CREATING EFFICIENT & EFFECTIVE RUBRICS

Presenter: Anita L. Ondrusek
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OBJECTIVES:

This presentation will focus on how to create rubrics that align with your learning objectives, pinpoint the areas of student performance that you want to measure, and produce scores that accurately reflect the degree of learning. The tools for placing a rubric into a course management system will be demonstrated.

WHAT IS A RUBRIC?

- A rubric is a scoring guide that helps teachers evaluate student performance, based on a range of criteria.

- A rubric looks like a matrix that:
  - Lists the criteria, or characteristics, that student work should exhibit.
  - Describes specific quality levels of performance for each criterion.
  - Assigns a rating scale for evaluating the quality at each performance level.

(Creating a rubric, 2006)

PARTS OF A RUBRIC.

		PERFORMANCE QUALFIERS		
C R I T E R I A	Criteria 1			
	Criteria 2	PERFORMANCE DESCRIPTIONS		
	Criteria 3			

CRITERIA.

C R I T E R I A	VERSATILITY				
	TIMELINESS				
	INITIATIVE				
	COMMUNICATION				

PERFORMANCE QUALIFIERS.

PERFORMANCE QUALIFIERS				
		Far exceeds job requirements	Exceeds job requirements	Meets job requirements	Does not meet job requirements
C R I T E R I A	VERSATILITY				
	TIMELINESS				
	INITIATIVE				
	COMMUNICATION				

RATINGS.

		PERFORMANCE QUALIFIERS			
		Far exceeds job requirements 3	**Exceeds job requirements** 2	**Meets job requirements** 1	**Does not meet job requirements** 0
C R I T E R I A	VERSATILITY				
	TIMELINESS				
	INITIATIVE				
	COMMUNICATION				

← RATINGS

PERFORMANCE DESCRIPTIONS.

	Far exceeds job requirements 3	Exceeds job requirements 2	Meets job requirements 1	Does not meet job requirements 0
VERSATILITY	Leaps tall buildings with a single bound	Must take running start to leap over tall buildings	Can only leap over short buildings or medium buildings with no spires	Crashes into buildings when attempting to leap over them
TIMELINESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe, a slow bullet
INITIATIVE	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull
COMMUNICATION	Talks with super ancestors on another planet	Talks with other super heroes	Talks coherently	Talks to himself

P E R F O R M A N C E   D E S C R I P T I O N S

THE COMPLETE RUBRIC.

	Far exceeds job requirements 3	Exceeds job requirements 2	Meets job requirements 1	Does not meet job requirements 0
VERSATILITY	Leaps tall buildings with a single bound	Must take running start to leap over tall buildings	Can only leap over short buildings or medium buildings with no spires	Crashes into buildings when attempting to leap over them
TIMELINESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe, a slow bullet
INITIATIVE	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull
COMMUNICATION	Talks with super ancestors on another planet	Talks with other super heroes	Talks coherently	Talks to himself

BUT, IS IT ACCURATE?

	Far exceeds job requirements 3	Exceeds job requirements 2	Meets job requirements 1	Does not meet job requirements 0
VERSATILITY	Leaps tall buildings with a single bound	Must take running start to leap over tall buildings	Can only leap over short buildings or medium buildings with no spires	Crashes into buildings when attempting to leap over them
TIMELINESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe, a slow bullet
INITIATIVE	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull
COMMUNICATION	Talks with super ancestors on another planet	Talks with other super heroes	Talks coherently	Talks to himself

RUBRIC ACCURACY AND ALIGNMENT.

- The criteria on your rubric must accurately represent the dimensions of the performance that you wish to evaluate.

- The performance descriptions on your rubric specify for you and your students the parts of their performances that you will evaluate.

- Both the criteria and the performance descriptions must align with your objectives.

WHAT ARE THE PERFORMANCE OBJECTIVES?

