RUBRICS: BUILDING, GRADING, AND PROVIDING TARGETED FEEDBACK TO STUDENTS (BLACKBOARD AND TURNITIN)

CPS FACULTY CONFERENCE 2018
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Instructional Designer: Donna DiGiovanni
CPS Faculty: Dr. Hattie Hammonds
AQA Mission and Goals

- Collect data about program outcomes to inform the teaching and learning at the program level
- Promote a culture of assessment and inquiry to achieve college and program goals and mission
- Provide a shared understanding of good assessment practices
How Can We Help You?

Program Evaluation

Data Collection

Assessment Cycle

Assessment Support

AND...

- Developing Learning Outcomes
- Crafting Assignments
- Capstone Experiences
- Assessment Measurement
Workshop Outcomes

At the end of the workshop, you will be able to:

• Build rubrics in Blackboard and Turnitin
• Grade with rubrics in Blackboard and Turnitin
• Offer targeted feedback using rubrics
• Download and interpret Rubric Evaluation Reports and data ONLY for Blackboard rubrics
Questions

• How many of you are familiar with rubrics?
• How many of you use or have used rubrics in your class?
• What are some ways you currently use rubrics?
• What were some of the challenges you faced when using rubrics?
RUBRICS: QUICK REFRESHER

CPS FACULTY CONFERENCE 2018
CPS Rubrics Framework

VALUE Rubrics accessed by:

42,000 individuals
4,200 unique institutions
2,800 colleges and universities.

Intellectual and Practical Skills
- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility
- Civic engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global learning

Integrative and Applied Learning
- Integrative learning
Maintaining Course Alignment via Rubrics

What kind of tasks will show if students have achieved the identified outcomes?

Assessments

What kind of activities will reinforce the learning outcomes and prepare students for assessments?

Activities

What do we want students to be able to do when they complete the course?

Outcomes
A rubric is an assessment tool that uses clearly specified criteria and proficiency levels to measure or judge student achievement or mastery of a given task or skills.

<table>
<thead>
<tr>
<th>Category</th>
<th>4- Above Standards</th>
<th>3- Meets Standards</th>
<th>2- Approaching Standards</th>
<th>1-Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension 25%</td>
<td>Explain key concepts and illustrate understanding of material via unique examples and personal perspective</td>
<td>Explain key concepts and illustrate understanding of material via examples and personal perspective</td>
<td>Explain key concepts and illustrate understanding of material via examples</td>
<td>Does not explain key concepts and illustrate understanding of material</td>
</tr>
<tr>
<td>Inquiry &amp; Analysis 25%</td>
<td>In-depth exploration and analysis of the key elements, issues, and evidence to make informed conclusions</td>
<td>Moderate exploration and analysis of the key elements, issues, and evidence to make informed conclusions</td>
<td>Minimal exploration and analysis of the key elements, issues, and evidence to make informed conclusions</td>
<td>No exploration and analysis of the key elements, issues, and evidence to make informed conclusions</td>
</tr>
<tr>
<td>Connections 25%</td>
<td>Integrate learned concepts by making strong connections to personal experience or previous understanding</td>
<td>Integrate learned concepts by making explicit connections to personal experience or previous understanding</td>
<td>Integrate learned concepts by making implicit connections to personal experience or previous understanding</td>
<td>Does not integrate learned concepts by making connections to personal experience or previous understanding</td>
</tr>
<tr>
<td>Writing 25%</td>
<td>Write clearly and concisely with no errors related to organization, grammar, style, and citations</td>
<td>Write clearly and concisely with some errors related to organization, grammar, style, and citations</td>
<td>Write clearly with very few errors related to organization, grammar, style, and citations</td>
<td>Does not write clearly with many errors related to organization, grammar, style, and citations</td>
</tr>
</tbody>
</table>
Why Use Rubrics?

- Helps scaffold learning
- Spells out Expectations
- Informs students on performance
- Reinforces adherence to learning
- Makes grading more consistent
- Makes grading more transparent
## Elements of a Rubric

