

Using rubrics in Brightspace

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Using rubrics in Brightspace

1. Rubrics?

A rubric is a descriptive scoring (or marking) scheme developed by instructors to guide judgements about the products or processes of students' learning through an assessment task. It is often presented as a table/matrix that provides scaled levels of achievement or performance for a set of criteria or dimensions of quality for a particular assessment task. They contain criteria that list the attributes on which an assignment will be assessed and levels that list the standards that each criterion must meet.

Award a maximum of 12 marks using the following rubric

Dimension	1	2	3	4	Weighting	score
Focus/ Organisation	Main ideas not clear	Main ideas present but not focused	Stated or implied main ideas Focused & organised	Clearly stated main idea Unified focus & organisation	X 1.25	5
Elaboration	Restricted elaboration of main point	Moderate elaboration of main point	Full elaboration of one main point	Extended elaboration of one main point.	X 1.25	5
Mechanics	Some minor and some major errors that cause reader confusion	Some minor errors One or two major errors	A few minor errors No more than one major error	One or two minor errors No major errors	X 0.5	2

(4 marks x 1.25 x 2 = 10 marks)

(4 marks x 0.5 = 2 marks)

An example of a weighted analytic rubric

Rubrics allow instructors to define a coherent set of criteria for assessing learners' work that includes descriptions of levels of performance quality. Here, performances act as indicators of the achievement of learning outcomes, i.e. things that learners are expected to know or be able to do at the end of a module or unit of learning. Rubrics also give structure to instructors' evaluations and observations, as matching these to descriptions contained in the rubric aids in ensuring consistency and fairness in the grading process. Brightspace allows instructors to create two main types of rubrics:

- **Holistic rubrics** - single-criterion rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels. Holistic rubrics may use a percentage or text only scoring method
- **Analytic rubrics** - Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. Allows you to assess participants' achievements based on multiple criteria using a single rubric. You can assign different weights (value) to different criteria and include an overall achievement by totalling the criteria. With analytic rubrics, levels of achievement display in columns and your assessment criteria display in rows. Analytic rubrics may use a points, custom points, or text only scoring method. Points and custom points analytic rubrics may use both text and points to assess performance; with custom points, each criterion may be worth a different number of points. For both points and custom points, an Overall Score is provided based on the total number of points achieved. The Overall Score determines if learners meet the criteria determined by instructors. You can manually override the Total and the Overall Score of the rubric.

Using rubrics in Brightspace

2. Creating rubrics

In Brightspace, rubrics can be attached to discussion topics, assignments and submission folders, grade items, surveys and quizzes, learning objectives, and competencies. A Brightspace instructional video on adding rubrics to existing activities can be found here: <https://youtu.be/x7qeDzHiawM>

To create a rubric:

1. Inside of a course, on the navbar, select 'assessment' and then 'rubrics'.
2. This will take you to the 'rubrics page', where you will next click 'New Rubric'.
3. Click 'New Rubric' and you will be taken to the rubric creation page (the latest iteration of this is called the 'New Rubric Creation Experience' and is enabled by default).
4. From this page, you can begin editing your rubric.
5. Firstly, give your rubric a name and select its type (analytic or holistic) (this will change what is displayed on your page, switching between types may lead to data loss)
6. Before saving any changes to your rubric, you may wish to modify its status, choosing from: **Draft*** (not yet available for new activity associations), **published** (available for association – once an association is created you cannot change the rubric's name, description, levels, and criteria), **Archived** (not available for associations and do not appear in searches).
7. Then enter your rubric details, i.e. Levels and criteria for an analytic rubric or levels for a holistic rubric.
8. You can also specify rubric visibility, add a description for students, and associate a rubric with competencies and the eportfolio under the 'options' tab.

* **TIP: Saving as 'draft'** will allow you to assess multiple learners before making the assessment results visible. **'Publish'** will make the assessment visible immediately upon completion in all tools (user progress, assignments/discussions/content, grades) at the same time. The *assignments* and *discussion* workflows also contain bulk publishing for all or a selected list of users.

After a rubric assessment has been published, before you can edit the rubric any further, you must first 'retract feedback', because the rubric is being auto-saved on the fly. You can use *update* for the *score* and *overall feedback* after they have been published without the need to retract first.

🔒 This rubric cannot be edited because it has already been used to assess learner work

To edit this rubric, first retract feedback for the submission.