- Faster than a speeding bullet
- <u>More powerful</u> than a locomotive
- <u>Bends steel in his bare hands</u>
- Leaps tall buildings in a single bound
- Talks with ancestors on another planet
- <u>Flies</u>

WHAT ARE THE CRITERIA?

- Speed
- Strength
- Strength
- Athleticism
- Time travel
- Athleticism

- Faster than a speeding bullet
- <u>More powerful</u> than a locomotive
- <u>Bends steel in his bare hands</u>
- Leaps tall buildings in a single bound
- Talks with ancestors on another planet
- <u>Flies</u>

A More Accurate Rubric.

	Far exceeds job requirements	Exceeds job requirements	Meets job requirements	Does not meet job requirements
ATHLETICISM			Flies Leaps tall buildings with a single bound	
SPEED			Is faster than a speeding bullet	
STRENGTH			More powerful than a locomotive Bends steel in his bare hands	
TIME TRAVEL			Moves backwards and forwards in time	

CREATING YOUR RUBRIC

- Identify the learning objectives/outcomes to be addressed
- Develop an activity designed to evaluate outcome/s
- Define the criteria that represent the dimensions of learning
- Specify the performance descriptions
- Create your rating scale
- Test your rubric

AN EXAMPLE . . .

THE COURSE

Information Literacy

Catalog Description
An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.

SELECT STUDENT LEARNING OUTCOMES

Information Literacy

Catalog Description

An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.

Student Learning Outcomes (SLOs)

Students will:

- Articulate rationales and principles driving the library instruction movement
- Identify teaching methods and learning theories associated with the current library instruction movement
- Describe the differing groups of library users served by instructional programs
- Locate the current standards that serve as the basis for developing instructional programs
- Locate sources that provide examples of instructional methods suitable for librarians
- Create lesson plans based upon instructional objectives and learning theories
- Deliver an instructional presentation based on those theories/objectives apropos to a particular library user group
- Recognize/realize own personal learning and teaching preferences/styles

DEVELOP AN ACTIVITY TO EVALUATE OUTCOMES

Information Literacy
DISCUSSION POSTS
Spring Semester 2009

You will compose three discussion posts as part of the course requirements, each worth 15 points. Below are your assignments. In each discussion: ❖ Cover key concepts ❖ Present new ideas, knowledge, insights; ❖ Reference the textbook or other materials assigned as background reading; ❖ Express your ideas in a scholarly manner.
See the Rubric in the "Discussions" folder for the scoring chart I will use to grade your discussion posts.

Discussion 1
What elements coalesce to form an Information Literacy program?

Key concepts: What are the roots of information literacy? How is it defined today by librarians? Select a library environment and tell how information literacy applies to that type of library. Substantiate your ideas or insights with references to the readings from Chapters 1 and 2 in your textbook or the article by Doyle.

Your submission to Discussion 1 should touch upon all of the above topics. You may delineate each one separately (e.g., a paragraph for each topic), or you may weave all topics together into a three-paragraph commentary. (Due end-of-day Monday, January 22nd)

Discussion 2
How does a teacher inspire students to learn?
(Watch a film about a teacher and connect it to this week's readings)

Key concepts: First, give the title of the film you viewed. Describe the teaching environment and the students. Name the characteristics that made the teacher effective (refer to the preparation, performance, and passion characteristics in Chapter 13). What principles from learning theory (as described in Chapter 3) did you see these teachers using to motivate and present content to their students? Was their teaching style one that appealed to you, or not? Why?

Your submission to Discussion 2 should touch upon all of the above topics. Organize your comments logically into two or three paragraphs. (Due end-of-day Monday, February 5th)

DEFINE THE CRITERIA

You will compose three discussion posts as part of the course requirements, each worth 15 points. Below are your assignments. In each discussion: ❖ Cover key concepts ❖ Present new ideas, knowledge, insights; ❖ Reference the textbook or other materials assigned as background reading; ❖ Express your ideas in a scholarly manner.

- Cover key concepts.