<table>
<thead>
<tr>
<th>Description of Assignment</th>
<th>Above Standards = 4</th>
<th>Meets Standards = 3</th>
<th>Approaching Standards = 2</th>
<th>Below Standards = 1</th>
<th>Weight: Pts or %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explains key concepts in one's own words and illustrates understanding of material via unique examples and personal perspective.</td>
<td>Explains key concepts in one's own words and illustrates understanding of material by citing examples.</td>
<td>Able to explain key concepts in one's own words.</td>
<td>Unable to put key concepts in one's own words.</td>
<td></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Adds substantive information, asks meaningful questions to peers, and interacts with others.</td>
<td>Adds substantive information to the discussion and asks meaningful questions to peers.</td>
<td>Adds substantive information to the discussion.</td>
<td>Does not contribute substantive information to the discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>Integrates learned concepts by making strong connections (explain how or why) to personal experience or previous understanding.</td>
<td>Integrates learned concepts by making explicit connections (define) to personal experience or previous understanding.</td>
<td>Integrates learned concepts by making implicit connections (simply identify) to personal experience or previous understanding.</td>
<td>Does not integrate learned concepts by making connections to personal experience or previous understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Writes clearly and concisely with no errors related to organization, grammar, style, and citations.</td>
<td>Writes clearly and concisely with some errors related to organization, grammar, style, and citations.</td>
<td>Writes clearly with very few errors related to organization, grammar, style, and citations.</td>
<td>Does not write clearly with many errors related to organization, grammar, style, and citations.</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

1. **Task Description**
2. **Scale**
3. **Dimensions of Assignment**
4. **Description of Dimensions**
RUBRICS: BUILDING IN BLACKBOARD

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Create a Blackboard Rubric

Rubrics can help ensure consistent and impartial grading and help students focus on your expectations.
Create a Blackboard Rubric

Spend time writing useful feedback for each cell.
Associate Rubric with a Gradable Item

**GRADING**

* Points Possible: 100

Associated Rubrics:
- Add Rubric
  - Select Rubric
  - Create New Rubric
  - Create From Existing

**Submission Details**

**Rubrics**

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Date Last Edited</th>
<th>Show Rubric to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Guidelines</td>
<td>Used for Grading</td>
<td>Oct 26, 2015 4:12:00 PM</td>
<td>No</td>
</tr>
</tbody>
</table>

- Yes (With Rubric Scores)
- Yes (Without Rubric Scores)
- After Grading
RUBRICS: GRADING IN BLACKBOARD

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Grade using a Rubric

Forum to assist with evaluating participation. More Help.

Grade:
Adams Sam (1)

GRADE
8/8/18 10:14 AM
/15

Discussion Rubric

Feedback to learner

Cancel | Save Draft | Submit
Grade using a Rubric

Click this icon to view the rubric in a separate window.
Contribution to group

- Points: 1 (6.66666%)
  Contributions not positive to group dynamic; often critical in non-constructive way; inappropriate or unprofessional

- Points: 2 (13.33333%)
  Contributions mostly positive to group dynamic; feedback constructive and supportive in most instances
  Feedback:

- Points: 3 (20.00%)
  Contributions positive and substantive; add to group dynamic; feedback constructive and supportive; draws other people in

Mechanics

- Points: 1 (6.66666%)
  Minimal or too wordy; grammar and spelling weak

- Points: 2 (13.33333%)
  Post are usually appropriate in length; grammar and spelling correct in most instance
  Feedback:

- Points: 3 (20.00%)
  Posts are appropriate in length; grammar and spelling consistently correct
  Feedback:

Raw Total: 12.00 (of 15)
Change the number of points out of 15 to: 

Feedback to Learner
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

See detailed feedback in the rubric.

Name: Discussion Rubric 2
Grade Center with Rubric Grade

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

See detailed feedback in the rubric.

Add Notes

Submit
### My Grades

#### Weighted Total

<table>
<thead>
<tr>
<th>View Description</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total

<table>
<thead>
<tr>
<th>View Description</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Last Activity

#### GRADE

- **91.26388%**
- **249.395** /305
- **4.645** /5
- **89.00** /100

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### Case Study Assignment

**View Rubric**

---

**Rubric Details**

A rubric is a grading criteria that instructors use to evaluate student work. Your instructor linked a rubric to this item and made it available to you. Select Grid View or List View to change the rubric's layout.

**Criteria**

- **Case Study Analysis Basic**
  - **Description:** Case Study Analysis basic criteria
  - **Grid View**
    - **Above Standards:** 50
    - **Meets Standards:** 15
    - **Approaching Standards:** 15
    - **Below Standards:** 15
  - **List View**
    - **Above Standards:** 50
    - **Meets Standards:** 15
    - **Approaching Standards:** 15
    - **Below Standards:** 15

---

**Criteria Details**

- **Identification of Issues:**
  - **30 (20.00%):** Provides a well-structured diagnosis of all of the strategic issues in the case, identifies and outlines all of the key strategic issues in the case, and provides accurate descriptions of all of the problems.