[Retract Feedback](#)

	Advanced	Proficient	Developing	Beginning	
Sequencing	<p>8 points</p> <p>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</p> <p>✓</p>	<p>6 points</p> <p>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.</p>	<p>4 points</p> <p>Some details are not in a logical or expected order, and this distracts the reader.</p>	<p>2 points</p> <p>Many details are not in a logical or expected order. There is little sense that the writing is organized.</p>	8 / 8

Using rubrics in Brightspace

2.1 How to create a holistic rubric

An instructional video on creating a holistic rubric can be found https://youtu.be/f1yGkI_kHw

- From the rubrics page click 'New Rubric'
- On the 'properties' tab, give it a name
- Remember that its status must be set to 'published' before it can be associated with an assessment (your changes will be auto-saved)
- Select 'holistic' from the 'rubric type' dropdown menu
- Then select the number of levels you will need (i.e. 'standards', this will determine the number of rows it will have)
- Select your scoring method (e.g. text only ('poor', 'good', 'excellent' etc., points or percentages)
- Click Save
- Now, to edit your rubric's levels, select the 'levels' tab. You can also add levels (before and after using the 'plus' signs (1), delete them (using the trashcan symbol) (2), and reverse the order in which they are displayed (3).
- You can also use dropdown menus to change your rubric type and scoring system here (4)
- You can modify level titles (5) (e.g. 'perfect', 'very good', 'satisfactory', 'unacceptable' etc.), set percentages/scoring (6), and add detail to inform learners about how to achieve each level (i.e. descriptors or what the standard is) (7)
- When you are ready, as long as the levels tab displays the status 'saved', you may close your rubric for later association with assignments and other course elements.
- **Initial feedback** (optional): this is the text that your learner will see after you have scored their work.

Name*

Untitled

Type: Holistic (4) Scoring: Percentage (4) Reverse Level Order (3)


(1) +	Level 4 (5)	Level 3	Level 2	Level 1	+ (1)
	75 % (6) (2) 🗑️	50 % 🗑️	25 % 🗑️	0 %	
	(7)				
Initial Feedback					












Using rubrics in Brightspace

2.2 How to create an analytic rubric

An instructional video on creating an analytic rubric can be found at <https://youtu.be/G5h2qiaN1o8>

- From the rubrics page click 'New Rubric'
- On the 'properties' tab, give it a name
- Remember that its status must be set to 'published' before it can be associated with an assessment (your changes will be auto-saved)
- Select 'analytic' from the 'rubric type' dropdown menu
- Select your scoring method (no score, points, and custom points*) (*custom points can be used to create weighted rubrics)
- As before, you can use the 'reverse level order' (1) button and add new levels before and after the existing levels using the '+' buttons (2). Levels can also be deleted using the 'bin' icon (3).
- Criteria can also be rearranged vertically by using the 'handle' button (4)
- You can also remove criteria using a separate 'bin' icon (5) and add them using the '+ add criterion' link (6)
- Edit your level names (7) and values (8)
- Then edit your criteria names (9) and level details (10) across your grid
- **Initial feedback** (optional): this is the text that your learner will see after you have scored their work.

Type: Analytic ▾ Scoring: Points ▾  Reverse Level Order (1)





	Level 4 (7)	Level 3	Level 2	Level 1	
	4 (8) pt  (3)	3 pt 	2 pt 	1 pt 	 (2)
(4) 	Criterion 1				/ 4  (5)
	Initial Feedback				
	Criterion 2 (9)	(10)			/ 4 
	Initial Feedback				
	Criterion 3				/ 4 
	Initial Feedback				
	+ Add Criterion (6)				

- Overall score: below your analytic rubric you will find a separate table related to the learner's 'overall score'. Here learners achieve certain 'levels' of performance based on their total score from the rubric.

Using rubrics in Brightspace

Overall Score

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

+	Poor	Fair	Good	Excellent	+
	0 or more 	5 or more 	8 or more 	11 or more 	

(Overall score table for an analytic rubric with 16 points in total)

Using rubrics in Brightspace

2.2.1 Example of an analytic rubric created in Brightspace:

Name*
Essay

Type: Analytic ▾ Scoring: Points ▾ [Reverse Level Order](#)

	Level 1	Level 2	Level 3	Level 4	
	1 pt	2 pt	3 pt	4 pt	
Depth of Reflection	Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	Demonstrates a limited understanding of the writing task. Needs revision.	Demonstrates a thoughtful understanding of the writing task and subject matter.	Demonstrates a thorough and conscious understanding of the writing task and subject matter.	/ 4
	Initial Feedback				
Development of Examples, Evidence	None or very few specific examples used to support claims made in essay	Uses some vaguely developed examples to support claims	Uses relevant examples from experience to support claims. Makes applicable connections between ideas	Uses specific and convincing examples to support ideas and makes insightful connections.	/ 4
	Initial Feedback				
Language Use, Style	Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure	Uses some imprecise language with little sense of voice and limited awareness of how to vary sentence structure	Uses language that is usually fresh and original with a sense of awareness of audience and purpose. Able to vary sentence structure	Uses stylistically sophisticated language that is precise and engaging with a good sense of voice and awareness of audience and purpose. Skillful sentence structure.	/ 4
	Initial Feedback				
Grammar, Conventions	Demonstrates little	Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension	Demonstrates control of grammar and conventions with only slight errors when using sophisticated language	Demonstrates total control of grammar and conventions with essentially no errors, even with sophisticated language.	/ 4
	Initial Feedback				

2.2.2 Adding a criterion group

When editing an analytic rubric, you may also create ‘groups’ of criteria, such as when you might wish to create criteria made of subsections of existing criteria. This will – in effect – add another table/matrix to your rubric. The rubric will now display the total score of each of your tables combined in the ‘total’ field.