- Present new ideas, knowledge, insights.

- Reference the textbook or other materials assigned as background reading.

- Express your ideas in a scholarly manner.

THE CRITERIA YOU SPECIFY IN THE ASSIGNMENT . . .

You will compose three discussion posts as part of the course requirements, each worth 15 points. Below are your assignments. In each discussion: ❖ Cover key concepts ❖ Present new ideas, knowledge, insights; ❖ Reference the textbook or other materials assigned as background reading; ❖ Express your ideas in a scholarly manner.

THE CRITERIA YOU SPECIFY IN THE ASSIGNMENT . . .

You will compose three discussion posts as part of the course requirements, each worth 15 points. Below are your assignments. In each discussion: ❖ Cover key concepts ❖ Present new ideas, knowledge, insights; ❖ Reference the textbook or other materials assigned as background reading; ❖ Express your ideas in a scholarly manner.

C	1. Attention to key concepts designated as discussion points
R	
I	2. Insights or knowledge gained
T	
E	
R	3. Use of materials (web sites, readings, slides, handouts, other material discovered on your own)
I	
A	4. Ability to express your ideas in a scholarly manner

. . . SHOULD APPEAR ON YOUR RUBRIC.

SPECIFY THE PERFORMANCE DESCRIPTORS

You covered <u>all key concepts</u> designated for this discussion.	You covered <u>most key concepts</u> designated for this discussion, but missed or neglected to include other concepts.	You <u>missed</u> key concepts.
New ideas coalesced, new knowledge was applied (or both), relevance was apparent	Ideas and information were relevant, but mostly quoted or paraphrased from source material	Ideas and information were either absent or irrelevant
You referenced or alluded to the material that stimulated or supported your thinking at appropriate points throughout your post.	You referenced or alluded to the material that stimulated or supported your thinking in <u>some parts</u> of your post.	You <u>neglected to reference or allude to</u> the material that stimulated or supported your thinking.
You used vocabulary appropriate to a scholarly discussion and your style was consistently fluent (e.g., text organized into paragraphs, logical flow, clear and concise language, free of grammar and spelling errors).	Your posting showed signs of fluency, but was not divided into paragraphs, at times lacked organization, was overly wordy or redundant, contained occasional grammar or spelling errors, or lapsed into an informal vocabulary not suited to a scholarly discussion.	Your posting was not fluently composed (e.g. disjointed or redundant ideas, vocabulary was typical of informal communication such as an e-mail message, grammar and spelling errors occurred).

CREATE YOUR RATING SYSTEM

You covered all key concepts designated for this discussion. (4 pts.)	You covered most key concepts designated for this discussion, but missed or neglected to include other concepts. (3 pts.)	You missed key concepts. (2-1- 0 pts.)
New ideas coalesced, new knowledge was applied (or both), relevance was apparent (4 pts.)	Ideas and information were relevant, but mostly quoted or paraphrased from source material (3 pts.)	Ideas and information were either absent or irrelevant (2-1- 0 pts.)
You referenced or alluded to the material that stimulated or supported your thinking at appropriate points throughout your post. (4 pts.)	You referenced or alluded to the material that stimulated or supported your thinking in some parts of your post. (3 pts.)	You neglected to reference or allude to the material that stimulated or supported your thinking. (2-1- 0 pts.)
You used vocabulary appropriate to a scholarly discussion and your style was consistently fluent (e.g., text organized into paragraphs, logical flow, clear and concise language, free of grammar and spelling errors). (3 pts.)	Your posting showed signs of fluency, but was not divided into paragraphs, at times lacked organization, was overly wordy or redundant, contained occasional grammar or spelling errors, or lapsed into an informal vocabulary not suited to a scholarly discussion. (2 pts.)	Your posting was not fluently composed (e.g. disjointed or redundant ideas, vocabulary was typical of informal communication such as an e-mail message, grammar and spelling errors occurred). (1- 0 pts.)

