10 for remaining students.