Using rubrics in Brightspace

2.3 Other scoring methods

Points are the default scoring option for both rubric types, i.e. the rubric calculates a numeric score based on the criteria and levels that you have defined. As discussed previously, you can also create weighted rubrics using 'custom points'. If you would like your feedback to be **text only**, you can also choose the option 'no score', e.g. performance levels will be indicated by text only/grade, for example, 'excellent (A)', 'very good (B)', 'good (C)', 'poor (D)' etc.

A final option - only available in holistic rubrics – is to score your assignments using **percentage** values. To create this type of holistic rubric, simply choose 'percentage' from the scoring drop-down menu (1) and set your percentage values under each level (2)

Name*
Discussion Activity

Type: Holistic ▾ Scoring: Percentage ▾ (1) ⇄ Reverse Level Order

	Excellent	Very Good	Pass	Fail
	75 % (2)	50 %	25 %	0 %
	Exceptional performance, engaging profoundly, systematically and comprehensively with the question.	Excellent performance, engaging closely and systematically with the question. Some errors and weaknesses.	Good performance, intellectually competent answer, evidence of reasonable familiarity with relevant literature and grasp of the subject matter.	Unacceptable performance, with either insufficient understanding of the question, failure to address the question resulting in a largely irrelevant answer, or a display of some knowledge of material to question posed but with very serious omissions, errors, or inaccuracies.
Initial Feedback				

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2.4 Weighted Rubrics

Brightspace: 'how to create a weighted rubric': <https://youtu.be/c3kjSghC6RO>

- From the rubrics page, click 'New Rubric' and give it a title (it will be auto-saved)
- To make it a weighted rubric, select 'custom points' from the 'scoring' drop-down menu (this method of scoring is only available in an analytic rubric)
- In basic terms, using 'points' means that every cell in a particular column has the same value, while specifying 'custom points' means that each cell can be worth something different. For example, when evaluating a written assignment, you may want 'well-documented evidence' to be worth more than 'spelling and grammar'.
- It means that the rubric will calculate a numeric score with some criteria weighted more heavily than others
- Weighted rubrics must be aligned with the total score of the assignment, or out of 100; the total points available for a single criteria will be divided according to the number of levels chosen, i.e. if a criterion is worth 30 points and you have three levels they will be scored at 10, 20, and 30, or with 5 levels this would be '6', '12', '18', '24', '30 and so on. You can also override these level scores, .e.g. by making level one worth '0' and so on.
- **Initial feedback** (optional): this is the text that your learner will see after you have scored their work.
- To illustrate how custom points may be used, one can modify the analytic rubric featured above. Using a typical levelled 'points' system, learners performance was rated on a scale from 1-4 in each criterion, and 1-16 in total. However, one may wish to modify your weighting so that one criterion, e.g. 'depth of reflection' is worth more than another, such as 'grammar, conventions'. In converting this rubric from analytic to weighted, one may decide to place a greater emphasis on 'reflection' and 'evidence' over 'style' and 'conventions' (see below).
- In this example, it was decided to weight the criteria as follows:
 - 'Depth of reflection': 30,
 - 'Development of examples, evidence': 30,
 - 'Language, use, style': 20, 'Grammar, conventions': 20.
- Upon modifying the values in the total column to reflect these changes, the table automatically divided each total according to the number of levels (i.e. 4). For example, with 30 points achievable for 'depth of reflection', level one would become 7.5 (30 divided by four) and so on. These changes are illustrated in the table below (a full weighted analytic rubric can be found on the following page)

	Depth of reflection	Development of example, evidence	Language use, style	Grammar, conventions	Total achievable points
Achievable Score	4	4	4	4	16
	1-4	1-4	1-4	1-4	
	Becomes				
	30	30	20	20	100
	7.5, 15, 22.5, 30	7.5, 15, 22.5, 30	5, 10, 15, 20	5, 10, 15, 20	

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2.4.1 Example of a weighted, analytic rubric

Name*
Essay -Weighted

Type: Analytic | Scoring: Custom Points | Reverse Level Order

	Level 1	Level 2	Level 3	Level 4	
Depth of Reflection	7.5 pt Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	15 pt Demonstrates a limited understanding of the writing task. Needs revision.	22.5 pt Demonstrates a thoughtful understanding of the writing task and subject matter.	30 pt Demonstrates a thorough and conscious understanding of the writing task and subject matter.	/ 30
Initial Feedback					
Development of Examples, Evidence	7.5 pt None or very few specific examples used to support claims made in essay	15 pt Uses some vaguely developed examples to support claims	22.5 pt Uses relevant examples from experience to support claims. Makes applicable connections between ideas	30 pt Uses specific and convincing examples to support ideas and makes insightful connections.	/ 30
Initial Feedback					
Language Use, Style	5 pt Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure	10 pt Uses some imprecise language with little sense of voice and limited awareness of how to vary sentence structure	15 pt Uses language that is usually fresh and original with a sense of awareness of audience and purpose. Able to vary sentence structure	20 pt Uses stylistically sophisticated language that is precise and engaging with a good sense of voice and awareness of audience and purpose. Skilful sentence structure.	/ 20
Initial Feedback					
Grammar, Conventions	5 pt Demonstrates little	10 pt Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension	15 pt Demonstrates control of grammar and conventions with only slight errors when using sophisticated language	20 pt Demonstrates total control of grammar and conventions with essentially no errors, even with sophisticated language.	/ 20

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2.4.1.1 Overall score for a weighted analytic rubric

The overall score below has been manually edited to reflect the total of 100 points available for the weighted rubric above. It is based on a traditional percentage grading system (though it is expressed in points).

