

Rubrics:

Brightspace makes it easy for faculty to create, use, and edit rubrics to provide valuable feedback on course activities such as discussions, assignments, and quizzes, as well as measure progress on learning objectives/outcomes. Rubrics can have any number of criteria and levels, and both analytic and holistic rubrics are supported. Brightspace Rubrics are easy to set up. Faculty can quickly create and edit rubric levels and criteria inline using an auto-save experience, easily change rubric types and scoring methods, and reorder criteria using drag-and-drop functionality. Rubrics can be kept in draft state until ready for release.

The text on the rubric, including criteria names and descriptions, level names, and default feedback, can continue to be updated after the rubric has been released should faculty need to correct spelling errors, clarify wording, or make other minor adjustments to points or learning outcome alignments. When a faculty member makes a change to a previously assessed rubric, it is updated with a blue highlight, and the text **Edited** will show in the lower right corner to notify students it has been changed. Faculty can print or download a PDF of a preview or evaluated rubric, and students can also print or download a PDF of a rubric once it has been released.

Rubrics and learning outcomes

Faculty can align learning outcomes to rubric criteria to demonstrate how assessment criteria map to a student's demonstration of learning outcomes in an activity (e.g., discussion topic, quiz, or assignment). If an administrator maps achievement levels to percentage ranges when creating the learning outcomes scale, suggested levels of achievement display below the rubric when faculty perform their assessment. This provides faculty with an idea of suitable assessments for learning outcomes based on the rubric.

For students, this makes it easier to understand their progress against a learning outcome and identify areas for improvement. After a faculty member attaches the completed rubric to an activity, students can view the learning outcomes from the rubric when starting the activity.

Type: Analytic Scoring: Points Reverse Level Order Saved					
	Level 1	Level 2	Level 3	Level 4	
	50 pt	60 pt	70 pt	80 pt	
Thesis	- thesis is weak and lacks an arguable position	- thesis is somewhat clear and arguable	- thesis is a clear and arguable statement of position	- thesis is exceptionally clear, arguable, well developed, and a definitive statement	/ 80
Initial Feedback					
Quality of Information	- limited information on topic with lack of research, details or accurate examples	- some aspects of mini-essays is researched with some accurate examples to support arguments	- mini-essay is well researched in detail with accurate & critical examples to support arguments	- mini-essay is exceptionally researched, extremely detailed and accurate with critical examples / evidence to support arguments	/ 80

Rubric | Easy setup and creation

Make the most of your time with predefined feedback

Faculty can set custom point weights for each criterion in a rubric and can create specific, pre-populated feedback for each criterion level. Faculty can save time with default feedback that will automatically provide initial feedback for each criterion when grading. For example, faculty can predefine comments for students who receive a low level on a rubric criterion that includes links to specific course materials to help students improve. Faculty can also include model answers in rubric feedback so students can see an example of a response that would receive full marks. Separate rubric totals and overall score areas make marking easy with automatically calculated totals that populate in the Grades tool.

Easy to review and use

Rubrics use a floating header that reduces scrolling and surfaces key information faculty want at hand when grading. For example, when grading discussions via rubrics, the floating header includes the: student's profile picture, name, number of threads, number of replies, topic score, a publish flag, and the calculation method being used. The Overall Score is visually separated from the rubric in its own section for easy viewing. Faculty and other evaluators can add or remove a manual override of the Overall Score level in all assessment tools.

Archived Rubrics appear with an archived tag. The Archived tag enables users to update rubric versions while keeping the existing evaluation records available for instructors and learners to review. Rubric descriptions appear in the Rubric list to enable faculty and course designers to better identify the version of a rubric when its name is being reused for a current rubric.

Overall Score

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

Level 1	Level 2	Level 3	Level 4
0 or more	7 or more	11 or more	15 or more

Rubric | Overall Score viewed separately from the rest of the rubric

We've also made it easy for your organization to promote consistency in assessment as rubrics can be defined at different levels of Gateway Technical College's organizational structure in Brightspace, so you can readily share rubrics across departments, programs, or another level within your organization. Both analytic and holistic rubrics are supported.

Printed rubrics will include Gateway Technical College's logo or branding on the top of the printed page to clearly identify that Gateway Technical College issued the rubric. This will also help to distinguish rubrics within a student's portfolio if they have taken classes from multiple organizations.

Easy grades transfer

We also make it easy for you to transfer grades from rubrics to the Grades tool. When you launch a rubric from the Grade Item or Grade Category page, there is an option to transfer an overall score from a numeric-based rubric to the grade item's score automatically. Alternatively, you can save the overall score in the rubric and not transfer it.

Choose scoring rubric: Letter Writing ▼

Letter Writing

Graded By Ferdinand Convery

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Score and Feedback
Goal/Thesis	<input type="radio"/> Strongly and clearly states a personal opinion. Clearly identifies the issue	<input checked="" type="radio"/> Clearly states a personal opinion. Some references to the issue.	<input type="radio"/> Personal opinion is not clearly stated. Little or no references to the issue.	<input type="radio"/> Personal opinion is not easily understood. Has no reference to the issue.	 3 points
Reasons and Support	<input type="radio"/> Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment.	<input checked="" type="radio"/> Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely.	<input type="radio"/> Two points made; shows some preparation, but weak arguments.	<input type="radio"/> Preparation is weak; arguments are weak or missing; and less than three points are made.	 3 points
Conclusion	<input checked="" type="radio"/> Summarizes personal opinion in a strong concluding statement.	<input type="radio"/> Summarizes personal opinion in a concluding statement.	<input type="radio"/> Concluding statement is a weak summary of personal opinion.	<input type="radio"/> Concluding statement makes no reference to personal opinion.	 3.5 points Almost perfect Introduction to Poetry (PDF File)

Rubrics | Transfer overall scores automatically by clicking Save and Record