- **Analysis and Evaluation of Issues:**
  - **20 (13.33%):** Demonstrates evidence to reveal the key strategic issues in the case, and the overview of most of the problems.

- **Solutions, Strategies, or Recommendations:**
  - **20 (13.33%):** Effectively assesses a variety of alternative actions to address all of the issues central to the case study, proposes detailed and feasible action plans.

- **Writing:**
  - **20 (13.33%):** Uses clear language to accurately express abstract ideas and explain concepts, no errors related to organization, grammar, and style.

- **Ethical Reasoning:**
  - **20 (13.33%):** Effectively assesses ethical values and the social context of problems, recognizes ethical issues and dilemmas in a variety of settings, and considers alternative actions.
RUBRICS: REPORTS FOR BLACKBOARD RUBRICS

CPS FACULTY CONFERENCE 2018
Rubric Evaluation Reports

Successful Run: Rubric Statistics Report

**Save to Content Collection**
*Save this report to the Content Collection.*

**Download Report**
*Save the file containing the report data to a local system.*

**Run a new Report**
*Run the report again using different report criteria.*
Sample Rubric Report

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Above Standard</th>
<th>Meet Standards</th>
<th>Approaching Standards</th>
<th>Below Standard</th>
<th>Number Evaluation</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td>10.00</td>
<td>9.00</td>
<td>7.50</td>
<td>5.00</td>
<td>57%</td>
<td>9.14</td>
</tr>
<tr>
<td>Project Focus</td>
<td>10.00</td>
<td>9.00</td>
<td>7.50</td>
<td>5.00</td>
<td>43%</td>
<td>9.21</td>
</tr>
<tr>
<td>Analysis and Evaluation</td>
<td>10.00</td>
<td>9.00</td>
<td>7.50</td>
<td>5.00</td>
<td>29%</td>
<td>8.50</td>
</tr>
<tr>
<td>Relevant and Current Research</td>
<td>10.00</td>
<td>9.00</td>
<td>7.50</td>
<td>5.00</td>
<td>29%</td>
<td>8.50</td>
</tr>
<tr>
<td>Solutions or Strategies; Recommendations</td>
<td>10.00</td>
<td>9.00</td>
<td>7.50</td>
<td>5.00</td>
<td>29%</td>
<td>7.79</td>
</tr>
<tr>
<td>Application and Connections</td>
<td>10.00</td>
<td>9.00</td>
<td>7.50</td>
<td>5.00</td>
<td>43%</td>
<td>8.43</td>
</tr>
</tbody>
</table>

72% of students exemplified strong analysis and evaluation (meets or above standards).
Sample Data

Meeting Learning Outcomes

- Ethics: 12%
- Teamwork: 68% (Goal: 65%)
- Research Competency: 17%
- Business Knowledge: 38%

Percent of Students at a Competency Level
Resources & Support

Rubrics Repository: For trainings, please watch the following videos:
Building and Using Rubrics
Exporting and Importing Rubrics

Rubrics Module, Webinars & Best Practices Guide: Coming soon!

IRC Training, December 3rd at 12:15-1:15pm-
d.digiovanni@northeastern.edu as the registration contact:
http://www.northeastern.edu/nuolirc/events/grading-with-rubrics-tips-and-best-practices/

Center for Advancing Teaching and Learning Through Research:
CATLR Workshops

Support:
• Program Manager
• Instructional Designer
• Assessment Support, AQA
RUBRICS: BUILDING & GRADING IN TURNITIN
FACULTY PERSPECTIVE

CPS FACULTY CONFERENCE 2018
Why use Turnitin for building rubrics or grading assignments?

1. Papers are already submitted for plagiarism.
2. Rubrics can be built in the same location where you check student papers for plagiarism.
3. No need to download paper, save, track changes, save again and upload to Grade Center.
4. Comments/feedback can be made directly in a student’s paper using Quickmarks or a comment bubble.
5. Grades in TurnItIn can be synched to Grade Center; there is no need to input manually.
Building Rubrics with Turnitin

Select the week that you want to place the Turnitin assignment in.
Click on “Assessments” and scroll down and select “TurnItIn Assignment”
Building Rubrics with Turnitin

Now you are on the screen where you can create a Turnitin Assignment.
Building Rubrics with Turnitin

Create an Assignment name and give the maximum points allowed on the assignment

Set your assignment’s “Start Date”, “Due Date” and “Post Date” (the date you want this assignment’s grades to be available to students in Turnitin)

Click on “Optional Settings” to locate the place where you can build a rubric
Building Rubrics with Turnitin

- Decide if you want students to turn in assignments late
- Decide if you want to see how similar your students’ papers are to other sources and whether you want students to see that information
- Decide if you want to exclude references and quotes from being screened for plagiarism
Building Rubrics with Turnitin

Most of the choices on this screen are pre-selected; you can change if desired.
Building Rubrics with Turnitin

Launch the Rubric/Form Manager to start building your Turnitin rubric.
Building Rubrics with Turnitin

This is what your blank rubric will look like.

