BbLearn Rubrics

STREAMLINE GRADING AND PROMOTE STUDENT SUCCESS

Session Overview

- Doing the Math: Scaling your rubric to align with an A-F grading scale
- Selecting your metrics
- Composing meaningful descriptions
- Incorporating referrals for academic support
- Building in BbLearn: Settings for speedy grading
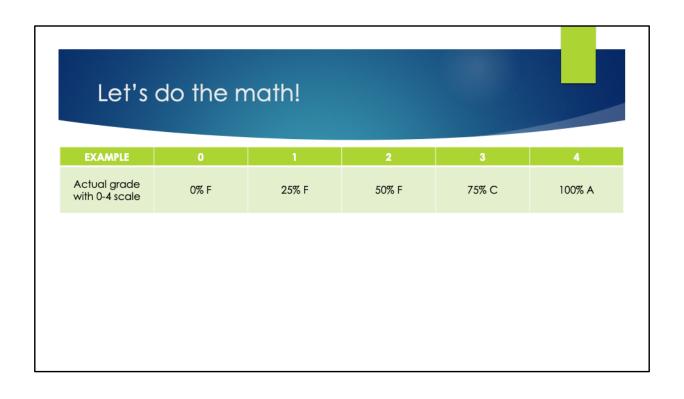
Recommended Reading: **The Case Against the Zero**

▶ I want to share a resource that offers some great perspectives on grading.
▶ I use a modified version of this approach
▶ I don't give F's for work students have submitted on time
▶ I still give zeroes for work that has been missed completely
▶ I offer ample opportunities for make-ups/extra credit
▶ https://www.ccresa.org/Files/Uploads/252/The_Case_Against_Zero.pdf

As we're discussing grading scales, and as you're viewing some of the rubric examples I'll be sharing today, I want to share a resource that has helped to shape some of my thinking about the way I weight/scale my rubrics.
I do use a modified version of this approach for my classes and I don't give an F for any student who has actually submitted work.
I still give zeroes for work that has been missed completely, but that's also because I offer ample opportunities for students to make up selected missed work without penalties or submit extra credit.
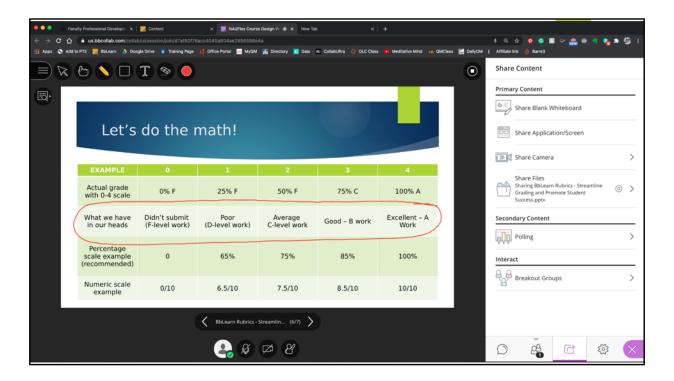https://www.ccresa.org/Files/Uploads/252/The_Case_Against_Zero.pdf

Let's do the math!

EXAMPLE	0	1	2	3	4
Actual grade with 0-4 scale	0% F	25% F	50% F	75% C	100% A

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EXAMPLE	0	1	2	3	4
Actual grade with 0-4 scale	0% F	25% F	50% F	75% C	100% A
What we have in our heads	Didn't submit (F-level work)	Poor (D-level work)	Average C-level work	Good – B work	Excellent – A Work

Let's do the math!

EXAMPLE	0	1	2	3	4
Actual grade with 0-4 scale	0% F	25% F	50% F	75% C	100% A
What we have in our heads	Didn't submit (F-level work)	Poor (D-level work)	Average C-level work	Good – B work	Excellent – A Work
Percentage scale example (recommended)	0	65%	75%	85%	100%

Let's do the math!

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Actual grade with 0-4 scale	0% F	25% F	50% F	75% C	100% A
What we have in our heads	Didn't submit (F-level work)	Poor (D-level work)	Average C-level work	Good – B work	Excellent – A Work
Percentage scale example (recommended)	0	65%	75%	85%	100%
Numeric scale example	0/10	6.5/10	7.5/10	8.5/10	10/10

Quick Tip: If you share your PPT slides as a FILE, rather than sharing a portion of your SCREEN or sharing an APPLICATION, you can annotate your slides using a stylus on the NAUFlex computers in the classroom or using your mouse on your computer.
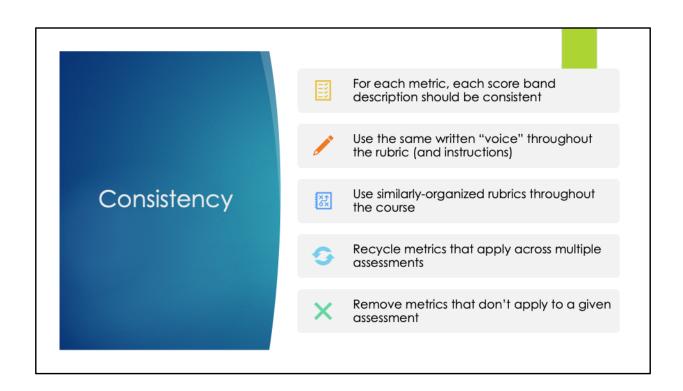
So, while discussing information with students, this is a really helpful tool for adding visual cues or demonstrating relationships between concepts/information on your slide.