TEST YOUR RATINGS

15 pts. = 100%	11 pts. = 73%	7 pts. = 46%
(4 pts.)	(3 pts.)	(2-1-0 pts.)
(4 pts.)	(3 pts.)	(2-1-0 pts.)
(4 pts.)	(3 pts.)	(2-1-0 pts.)
(3 pts.)	(2 pts.)	(1- 0 pts.)

15 pts. = 100%

14 pts. = 90%   12 pts. = 80%   10 pts. = 66%

13 pts. = 86%

11 pts. = 73%

9 pts. = 60%

LABEL THE QUALITY LEVELS

Strong	Emergent	Deficient
You covered all key concepts designated for this discussion.	You covered most key concepts designated for this discussion, but missed or neglected to include other concepts.	You missed key concepts.
New ideas coalesced, new knowledge was applied (or both), relevance was apparent	Ideas and information were relevant, but mostly quoted or paraphrased from source material	Ideas and information were either absent or irrelevant
You referenced or alluded to the material that stimulated or supported your thinking at appropriate points throughout your post.	You referenced or alluded to the material that stimulated or supported your thinking in some parts of your post.	You neglected to reference or allude to the material that stimulated or supported your thinking.
You used vocabulary appropriate to a scholarly discussion and your style was consistently fluent (e.g., text organized into paragraphs, logical flow, clear and concise language, free of grammar and spelling errors).	Your posting showed signs of fluency, but was not divided into paragraphs, at times lacked organization, was overly wordy or redundant, contained occasional grammar or spelling errors, or lapsed into an informal vocabulary not suited to a scholarly discussion.	Your posting was not fluently composed (e.g. disjointed or redundant ideas, vocabulary was typical of informal communication such as an e-mail message, grammar and spelling errors occurred).

THE RUBRIC THE STUDENTS RECEIVE

	Strong	Emergent	Deficient	Points
1. Attention to key concepts designated as discussion points	You covered all key concepts designated for this discussion. (4 pts.)	You covered most key concepts designated for this discussion, but missed or neglected to include other concepts. (3 pts.)	You missed key concepts. (2-1- 0 pts.)	
2. Insights or knowledge gained	New ideas coalesced, new knowledge was applied (or both), relevance was apparent (4 pts.)	Ideas and information were relevant, but mostly quoted or paraphrased from source material (3 pts.)	Ideas and information were either absent or irrelevant (2-1- 0 pts.)	
3. Use of materials (web sites, readings, slides, handouts, other material discovered on your own)	You referenced or alluded to the material that stimulated or supported your thinking at appropriate points throughout your post. (4 pts.)	You referenced or alluded to the material that stimulated or supported your thinking in some parts of your post. (3 pts.)	You neglected to reference or allude to the material that stimulated or supported your thinking. (2-1- 0 pts.)	
4. Ability to express your ideas in a scholarly manner	You used vocabulary appropriate to a scholarly discussion and your style was consistently fluent (e.g., text organized into paragraphs, logical flow, clear and concise language, free of grammar and spelling errors). (3 pts.)	Your posting showed signs of fluency, but was not divided into paragraphs, at times lacked organization, was overly wordy or redundant, contained occasional grammar or spelling errors, or lapsed into an informal vocabulary not suited to a scholarly discussion. (2 pts.)	Your posting was not fluently composed (e.g. disjointed or redundant ideas, vocabulary was typical of informal communication such as an e-mail message, grammar and spelling errors occurred). (1- 0 pts.)	
Grade Conversions				
A = 15, 14 pts.				
B = 13, 12 pts.				
C = 11, 10 pts.				
D = 9 pts.				
F = 8 or less pts.				

LANGUAGE OF RUBRICS . . .