Overall Score

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

+	A+ (first)	A (first)	B (2:1)	C (2:2)	D (Pass)	0
	80 or more	70 or more	60 or more	50 or more	40 or more	

2.5 Rubric Visibility & other options

At the very bottom of your rubric you will find an expandable submenu titled 'options'. From here you can modify visibility options, add a description to your rubric (for your personal reference), and allow associations with competencies and ePortfolios.

Under rubric visibility, you can select 'rubric is visible to students', 'rubric is hidden from students', and 'rubric is hidden from students until feedback is finished'. You can also choose to hide scores from students. The example below indicates the student's view of your rubric if it is set to visible (in this case, the student has navigated to an assignment submission page through 'assessment' > 'assignments' in the course navbar).

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2.6 A student's view of the rubric associated with an essay submission.

Assignments > Essay

Essay

▼ Hide Assignment Information

Due Date
01 November 2019 11:30 PM

▼ Hide Rubrics

Rubric Name: Essay -Weighted

Criteria	Level 1	Level 2	Level 3	Level 4	
Depth of Reflection	7.5 points Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	15 points Demonstrates a limited understanding of the writing task. Needs revision.	22.5 points Demonstrates a thoughtful understanding of the writing task and subject matter.	30 points Demonstrates a thorough and conscious understanding of the writing task and subject matter.	/ 30
Development of Examples, Evidence	7.5 points None or very few specific examples used to support claims made in essay	15 points Uses some vaguely developed examples to support claims	22.5 points Uses relevant examples from experience to support claims. Makes applicable connections between ideas	30 points Uses specific and convincing examples to support ideas and makes insightful connections.	/ 30
Language Use, Style	5 points Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure	10 points Uses some imprecise language with little sense of voice and limited awareness of how to vary sentence structure	15 points Uses language that is usually fresh and original with a sense of awareness of audience and purpose. Able to vary sentence structure	20 points Uses stylistically sophisticated language that is precise and engaging with a good sense of voice and awareness of audience and purpose. Skilful sentence structure.	/ 20
Grammar, Conventions	5 points Demonstrates little control of grammar or awareness of conventions. Has frequent grammatical and spelling errors.	10 points Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension	15 points Demonstrates control of grammar and conventions with only slight errors when using sophisticated language	20 points Demonstrates total control of grammar and conventions with essentially no errors, even with sophisticated language.	/ 20
Total					/ 100

Overall Score

<p>A+ (first) 80 points minimum</p> <ul style="list-style-type: none"> Responds to all of the assessment criteria for the task. Displays exceptional degree of originality. Exceptional analytical, problem-solving and/or creative skills No fault can be found with the work other than very minor errors, for example minor typographical issues Responds to all of the assessment criteria for the task. Displays exceptional degree of originality. Exceptional analytical, problem-solving and/or creative skills No fault can be found with the work other than very minor errors, for example minor typographical issues 	<p>A (first) 70 points minimum</p> <ul style="list-style-type: none"> Responds to all of the assessment criteria for the task. Works of outstanding quality, evidenced by an ability to engage critically and analytically with source material. Likely to exhibit independent lines of argument. Highly original and/or creative responses. Extremely wide range of relevant sources used where appropriate 	<p>B (2:1) 60 points minimum</p> <ul style="list-style-type: none"> Responds to all of the assessment criteria for the task. An extremely well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge. An authoritative grasp of the subject, significant originality and insight. Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material. Evidence of extensive study, appropriate to task 	<p>C (2:2) 50 points minimum</p> <ul style="list-style-type: none"> Responds to most of the assessment criteria for the task. A detailed response demonstrating a thorough grasp of theory, understanding of concepts, principles, methodology and content. Clear evidence of insight and critical judgement in selecting, ordering and analysing content. Demonstrates ability to synthesise material, to construct responses and demonstrate creative skills which reveal 	<p>D (Pass) 40 points minimum</p> <ul style="list-style-type: none"> Responds to most of the assessment criteria for the task. An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts An ability to construct and organise arguments. Some degree of critical analysis, insight and creativity. Demonstrating some conceptual ability, critical analysis and a degree of insight. Accurate, clearly written/presented 	<p>Fail 0 points minimum</p> <ul style="list-style-type: none"> Overall insufficient response to the assessment criteria. A poor response, which falls substantially short of achieving the learning outcomes the learning Demonstrates little knowledge and/or other skills appropriate to the task Little evidence of argument and/or coherent use of material
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Using rubrics in Brightspace

Submit Assignment

Files*

(0) file(s) to submit

After uploading, you must click Submit to complete the submission.