Selecting Your Metrics

CHECKING IN:

ARE WE REALLY EVALUATING FOR WHAT'S MOST IMPORTANT?

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Selecting your metrics: Examples

Mechanics and grammar	Style and Formatting	Evidence of Critical Thinking	Interaction with course materials
Accuracy/Relevance of information	Timing (journals and discussions)	Adherence to assignment requirements	Discipline-specific language, conventions, and professionalism

Accurately Weighting Your Metrics

Prioritize	Consider	Identify	Review
Prioritize metrics in order of importance	Consider who might be unintentionally/unfairly penalized	Identify where scores might be artificially inflated	Review for overlapping metrics, evidence, and descriptions

Composing Meaningful Descriptions

Consistency

For each metric, each score band description should be consistent

Use the same written "voice" throughout the rubric (and instructions)

Use similarly-organized rubrics throughout the course

Recycle metrics that apply across multiple assessments

Remove metrics that don't apply to a given assessment

Strategy: Course-Level Master Rubric

- Great for coordinated courses taught by multiple faculty
- Great for sharing and working collaboratively with colleagues
- Includes all/most metrics that could be used for all rubric-assessed work
- Selectively delete metrics that don't apply
- Menu-style approach saves time in your prep
- Can be used to support process of creating instructions for new assessments
- Can include direct connections to learning outcomes

Incorporating Referrals to Academic Support

FEEDBACK + APPLICATION CUES FOR STUDENTS

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Diagnostic Rubric Example

Name	This I Believe Rubric
Description	This rubric is designed to look at your writing from a holistic perspective, and give you feedback about how well your writing meets the expectations for college-level writing. It's normal to have some areas identified as needing improvement during your first few semesters at the university. If you score in the Missed it!? Needs improvement band, this means you're on the right track, but you'll have some work to do to improve your writing. If you have questions or concerns about your score/feedback, you are very welcome to visit me during office hours or make an appointment to discuss your writing.

Rubric Detail

Levels of Achievement

Criteria	Great!/	Good/Average	Missed it!/Needs Improvement
Organization & Development of Ideas ☑ Weight **60.00%**	**100.00 %** Content is clearly presented and writing flows well throughout the paper. Ideas are well-presented and thoroughly explored/explained.	**85.00 %** Content is somewhat clearly presented and writing may be in need of better transitions between topics. Ideas are not well-presented or are not fully developed.	**70.00 %** Content is unclear, transitions are missing or choppy, and most ideas are left undeveloped. If you scored in this range, I recommend seeking support at The Writing Commons on the structure and idea development for your next paper.
Mechanics & Grammar ☑ Weight **5.00%**	**100.00 %** Mechanics and grammar enhance or do not interfere with the reader's ability to understand the content. Minor errors may be present.	**75.00 %** Mechanics and grammar include enough errors to occasionally interfere with the reader's ability to understand the content. Some improvement is needed, but the writing is generally intelligible.	**60.00 %** Mechanics and grammar include enough errors to significantly interfere with the reader's ability to understand the content. If you scored in this range, I recommend seeking support at The Writing Commons for your next paper to work on improving your grammar and proofreading strategies.
Style ☑ Weight **25.00%**	**100.00 %** Vocabulary choice, tone, and overall writing style are fully appropriate for college level writing, and the This I Believe conventions have been followed.	**85.00 %** Vocabulary choice, tone, and overall writing style include some lapses, are in need of some improvement, but are generally appropriate for college level writing, and the This I Believe conventions have mostly been followed.	**65.00 %** Vocabulary choice, tone, and overall writing style are not appropriate for college level writing. This I Believe conventions have not been followed. If you scored in this range, I recommend seeking support at The Writing Commons for your next paper to work on carefully reading the writing prompt to make sure you understand the expectations and for overall writing tone.
MLA/APA Formatting ☑ Weight **10.00%**	**100.00 %** Most/All MLA/APA conventions have been followed, and it is clear which of the two citation formats is in use.	**80.00 %** Some MLA/APA conventions have been observed, but there are a significant number of omissions and/or errors, and it is somewhat clear which of the two citation formats is in use.	**70.00 %** There are enough errors and omissions that it is unclear which of the two citation formats (APA/MLA) are in use.

Building in BbLearn

KEY SETTINGS AND HOW TO LINK RUBRICS TO SPECIFIC ASSESSMENTS

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