PERFORMANCE LEVEL QUALIFIERS

	PEFORMANCE QUALIFIERS
Criteria 1	
Criteria 2	PERFORMANCE DESCRIPTIONS
Criteria 3	

- Excellent
- Strong
- Mastery
- Advanced
- Above standard
- Distinguished
- Accomplished
- Sophisticated
- Target
- Exemplary
- Exceeds expectations

- Good
- Competent
- Proficient
- Satisfactory
- On standard
- Adequate
- Acceptable
- Meets expectations

- Fair
- Emergent
- Novice
- Developing
- Near standard
- Beginning
- Needs work / improvement
- Approaching competence
- Limited

- Poor
- Deficient
- Beginner
- Unsatisfactory
- Below standard
- Inadequate
- Weak
- Unacceptable
- Below expectations

PERFORMANCE DESCRIPTORS

	PEFORMANCE QUALFIERS		
Criteria 1			
	PERFORMANCE		
Criteria 2			
	DESCRIPTIONS		
Criteria 3			

- Always
- All
- 100%
- Completely
- Absolute
- Apparent or evident
- Throughout
- Wide range or scope
- Insightful
- Well reasoned
- Creative or original

- Sometimes
- Most or majority
- At least 80%
- Partially
- Attempted
- Implied or recognizable
- In certain parts
- Limited range or scope
- Informed
- Credible
- Formulaic, but effective

- Never
- None
- Less than 80%
- Minimally
- Failed
- Absent or missing
- Not addressed
- Lack of range or scope
- Misinformed
- Ill conceived
- Unimaginative or copied from

DO ALL RUBRICS LOOK THE SAME?

Absolutely not. There are an endless number of variations on a theme.

DIVIDING RUBRIC BY SECTIONS OF A PROJECT

Objectives and Grading Criteria for Course Project 1 – Biography of a Database

This project is designed to address these Student Learning Outcomes from your syllabus:

Given a real-world environment of online information retrieval products, students will identify:
- Commercial vendors and marketplaces
- Databases of varying content, scope, format
- Interfaces based on usability

Your project will be graded on these criteria:

Part 1: The Database – 6 points	Part 2: The Vendor – 4 points	Part 3: Interface Face-off – 6 points
Completeness – all required data for the database is included. 3 points.	Completeness – all required data for the company is included. 2 points.	Completeness – you thoroughly investigated each term using techniques demonstrated in handouts. 3 points.
Accuracy – information is correct. 3 points.	Accuracy – information is correct. 2 points.	Learning – your discussion shows that you discovered valid similarities and differences in the interfaces. 3 points.

Formatting –
You have a cover sheet, all parts are labeled and paginated.
The References page of your report follows the basic rules of APA style as shown in the example.
Your paper shows attention to proofreading – few, if any, spelling, capitalization, punctuation, and grammar errors.

Failure to format or proofread – your paper loses 2 points

Attention to crediting sources –
The report is written in your own words.
You used multiple sources in your research.
Those sources are cited where needed.

Failure to follow these rules of scholarly composition – your paper loses 2 points

USE OF DEDUCTIONS

Grading Chart for Capstone Presentation

You have mastered all or most presentation competencies if you achieve one of these scores:
20 pts. represent 100% mastery; 19 pts. represent 95% mastery; and 18 pts. represent 90% mastery.

You are a competent presenter if you achieve one of these scores:
17 pts. represent 85% mastery; 16 pts. represent 80% mastery.

There are deficiencies or errors in your presentation that need improvement if you receive a score of 15 pts.
(75% mastery) or less.

Cite references in-text and at the end of the presentation in APA style Missing or incorrectly formatted references accrue deductions.

