

RUBRIC DESIGN IN D2L

INTRODUCTION

Rubrics are clearly defined grading criteria in the form of an assignment scorecard. They are valuable tools for you and your students because they clarify expectations for student work and they facilitate the grading process for you. Advantages of D2L rubrics include:

- You consistently apply the same standards to all student submissions
- Your completed rubric communicates detailed feedback to the student
- The total rubric score can go directly to the gradebook
- Students appreciate the transparency and clarity of seeing the rubric before submitting work

A CLOSER LOOK

There are two kinds of D2L rubrics: holistic and analytic. This section addresses how to design **analytic rubrics**, which are more detailed and more frequently used. Here are the steps recommended to design a D2L rubric, with examples provided.

Step 1: Determine Overall Score

Determine the number of points possible for the assignment. This decision provides a structure from which you can take your next steps.

The overall score appears at the bottom of a rubric. This example shows the student's overall score without any defined levels:

Overall Score	Total 0 or more		

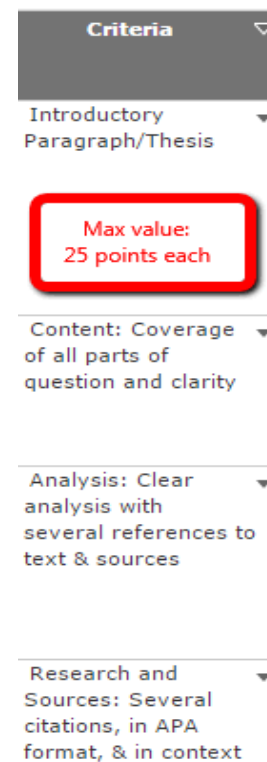
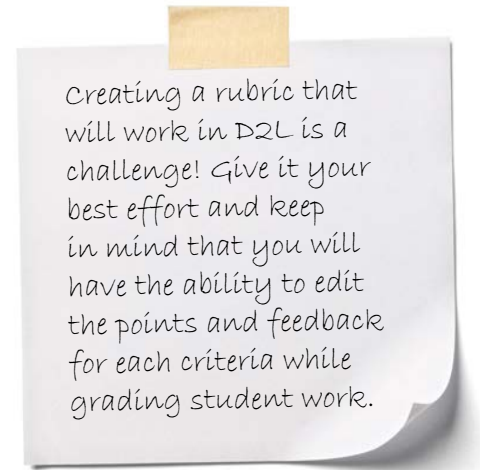
You also have the option to have the student's overall score be slotted into level(s) of your naming and numbering.

Step 2: Establish Criteria and the Maximum Point Value for Each

These are the desired qualities in the student work that you seek to assess. There is no limit to the number of these criteria, and rubrics often have 3-7 of them. Each criterion can be summarized in a word, a phrase, or a sentence. Also, a maximum point value for each criterion needs to be established.

Note: If criteria do not all have the same point values, then it will be necessary to create criteria groups.

The criteria shown to the right are from a Research Essay Rubric, and the four criteria are equally weighted - worth 25 points each.



The screenshot shows a 'Criteria' dropdown menu with four items, each with a 'Max value: 25 points each' label in a red box:

- Introductory Paragraph/Thesis
- Content: Coverage of all parts of question and clarity
- Analysis: Clear analysis with several references to text & sources
- Research and Sources: Several citations, in APA format, & in context

Step 3: Determine the Name and Point Values for Levels

Each criterion has a number of a levels of performance. Each of these levels is given a name and is connected to a defined number of points. **A range of points is not possible with D2L rubrics.**

It can be a challenge to figure out how many levels to use and how to name them. The best practices recommendation is to use four levels for each criterion. Four levels gives a variety of levels of performance that can be distinguished from one another without getting too detailed. Letter grade naming schemes are discouraged for the levels in a rubric in favor of more accurately descriptive words (and students will link their score to a letter grade on their own).

Here is an example of levels (and their associated point values) in a rubric:

Criteria	Excellent 25 points	Proficient 21 points	Needs Improvement 17.5 points	Below Standard 14 points
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Some additional naming schemes than the one shown above:

- Exceeds Expectations – Meets Expectations – Needs Improvement - Unacceptable
- Mastery – Proficient – Emerging – Needs Improvement
- Exemplary – Competent – Developing – Below Standard

Step 4: Write (and Re-write!) Criterion/Level Descriptions

Each criterion and level needs to have a description. This description is what you are using when evaluating the student work AND what students see when they view your evaluation of their work. This may take a considerable amount of effort and time to develop and can be a great collaboration between you and your instructional designer. Looking at existing rubrics can generate ideas!

Note: For each description, you also have the option of crafting feedback that differs from the rubric description. For example, the feedback may offer suggestions for improvement while the description in the rubric simply describes the quality of work.

In the portion of a rubric shown below, the boxes offer descriptions for two criteria:

Criteria	Excellent 25 points	Proficient 21 points	Needs Improvement 17.5 points	Below Standard 14 points
Introductory Paragraph/Thesis	Attention-grabbing first sentence. Clear writing that places the essay in context. Detailed, clear thesis sentence at end of paragraph!	Solid first sentence. Effective connection between first sentence and the context of the essay. Clear thesis at end of paragraph.	Fine first sentence. Little connection between first sentence and the context of the essay, however. Thesis is workman-like and does provide structure for essay.	Much improvement needed. Introduction lacking in some or all of the following: a strong first sentence, providing context for the essay, and an organizing thesis.
Content: Coverage of all parts of question and clarity	All parts of question addressed completely and smoothly - MEMORABLE!	All parts of question touched on in an adequate fashion	Addresses key portions of question but not all minor portions	Hits on portions of question, although with a number of digressions and/or errors

ADDITIONAL RESOURCES

- “Tips in Writing Rubrics” : <https://www.quickrubric.com/about/tips-to-writing-a-strong-rubric>
- D2L documentation regarding rubrics: <https://documentation.desire2learn.com/en/Rubrics>
- A Rubric Warehouse: <http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub>