

Rubrics in Brightspace

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What Are Rubrics

- An educational tool for grading
- Outline criteria and expectations for assigned work

Criteria	Level 3	Level 2	Level 1
Criterion 1	Highest Mark	Middle Mark	Lowest Mark

- Define objectives and levels of achievement

Benefits of Rubrics for Students

- Detail quality of work for highest grade
- Provide feedback
- Facilitate communication
- Encourage critical thinking

Benefits of Rubrics for Instructors

- More accurate, unbiased, and consistent scoring
- Provide feedback on specific objectives
- Can be used on various types of assigned work
- Defines criteria for assessment
- Makes scoring faster and easier
- Documents and communicates grading procedures

Analytical Rubric

Content	Exemplary 8 pts	Good 6 pts	Needs Improvement 4 pts	Unsatisfactory 2 pts
Summary	Demonstrates an excellent understanding of the material, well synthesized with an appropriate amount of quoting	Good understanding of the material, but the synthesis borrows too heavily or is not articulated in a clear manner	Summary shows some misunderstanding of major points, missing elements	Major issues with articulating the key elements of the material
Argument	Argument is well articulated and addresses the issues raised in the reading	Argument is reasonable but is not convincingly articulated	Argument lacks the support necessary to convince the reader	Argument is implausible, unsupported, or otherwise not completely articulated
Mechanics	Exemplary 4 pts	Good 3 pts	Needs Improvement 2 pts	Unsatisfactory 1 pt
Grammar & Mechanics	No major grammatical or mechanical issues. Clear evidence of editing	A few consistent problems with grammar or mechanics	Consistent problems with grammar or mechanics that could have been solved with further editing	Significant problems with grammar or mechanics
Formatting & Citations	Citations are in the proper format and paper layout and formatting follows class standards	Minor citation formatting errors or small issues with paper layout/formatting	Citation format is misunderstood or citations missing. Formatting does not meet class standards	Few or no citations
Overall Score	Level 4 11 or more	Level 3 8 or more	Level 2 5 or more	Level 1 0 or more

Holistic Rubric

Level 6 100% or more	Level 5 90% or more	Level 4 80% or more	Level 3 70% or more	Level 2 60% or more	Level 1 0% or more
<p>Excellent</p> <ul style="list-style-type: none"> • All main points appear with appropriate development • Clear argument and flow • Clear sentence structure with no grammatical or mechanical errors 	<p>Very Good</p> <ul style="list-style-type: none"> • One or two points missing or not fully developed • Some problems with argument logic or construction • A few structural, grammatical, or mechanical errors 	<p>Good</p> <ul style="list-style-type: none"> • Generally accurate, but weak quality of writing, or • Well written, but incomplete or inarticulate argument 	<p>Needs Work</p> <ul style="list-style-type: none"> • Did not convey an understanding of the material • Presents information but does not offer an argument • Appears to not have been edited for grammar/mechanics 	<p>Weak</p> <ul style="list-style-type: none"> • Weak in argument and mechanics • Struggling to understand content, inaccurate or disorganized 	<p>Fails to meet areas of competence</p>

Analytical Rubrics

Pros

- Provides diagnostic information
- Allows specific feedback
- Easier to link to instructions
- Useful for both formative and summative assessment

Cons

- More time to score
- More time to make
- Harder to attain inter-scorer reliability

Holistic Rubrics

Pros

- Scoring is faster
- Less time to make
- Easier to achieve inter-scorer reliability
- Useful for summative assessments

Cons

- Difficult to provide detailed feedback
- Cannot be used for formative assessments

Example of a Rubric for Grading Discussion Posts

Criteria	Exceptional 10 points	Proficient 8 points	Needs Improvement 6 points	Unacceptable 3 points	Criterion Score
Quality	All discussion postings demonstrate critical thinking (not only opinion), includes course terms and concept, and refers explicitly to the text or another authoritative source.	Most discussion postings demonstrate critical thinking (not only opinion), includes course terms and concepts, and refers explicitly to the text or another authoritative source.	Some discussion postings demonstrate critical thinking (not only opinion), includes course terms and concepts, and refers explicitly to the text or another authoritative source.	Few discussion postings demonstrate critical thinking (not only opinion), includes course terms and concepts, and refers explicitly to the text or another authoritative source.	/ 10
Quantity	Meets the initial discussion requirement and exceeds the requirement of responding to a minimum of 3 other student posts.	Meets the initial discussion requirement and responds to a minimum of 3 other student posts.	Meets the initial discussion requirement and responds to a minimum of 2 other student posts.	Meets the initial discussion requirement and responds to a minimum of 1 other student posts.	/ 10
Frequency	Posts initial discussion within the first 3 days that the module opens.	Most discussion posts are spread out on different days.	Some discussion posts are spread out on different days.	All discussion posts on the same day, or within the last 2 days.	/ 10
Length	All discussion posts meet the word requirement.	Most discussion posts meet the word requirement.	Some discussion posts meet the word requirement.	Few discussion posts meet the word requirement.	/ 10
Citation	All posts include accurate APA citations, where applicable.	Most posts include accurate APA citations, where applicable.	Some posts include accurate APA citations, where applicable.	Few posts include accurate APA citations, where applicable.	/ 10

Total

/ 50

Example of a Rubric for Grading Class Participation

Excellent 100 %	Proficient 75 %	Needs Improvement 50 %	Unacceptable 25 %	Did Not Attend 0 %	Criterion Score
Draws out ideas or concerns of others, especially those who have said little. Re-visits issues or ideas that need more attention Helps the group stay on track Summarizes group decisions and action assignments	Well prepared in advance Actively participates in discussions and asks questions Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	Moderately prepared in advance Participates in discussions, but lets others provide the direction Occasionally introduces information or asks questions	Little or no advanced preparation Observes passively and says little or nothing Gives the impression of wanting to be somewhere else	Did not attend without notice	/ 100