	Masterful	Competent	Deficient	Totals
	5 points	4 points	3-2-1-0 points	
Audience	Exceptional in its suitability for a professional audience in terms of subject, treatment, and language.	Adequate in its suitability for a professional audience in terms of subject, treatment, and language.	Minimal in its suitability for a professional audience in terms of subject, treatment, and language.	
Organization	Exceptional attention to: Inclusion of all required elements; Logical flow of information; Even pacing of narrative; Attractive, easy-to-read layout.	Adequate attention to: Inclusion of all required elements; Logical flow of information; Even pacing of narrative; Attractive, easy-to-read layout.	Minimal attention to: Inclusion of all required elements; Logical flow of information; Even pacing of narrative; Attractive, easy-to-read layout.	
Talking points	Strong summary of your paper or project; clearly conveys the essence of your topic; absolute focus on salient points.	Adequate summary of your paper or project; clearly conveys the essence of your topic; attempted focus on salient points.	Weak summary; talking points minimally convey the essence of your topic and/or minimally provide focus.	
Original thinking	Expresses at least one new idea, insight or conclusion generated by you based on research.	Expresses insight(s) and/or a conclusion paraphrased or quoted from prior research.	Expresses insight(s) and/or a conclusion, but not substantiated by research.	
Category Totals				
Supporting references	APA citations inserted correctly and appropriately. No deductions	APA citations inserted with minor format errors. 1-2 pts. deducted	Major omissions and/or errors in APA citations. Deductions accumulate	

YOUR OPINION ON THIS RUBRIC?

Grading for Class Participation

	A (18-20 points)	B (16-17 points)	C (14-15 points)	D/R
Frequency and Quality	Attends class regularly and *always contributes* to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways.	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways.	Attends class regularly but *never contributes* to the discussion in the aforementioned ways.

YOUR OPINION ON THIS RUBRIC?

	4	3	2	1	
Attendance / Promptness	Student is **always** prompt and regularly attends classes.	Student is late to class **once every two weeks** and regularly attends classes.	Student is late to class **more than once every two weeks** and regularly attends classes.	Student is late to class **more than once a week** and/or has poor attendance of classes.	——
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions **more than once** per class.	Student proactively contributes to class by offering ideas and asking questions **once** per class.	Student **rarely** contributes to class by offering ideas and asking questions.	Student **never** contributes to class by offering ideas and asking questions.	——
Listening Skills	Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others.	Student **listens** when others talk, both in groups and in class.	Student **does not** listen when others talk, both in groups and in class.	Student **does not** listen when others talk, both in groups and in class. Student often **interrupts** when others speak.	——
Behavior	Student **almost never** displays disruptive behavior during class.	Student **rarely** displays disruptive behavior during class.	Student **occasionally** displays disruptive behavior during class.	Student **almost always** displays disruptive behavior during class.	——
Preparation	Student is **almost always** prepared for class with assignments and required class materials.	Student is **usually** prepared for class with assignments and required class materials.	Student is **rarely** prepared for class with assignments and required class materials.	Student is **almost never** prepared for class with assignments and required class materials.	——
				Total---->	——

DO ALL RUBRICS LOOK THE SAME?

Here are a few more . . . http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/1_what_is/easy_as_pie.htm

CONCLUSIONS ABOUT RUBRICS?

- Rubrics provide students with a visual display that shows exactly how they will be evaluated.

- Rubrics expedite grading and help with consistency in grading.

- There are learning situations in which a rubric is <u>not</u> the best means for evaluating student performance.

ONLINE RUBRICS . . .

BENEFITS OF ONLINE RUBRICS

Sure, you can distribute copies of your rubrics to your students in class as you make assignments.

Or, you can place your rubrics in your online course shell. This encourages your students to develop online learning skills and makes your rubrics accessible at all times – especially if you will be grading students on online discussion posts.

And, online course management systems such as Blackboard/WebCT and Desire2Learn include tools that allow you to grade online using rubrics.

ONLINE RUBRICS 101

INFORMATION LITERACY

MLIS 7430 | Spring 2013

Dr. Anita Ondrusek

Overview & Syllabus
Go here first.

Rubrics
These are the grading charts for each assignment.

Discussions
Find here the three discussions required for this course.

Post your rubrics as pdf documents inside a folder.

ONLINE RUBRICS 201

INFORMATION ☖ ☖ ☖ LITERACY

MLIS 7430 | Spring 2013

Dr. Anita Ondrusek

Overview & Syllabus
Go here first.