Add a File

Record Audio

Record Video

Comments

Rich text editor toolbar with options for Paragraph, Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Indent, Font Family, Size, and Background Color. Below the toolbar is a large empty text area for comments.

Submit

Cancel

2.7 Adding a rubric to an existing activity

In order to make use of a rubric you will need to add it to an existing activity in your course (such as an assignment, discussion, learning objective, quiz, or survey). In this example, we will add a rubric to an assignment submission.

2.7.1 Adding a rubric to an assignment

From the navbar, enter the assignments tool by selecting 'assessment' > 'assignments', you will see a list of the assignments already created for this course.

Assignments Help

[New Assignment](#) [More Actions](#)

[Bulk Edit](#)

<input type="checkbox"/>	Assignment	Completed	Evaluated	Feedback Published	Due Date
	No Category				
<input type="checkbox"/>	Literature Review ▼ 🔒				01 August 2019 11:30 PM
<input type="checkbox"/>	Essay Plan ▼ 🔗 🔒				01 September 2019 11:30 PM
<input type="checkbox"/>	Essay ▼ 🔗 🔒				01 November 2019 11:30 PM

20 per page ▼

From here, select the assignment with which you would like to associate your rubric and click the button labelled 'edit assignment'. From the next page, expand the 'Evaluation & Feedback' setting to the right of the screen and click 'Add Rubric > Add Existing' (if you have not created a specific rubric for this assignment yet, click on 'Add Rubric > Create new' and create a new rubric using the rubrics tool, and then return to your assignment to associated it).

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For now, we will select 'Add Rubric>Add Existing ' which will reveal a modal pop-up window listing all of your available rubrics for this module (see below). In this case, we will select the 'Essay-Weighted' rubric by clicking on the radio button beside it (1) and then selecting 'add selected' (2).

<input type="checkbox"/>	Name ▲	Description	Type	Score ▶
<input type="checkbox"/>	Another test of weighting		Custom Points	Analytic
<input checked="" type="checkbox"/>	Essay - Weighted		Custom Points	Analytic
<input type="checkbox"/>	Untitled		Percentages	Holistic
<input type="checkbox"/>	Untitled		Percentages	Holistic

20 per page ▼

Add Selected Cancel

You will then be returned to assignment tool, where you will see that your rubric has been successfully associated with the assignment (1) (you can remove it by clicking the 'X' next to it). If you are satisfied that you have associated the correct rubric, select 'save and close' (2).

2.7.2 Adding a rubric to a discussion topic

If you would like to associate a rubric with a discussion topic, the process is much the same. First, navigate to 'module tools' > 'discussions' from the navbar within your course and select your discussion. Next, click the drop-down arrow next to the topic heading (1) and select 'edit topic' (2).

On the subsequent 'edit topic' page you will then select the 'assessment' tab, where you will find the 'Add Rubrics' button. The process of adding a rubric from here will be identical to that used for an assignment. When you have associated a rubric with a discussion topic, you will see a notification on the topic page that it 'includes assessment'.

Using rubrics in Brightspace

Discussions List > View Topic

Reviewing the Literature ▼ (1)

☆ Subscribe

Add a description ...

[Start a New Thread](#)

Filter by: All Threads ▼

There are no threads in this topic.

- View Topic in Grid View
- Mark All Threads as Read
- Mark All Threads as Unread
- Edit Topic (2)
- View Topic Statistics
- Hide Description
- Delete Topic

Essay Plan Discussion ▼

Topic	Threads	Posts	Last Post
Reviewing the Literature ▼ 🔑 Includes assessment.	1	1	Derek Dodd just now

To assess a discussion topic using an assigned rubric, simply navigate to module tools > discussions, select the relevant topic and a list of all assessable responses from learners will be displayed on the 'view topic' page.

Discussions List > View Topic

Settings Help Search Review...

Reviewing the Literature ▼

☆ Subscribe

Add a description ...

Rubrics

Discussion Activity

[Start a New Thread](#)

Filter by: All Threads ▼ Sort by: Most Recent Activity ▼

My approach to reviewing the literature ▼

Derek Dodd posted 19 July 2019 10:50 AM ☆ Subscribed

A literature review is a common genre for many types of writing you'll have to do as a graduate student and scholar. Not only do dissertations contain literature

▼ more

0 Unread 0 Replies 1 Views

< 1 / 1 >

To assess a specific thread/response, select it, click the drop-down menu next to its heading (1) and then choose the option 'assess topic' (2).

Using rubrics in Brightspace

Discussions List > View Topic > View Thread

Settings Help Search My app... Q

My approach to reviewing the literature (1)

Derek Dodd posted 19 July 2019 10:50 AM ★ Subscribed

A **literature review** is a common genre for many types of writing you'll have to do as a graduate student and scholar. Not only do dissertations contain literature reviews, but most articles and grant proposals have some form of literature review included in them. The reason the literature review is so prevalent in scholarly writing is that it functions as an argument about how your project fits in the ongoing scholarly conversation in your field and justifies your project.