1. Name your rubric.
2. Decide what criterion you want to evaluate and the percentage each criterion counts. You can add criterion by clicking on the “+” sign. Criterion percentages must equal 100%.
3. Select the scales/grades that correspond with your criterion. You can add criterion and scales by clicking on the “plus signs”.

https://northeastern.blackboard.com/webapps/turn-plgnhndl-885a5a3148150d016/content/create.jsp?course_id=2557168_1&content_id=17997853_16
1. This is an example of a rubric I used last quarter in EDU 7214.
2. Pay particular attention to the scales and grades that you use...this will affect the grade that students receive if the scales are too high/low.
Building Rubrics with Turnitin

Once you build the rubric, select it for the assignment you are grading. Go to the bottom of the screen and submit your choice.
If you've done everything correctly, then this is the screen you should see.
Building Rubrics with Turnitin

This is what students will see when they go to submit their assignment to Turnitin.
This page shows that the Practice Assignment was 17% similar to other sources, was submitted on-time and is ready to grade with the rubric you created.
Building Rubrics with Turnitin

This is a breakdown of the sources that made up the 17% similarity.
Building Rubrics with Turnitin

While you're evaluating a student's paper in Turnitin, you can put commonly used Quickmarks such as C/S (comma splice), Frag (fragment). You can also add your own Quickmarks.
Building Rubrics with Turnitin

Sub Questions

- Based on the perception of students, how do available cultural resources impact online participation for students?
- In what ways can the online program incorporate cultural resources to impact language learning?

Theoretical Framework

Incorporating culturally enriched contents in the online curriculum as a model for historical and critical analysis can be used to help students frame the concept of cultural diversity in the virtual classroom and in their immediate surroundings. The goals of “building bridges and to unite diverse groups from various life worlds” (Milner, p.39) were part of Milner’s rationale that supported implementation of a multicultural curriculum. Removing the misperceptions surrounding historical phenomena and misrepresentations of happenings and people that generates a disconnect between the student and curriculum will foster a positive learning environment that also promotes student success. Richard Milner’s (2011) social reconstructionist curriculum redefined curriculum knowledge, curriculum development, and implementation, which challenges and transforms dominant education ideologies. Included in this redefined philosophical application to classroom learning is James A. Bank’s Approaches to Multicultural...
Once you’re done reading and typing comments or putting in Quickmarks, then you click on this button to use the rubric you created to grade the paper. After inputting the scores that you desire, click “Submit”.
Building Rubrics with Turnitin

The grade you gave on the rubric now appears on the main assignment page.

In order to get the grade from Turnitin into Blackboard’s Grade Center, click on “Roster Sync” and the grade will transfer automatically.
Questions???

Contact Information
Dr. Hattie Hammonds
Lecturer
Northeastern University
h.hammonds@northeastern.edu

(I reside in NC and am a full-time teacher, so responses will be after 3:00 pm most days).
### Pros and Cons: BB vs. Turnitin Rubrics

#### Blackboard Rubrics
- Connects to any grade center column, in particular Assignment items
- Can use points, weights, or ranges
- Autograded
- Can provide feedback within each cell
- Data shows overall and row-level rubric scores
- Data is presented for overall class, not by individual student
- Can edit rubrics in section and import/export to other sections

#### Turnitin Rubrics
- Grading occurs in same place as paper if Turnitin item is created and graded
- Can use weights or points
- Autograded
- Can provide feedback within each cell, and within line of paper
- Data shows overall and row-level rubric scores
- Data is presented for overall class, and by individual student
- Editing has restrictions as rubric lives with Turnitin account user

### Recommendation:
- Use BB rubrics for summative, final grading and Turnitin for formative feedback and plagiarism check. *If you use Turnitin for summative, you can attach the rubric to the grade center column and use that to grade.*
- If you teach a course that has a signature assignment for a program student learning outcome measure, you MUST use the Blackboard rubrics.