Rubrics
These are the grading charts for each assignment.

Discussions
Find here the three discussions required for this course.

For grading purposes, you can also create online rubrics connected to each discussion board.

HERE'S HOW:

In the BlazeVIEW courseware, you must be in the Build tab.

Select the "Grading Forms" tool.
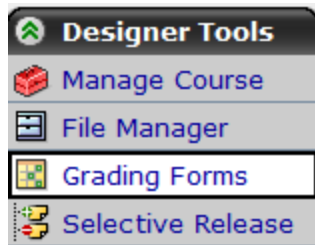
Click on the "Create Grading Forms" button.
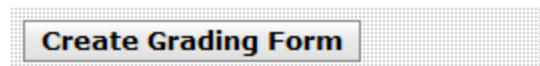
Give your Grading Form a title. Description is optional.

Create Grading Form

*Title:	Discussion Rubric
Description:	Used to score posts for Discussions 1, 2, and 3.

Next, you will see a table that lets you create your rubric.

You can change Criterion names and Performance Indicator names using the edit tool (the pencil icon). You can add Criterion and indicators using the buttons.
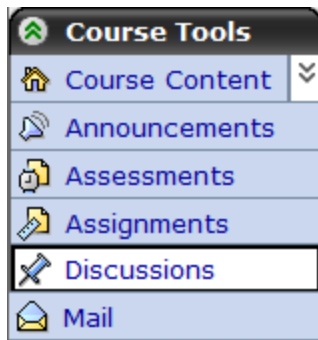
Add Criterion   **Add Performance Indicator**

Objective/Criteria	Performance Indicators		
	* Need Improvement ✎ ▣	* Meet Expectations ✎ ▣	* Exceptional ✎ ▣
* Spelling ✎ ▣	*points	*points	*points

Here is my Grading Form for the Discussions on Information Literacy.

Objective/Criteria	Performance Indicators		
	* Strong ✎ ⬀	* Emergent ✎ ⬀	* Deficient ✎ ⬀
* Attention to key concepts ✎ ⬀	4 *points	3 *points	2 *points
* Insights or knowledge gained ✎ ⬀	4 *points	3 *points	2 *points
* Use of materials ✎ ⬀	4 *points	3 *points	2 *points
* Scholarly expression of ideas ✎ ⬀	3 *points	2 *points	1 *points
			Total (out of):: 15

NOW CREATE YOUR DISCUSSION.

From the BlazeVIEW menu, select the "Discussions" tool.

Click on the "Create Discussions" button.

Give your Discussion a title. Insert the instructions.

Create Threaded Topic

*Title: Discussion 1: Elements in an Information Literacy Program

Description:

Disable HTML Creator

none   [Default]   Normal   **B** *I*

What elements coalesce to form an Information Literacy program?
Key concepts: What are the roots of information literacy? How is it defined today by
librarians? Select a library environment and tell how information literacy applies to that
type of library. Substantiate your ideas or insights with references to the readings from
Chapters 1 and 2 in your textbook or the article by Doyle. Your submission to
Discussion 1 should touch upon all of the above topics. You may delineate each one
separately (e.g., a paragraph for each topic), or you may weave all topics together into
a three-paragraph commentary.

Under the "grading" section, click the "Grade by Grading Form" radio button.

Give your "Grade Book column title" a <u>short name</u>.

Select the "Release grade to Students option, if so desired.

Grading

Allow the topic to be graded

○ Numeric grade: Out of [   ]
○ Alphanumeric grade
◉ Grade by Grading Form: [Select Grading Form]

A column is automatically created for this topic in Grade Book
    Grade Book column title: [Discuss1   ]
      ☑ Release grade to Students in *My Grades*

Click on the gray "Select Grading Form" button.

This takes you to the option below. Click into the radio button.
End with the "Select" action.

Select Grading Form

Select the grading form you want to use to grade this item.