A successful literature review does more than list the research that has preceded your work. A literature review is not simply a summary of research. Your literature review must not only demonstrate that you understand important conversations and debates surrounding your project and your position in regard to the conversations, but it must also create an argument as to why your work is relevant to your field of study. In order to create such an argument you must evaluate the relevant research, describing its strengths and weaknesses in relation to your project. You must then explain how your project will build on the work of other researchers, and fill the scholarly gaps left by other researchers.

Reply to Thread

- Edit Thread
- Assess Topic (2)
- Mark All Posts as Read
- Mark All Posts as Unread
- Pin Thread
- Flag Thread
- View Post History
- Copy Thread
- Print Thread
- Delete Thread

On the next page, select the 'assessments' tab (1) where you will be provided with a list of assessable contributions. Simply click on the learner's user (2) name to begin grading it.

Assess Topic - Reviewing the Literature

Manage Columns

Users **Assessments** (1)

View By: User Apply

Assessment
Discussion Activity

Search For... Show Search Options

First Name Last Name	Score	Status
Discussion Activity		
Derek Dodd (2)		<input type="checkbox"/> Draft

20 per page

Save and Close Save Cancel

Using rubrics in Brightspace

You will then be presented with a separate pop-up window in which you can assess a discussion thread using your pre-defined rubric. Here, you can see the actual topic thread created by the learner (1), select a level from your holistic rubric from a table (2), provide overall feedback using the html editor (3), and choose to 'publish' your feedback or save it as a draft (4).

Derek Dodd
1 thread, 0 replies

Any changes made to the rubric will be immediately visible to learners.

(2)

Excellent 75 %	Very Good 50 %	Pass 25 %	Fail 0 %	
Exceptional performance, engaging profoundly, systematically and comprehensively with the question.	Excellent performance, engaging closely and systematically with the question. Some errors and weaknesses.	Good performance, intellectually competent answers, evidence of reasonable familiarity with relevant literature and grasp of the subject matter.	Unacceptable performance, with either insufficient understanding of the question, failure to address the question resulting in a largely irrelevant answer, or a display of some knowledge of material to question posed but with very serious omissions, errors, or inaccuracies.	/ 100

(3)

General Feedback

📷
📎
📧
📄
Paragraph
⋮

🔍
🔗
↶
↷
🔗
🔗
🔗

Sort By: Post Date ▾

Post

My approach to reviewing the literature - 19 July 2019 10:50 AM **(1)**

A literature review is a common genre for many types of writing you'll have to do as a graduate student and scholar. Not only do dissertations contain literature reviews, but most articles and grant proposals have some form of literature review included in them. The reason the literature review is so prevalent in scholarly writing is that it functions as an argument about how your project fits in the ongoing scholarly conversation in your field and justifies your project.

A successful literature review does more than list the research that has preceded your work. A literature review is not simply a summary of research. Your literature review must not only demonstrate that you understand important conversations and debates surrounding your project and your position in regard to the conversations, but it must also create an argument as to why your work is relevant to your field of study. In order to create such an argument you must evaluate the relevant research, describing its strengths and weaknesses in relation to your project. You must then explain how your project will build on the work of other researchers, and fill the scholarly gaps left by other researchers.

20 per page ▾

Publish
Save Draft
(4)

Using rubrics in Brightspace

2.8 Marking a submission using your rubric

In this example, the weighted analytic rubric created above is used to mark an assignment submission in the form of a word document. This is accessed through 'assessment' > 'assignments' from the navbar. After selecting the learner's submission, you are taken to the 'document viewer' (1) where you can begin your evaluation.

In the evaluation panel (2) you will see the rubric you have previously associated with the assignment from within the assignment tool.

The screenshot displays the Brightspace interface for marking a submission. On the left, a document viewer (1) shows the title 'Dynamics of social class contempt in contemporary British television Comedy' by Sharon Lockyer. The document text discusses the history of British television comedy and class representation. On the right, the 'Evaluation and Feedback' panel (2) shows the 'Essay -Weighted' rubric selected, with a score of 0/100 and the grade item 'Essay'.

Clicking on your rubric (1) will take you to an editing pane where you can manually input points for the submission according to your specified criteria and levels. The 'rubric statistics' button (2) will open a separate window which displays overall statistics and criteria statistics for all of the submissions scored with this rubric.

This close-up shows the 'Evaluation and Feedback' section. Under the 'Rubrics' heading, the 'Essay -Weighted' rubric is highlighted with a grid icon and the text 'Not Scored'. A red (1) is placed next to the rubric name, and a red (2) is placed next to a bar chart icon representing rubric statistics.

Using rubrics in Brightspace

In this case, as no submissions have been added, there is nothing displayed in the rubric statistics window.

Rubric Statistics

Overall Criteria Statistics

General Statistics for 'Essay -Weighted'

Number of Assessments
0

Average
N/A

Mode
N/A

Overall Level	Frequency
A+ (first)	0%
A (first)	0%
B (2:1)	0%
C (2:2)	0%
D (Pass)	0%

Close

Using rubrics in Brightspace

2.8.1 Scoring an assignment using your rubric

After clicking the link for your rubric in the evaluation panel, you will be presented with a pop-up featuring your rubric matrix. From here, you score the submission simply by clicking the applicable level achieved for each criterion (1). The tool will then automatically calculate the total achieved (2)(3) and display the overall score/grade achieved below (3). You may also manually override the score achieved for each criterion by clicking on its total (2) and typing in your desired score. Changes are auto-saved so that when you are done you can simply select 'close') at the bottom of the screen. You may also add specific feedback to each criterion by clicking the 'add feedback' link in the criteria column.

Essay -Weighted

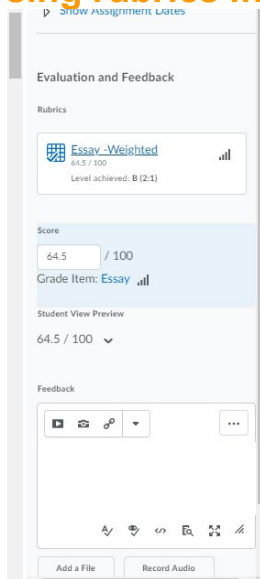
(not graded yet)

Criteria	Level 1	Level 2	Level 3	Level 4	
Depth of Reflection Add Feedback	7.5 points Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	15 points Demonstrates a limited understanding of the writing task. Needs revision. (1)	22.5 points Demonstrates a thoughtful understanding of the writing task and subject matter.	30 points Demonstrates a thorough and conscious understanding of the writing task and subject matter.	15 / 30 (2)
Development of Examples, Evidence	7.5 points None or very few specific examples used to support claims made in essay.	15 points Uses some vaguely developed examples to support claims	22.5 points Uses relevant examples from experience to support claims. Makes applicable connections between ideas.	30 points Uses specific and convincing examples to support ideas and makes insightful connections.	22.5 / 30
Criterion Feedback	Very good. Well-researched, most claims are supported by evidence. Some interesting connections between texts.				X
Language Use, Style Add Feedback	5 points Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure.	10 points Uses some imprecise language with little sense of voice and limited awareness of how to vary sentence structure.	15 points Uses language that is usually fresh and original with a sense of awareness of audience and purpose. Able to vary sentence structure.	20 points Uses stylistically sophisticated language that is precise and engaging with a good sense of voice and awareness of audience and purpose. Skilful sentence structure.	10 / 20
Grammar, Conventions	5 points Demonstrates little control of grammar or awareness of conventions. Has frequent grammatical and spelling errors.	10 points Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension.	15 points Demonstrates control of grammar and conventions with only slight errors when using sophisticated language.	20 points Demonstrates total control of grammar and conventions with essentially no errors, even with sophisticated language.	10 / 20
Criterion Feedback	Adequate, shows some promise where writing quality is concerned but there are far too many grammatical and spelling errors.				X
Total					(3) 57.5 / 100
Overall Score					
A+ (First) 100 points minimum • Responds to all of the assessment criteria for the task. • Displays exceptional degree of originality. • Exceptional analytical, problem-solving and/or creative skills. • No fault can be found with the work other than very minor errors, for example minor typographical issues. • Responds to all of the assessment criteria for the task. • Displays exceptional degree of originality. • Exceptional analytical, problem-solving and/or creative skills. • No fault can be found with the work other than very minor errors, for example minor typographical issues.	A (First) 70 points minimum • Responds to all of the assessment criteria for the task. • Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material. • Ability to exhibit independent lines of argument. • Highly original and/or creative responses. • Extremely wide range of relevant sources used where appropriate.	B (2:1) 60 points minimum • Responds to all of the assessment criteria for the task. • An extremely well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge. • An authoritative grasp of the subject, significant originality and insight. • Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material. • Evidence of extensive study, appropriate to task.	C (2:2) 50 points minimum (4) • Responds to most of the assessment criteria for the task. • A detailed response demonstrating a thorough grasp of theory, understanding of concepts, principles, methodology and content. • Clear evidence of insight and critical judgement in selecting, ordering and analysing content. • Demonstrates ability to synthesise material, to construct responses and demonstrate creative skills which reveal insight and may offer some originality. • Draws on an appropriate range of properly referenced sources.	D (Pass) 40 points minimum • Responds to most of the assessment criteria for the task. • An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts. • An ability to construct and organise arguments. • Some degree of critical analysis, insight and creativity. • Demonstrating some conceptual ability, critical analysis and a degree of insight. • Accurate, clearly written/presented.	Fail 0 points minimum Overall insufficient response to the assessment criteria. • A poor response, which falls substantially short of achieving the learning outcomes the learning. • Demonstrates little knowledge and/or other skills appropriate to the task. • Little evidence of argument and/or coherent use of material.

Close

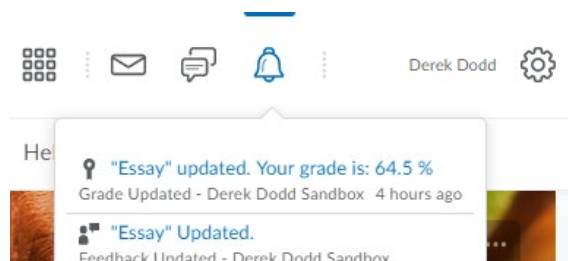
When you close this tool, you will be taken back to the document view where the score achieved will be auto-populated in the evaluation panel. You may also add additional overall feedback at this point. When you are finished, click 'save draft' or 'publish'.