◉ Discussion Rubric

[Select] [Cancel]

Grading

Allow the topic to be graded

○ Numeric grade: Out of 15
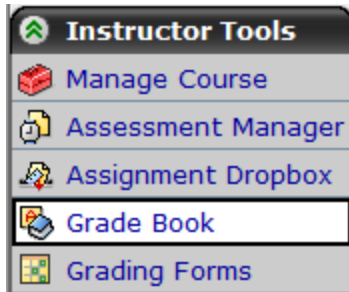○ Alphanumeric grade
◉ Grade by Grading Form:
Discussion Rubric

Now you will see the name of your grading form.
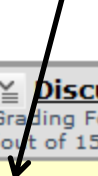
Click the Save button at the bottom of the screen.

| Save | Cancel |

AS DISCUSSIONS APPEAR, YOU CAN GRADE THEM FROM THE 'GRADE BOOK'

Instructor Tools
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- Assessment Manager
- Assignment Dropbox
- Grade Book
- Grading Forms

Click into the column for that assignment.

Grades

	Last Name Alphanumeric	First Name Alphanumeric	Discuss1 Grading Form (out of 15)	Discuss2 Grading Form (out of 15)	Discuss3 Grading Form (out of 15)
☐	Student	Demo	--	--	--

The rubric appears and you can complete it. Don't forget to Save.

Objective/Criteria	Performance Indicators		
	Strong	**Emergent**	**Deficient**
Attention to key concepts	◉ (4 points)	○ (3 points)	○ (2 points)
Insights or knowledge gained	◉ (4 points)	○ (3 points)	○ (2 points)
Use of materials	○ (4 points)	◉ (3 points)	○ (2 points)
Scholarly expression of ideas	○ (3 points)	◉ (2 points)	○ (1 points)
			Total: 13 out of 15

Save   Cancel

FROM THE STUDENT'S VIEW . . .

Students can view the rubric at any time using this link.

Discussion 1: Elements of an Information Literacy Program

Description (click to collapse)

What elements coalesce to form an Information Literacy program?

Key concepts: What are the roots of information literacy? How is it defined today by librarians? Select a library environment and tell how information literacy applies to that type of library. Substantiate your ideas or insights with references to the readings from Chapters 1 and 2 in your textbook or the article by Doyle. Your submission to Discussion 1 should touch upon all of the above topics. You may delineate each one separately (e.g., a paragraph for each topic), or you may weave all topics together into a three-paragraph commentary.

Topic Type: Threaded
Graded: Yes (Discussion Rubric) Numeric out of 15.0
Peer Review: No
Posting Restrictions: Allow post and reply
User Identification: User Name

After grading, students see this button and can view their scores.

Discussion 1: Elements of an Information Literacy Program

My grade in this topic: [View Graded Grading Form]

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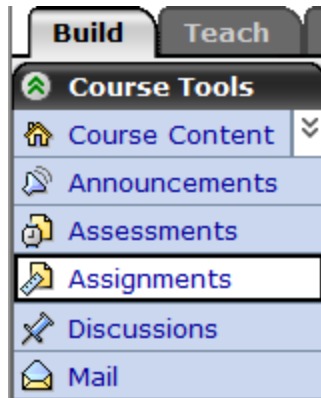
Topic Type: Threaded
Graded: Yes (Discussion Rubric) Numeric out of 15.0
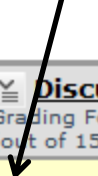Peer Review: No
Posting Restrictions: Allow post and reply
User Identification: User Name

RUBRICS CAN ALSO BE USED WITH THE ASSIGNMENT TOOL.

Grading is done through the "Grade Book."

DON'T BE AFRAID TO TOY WITH THESE TOOLS . . .

THEY'RE SUPER!

REFERENCES

Creating a rubric. (2006). University of Colorado. The Center for Faculty Development. Retrieved from http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/1_what_is/index.htm.