Using rubrics in Brightspace



2.9 Rubrics and Feedback – Student View

Before submitting their assignment, a student will be able to review your rubric *if* you have decided to make it visible. An example of this can be found above. When you have graded an assignment submission, using a rubric, students will receive a notification in their minibar (see below).



After clicking on this link, students will be taken to the 'grades' page, where all of their graded activities for your course will be listed. Here they will be able to view the points and weight achieved for each assessed activity (1) and click on a link which opens up their graded rubric in a separate window (2). Overall feedback will also be included here (3). If you have added inline feedback, there will be a link for this also (4).

Grade Item	Points	Weight Achieved	Grade	Comments and Assessments
Literature Review Preparatory literature review for your essay plan. Must include a minimum of five academic sources.	68 / 100	13.6 / 20	(3)	Excellent work, some development needed. (4) View Inline Feedback
Essay Plan	0 / 100	0 / 20		
Essay	(1) 64.5 / 100	38.7 / 60		Excellent work, some issues with your citations. View Inline Feedback (2) View Graded Rubric

Using rubrics in Brightspace

They will then be presented with a full view of their graded rubric (the presentation of which may vary based on the visibility options and feedback choices you have specified when creating the rubric.

Criteria	Level 1	Level 2	Level 3	Level 4	
Depth of Reflection	7.5 points Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	15 points Demonstrates a limited understanding of the writing task. Needs revision. ✓	22.5 points Demonstrates a thoughtful understanding of the writing task and subject matter.	30 points Demonstrates a thorough and conscious understanding of the writing task and subject matter.	22 / 30
Development of Examples, Evidence	7.5 points None or very few specific examples used to support claims made in essay	15 points Uses some vaguely developed examples to support claims	22.5 points Uses relevant examples from experience to support claims. Makes applicable connections between ideas. ✓	30 points Uses specific and convincing examples to support ideas and makes insightful connections.	22.5 / 30
Language Use, Style	5 points Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure	10 points Uses some imprecise language with little sense of voice and limited awareness of how to vary sentence structure. ✓	15 points Uses language that is usually fresh and original with a sense of awareness of audience and purpose. Able to vary sentence structure	20 points Uses stylistically sophisticated language that is precise and engaging with a good sense of voice and awareness of audience and purpose. Skilful sentence structure.	10 / 20
Grammar, Conventions	5 points Demonstrates little control of grammar or awareness of conventions. Has frequent grammatical and spelling errors.	10 points Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension. ✓	15 points Demonstrates control of grammar and conventions with only slight errors when using sophisticated language	20 points Demonstrates total control of grammar and conventions with essentially no errors, even with sophisticated language.	10 / 20
Criterion Feedback	Adequate, shows some promise where writing quality is concerned but there are far too many grammatical and spelling errors.				
Total					64.5 / 100

Overall Score

A+ (first)

- Responds to all of the assessment criteria for the task.
- Displays exceptional degree of originality.
- Exceptional analytical, problem-solving and/or creative skills.
- No fault can be found with the work other than very minor errors, for example minor typographical issues.
- Responds to all of the assessment criteria for the task.
- Displays exceptional degree of originality.
- Exceptional analytical, problem-solving and/or creative skills.
- No fault can be found with the work other than very minor errors, for example minor typographical issues.

A (first)

- Responds to all of the assessment criteria for the task.
- Work of outstanding quality, evidenced by an ability to engage critically and analytically with source material.
- Likely to exhibit independent lines of argument.
- Highly original and/or creative responses.
- Extremely wide range of relevant sources used where appropriate.

B (2:1) ✓

- Responds to all of the assessment criteria for the task.
- An extremely well developed response showing clear knowledge and the ability to interpret and/or apply that knowledge.
- An authoritative grasp of the subject, significant originality and insight.
- Significant evidence of ability to sustain an argument, to think analytically, critically and/or creatively and to synthesise material.
- Evidence of extensive study, appropriate to task.

C (2:2)

- Responds to most of the assessment criteria for the task.
- A detailed response demonstrating a thorough grasp of theory, understanding of concepts, principles, methodology and content.
- Clear evidence of insight and critical judgement in selecting, ordering and analysing content.
- Demonstrates ability to

D (Pass)

- Responds to most of the assessment criteria for the task.
- An effective response demonstrating evidence of a clear grasp of relevant material, principles and key concepts.
- An ability to construct and organise arguments.
- Some degree of critical analysis, insight and creativity.
- Demonstrating some conceptual ability, critical analysis and a degree of insight.
- Accurate, clearly written/presented

Fail

- Overall insufficient response to the assessment criteria.
- A poor response, which falls substantially short of achieving the learning outcomes the learning.
- Demonstrates little knowledge and/or other skills appropriate to the task.
- Little evidence of argument and/or coherent use of material