

Using the Blackboard Rubric Tool



First Friday!

September 7, 2018

Get Your PD Credit!

www.odessa.edu/PD

Log in with your employee ID number, select the training session, and take the survey after we're done! 😊

Professional Development

Upcoming PD Events

Events I'm Attending

Propose a PD

Suggest a PD Topic

Professional Development

Showing in ascending date/time order.

Highlighted sessions are sessions you've already added to your event list.

You will be able to view/add sessions up to one week (7 days) after their listed session date.

Session Title	Session Date/Time	Location	Session Details
Blackboard Rubrics (OC Global First Friday)	Friday Sep 7 12:00 PM - 1:00 PM	Online - Collaborate (See session details for link)	⋮

Professional Development

Session End Time	1:00 PM
Session Credit Hours	1.00
Session Location	Online - Collaborate
Webinar/Registration Link	Click here to register for or view the online webinar.
Session Special Notes	Use the link provided to access the Blackboard Collaborate room where this session will be hosted.

Add Session to My Events

Professional Development

Upcoming PD Events

Events I'm Attending

Personal Transcript

Propose a PD

Suggest a PD Topic

1

2

3

4

Topics To Cover:

- What is a rubric?
- Basic rubric lingo
- Where to find the rubrics area in your Blackboard courses
- How to create/modify rubrics
- How to share rubrics across multiple courses or with other instructors
- How to attach rubrics to assignments for grading
- How to grade assessments with rubrics
- A brief discussion on VALUE rubrics
- How to access the VALUE rubrics for viewing/use in your courses



What is a Rubric?

Rubric

Rubrics are used as a way for instructors to communicate performance expectations for assessments to their students. They allow instructors to provide guided and focused feedback for multiple categories related to the assessment using a range of different defined levels of achievement.

Why Use a Rubric?

- Rubrics are a great way to help instructors easily define “quality” of work.
- Rubrics reduce the amount of time instructors need to spend providing personalized feedback about common grading issues (ie, grammar, length of work, peer responses, etc.)
- Rubrics make the grading process easier – calculations for selected levels of achievement by category are automatically done for you!
- Rubrics help students to view their work in a more focused, manageable way when they consider the project by categories rather than as one whole piece.



Rubric Lingo

Rubric Lingo

Levels of Achievement

Categories / Criteria

	Novice	Competent/Proficient	Distinguished
Purpose and Focus	<input type="radio"/> Points: 15 (15%) Limited awareness of audience and/or purpose	<input type="radio"/> Points: 20 (20%) An attempt to establish and maintain purpose and communicate with the audience	<input type="radio"/> Points: 25 (25%) Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone
Development of Ideas	<input type="radio"/> Points: 15 (15%) Minimal idea development, limited and/or unrelated details	<input type="radio"/> Points: 20 (20%) Unelaborated idea development; unelaborated and/or repetitious details TO depth of idea development supported by elaborated, relevant details	<input type="radio"/> Points: 25 (25%) Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight
Organization	<input type="radio"/> Points: 15 (15%) Random or weak organization	<input type="radio"/> Points: 20 (20%) Logical organization	<input type="radio"/> Points: 25 (25%) Careful and/or suitable organization
Scientific Language	<input type="radio"/> Points: 15 (15%) Incorrect and/or ineffective language	<input type="radio"/> Points: 20 (20%) Acceptable, effective language	<input type="radio"/> Points: 25 (25%) Precise and/or rich language

Rubric Lingo

Category description of achievement level

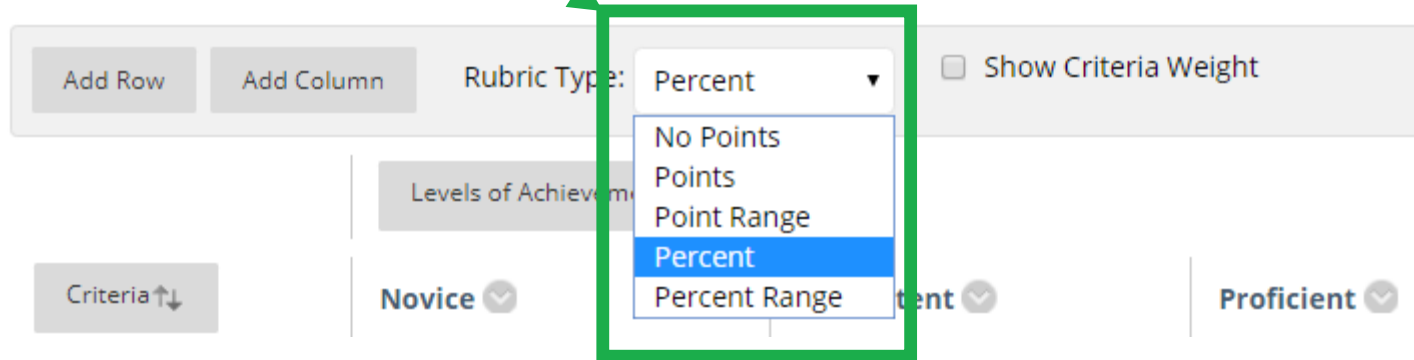
Category Score Range
(lowest to highest)

	Novice	Competent/Proficient	Distinguished
Purpose and Focus	<input type="radio"/> Points: 15 (15%) Limited awareness of audience and/or purpose	<input type="radio"/> Points: 20 (20%) An attempt to establish and maintain purpose and communicate with the audience	<input type="radio"/> Points: 25 (25%) Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone
Development of Ideas	<input type="radio"/> Points: 15 (15%) Minimal idea development, limited and/or unrelated details	<input type="radio"/> Points: 20 (20%) Unelaborated idea development; unelaborated and/or repetitious details TO depth of idea development supported by elaborated, relevant details	<input type="radio"/> Points: 25 (25%) Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight
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Scientific Language	<input type="radio"/> Points: 15 (15%) Incorrect and/or ineffective language	<input type="radio"/> Points: 20 (20%) Acceptable, effective language	<input type="radio"/> Points: 25 (25%) Precise and/or rich language

Rubric Lingo

RUBRIC DETAIL

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)



The screenshot shows the 'RUBRIC DETAIL' interface. At the top, there are buttons for 'Add Row' and 'Add Column', followed by a 'Rubric Type:' dropdown menu currently set to 'Percent'. To the right is a checkbox labeled 'Show Criteria Weight'. Below these are 'Criteria' and 'Levels of Achievement' sections. The 'Levels of Achievement' section shows a dropdown menu with 'Novice' selected, and a 'Criteria' dropdown menu with 'Proficient' selected. A green box highlights the 'Rubric Type:' dropdown menu, and a green arrow points from the explanatory text above to the dropdown.

No Points: Provide feedback only.

Points: Each level of achievement has a single point value.

Percent: Each item's possible points determines the percentage.

Point Range: Each level of achievement has a range of values.

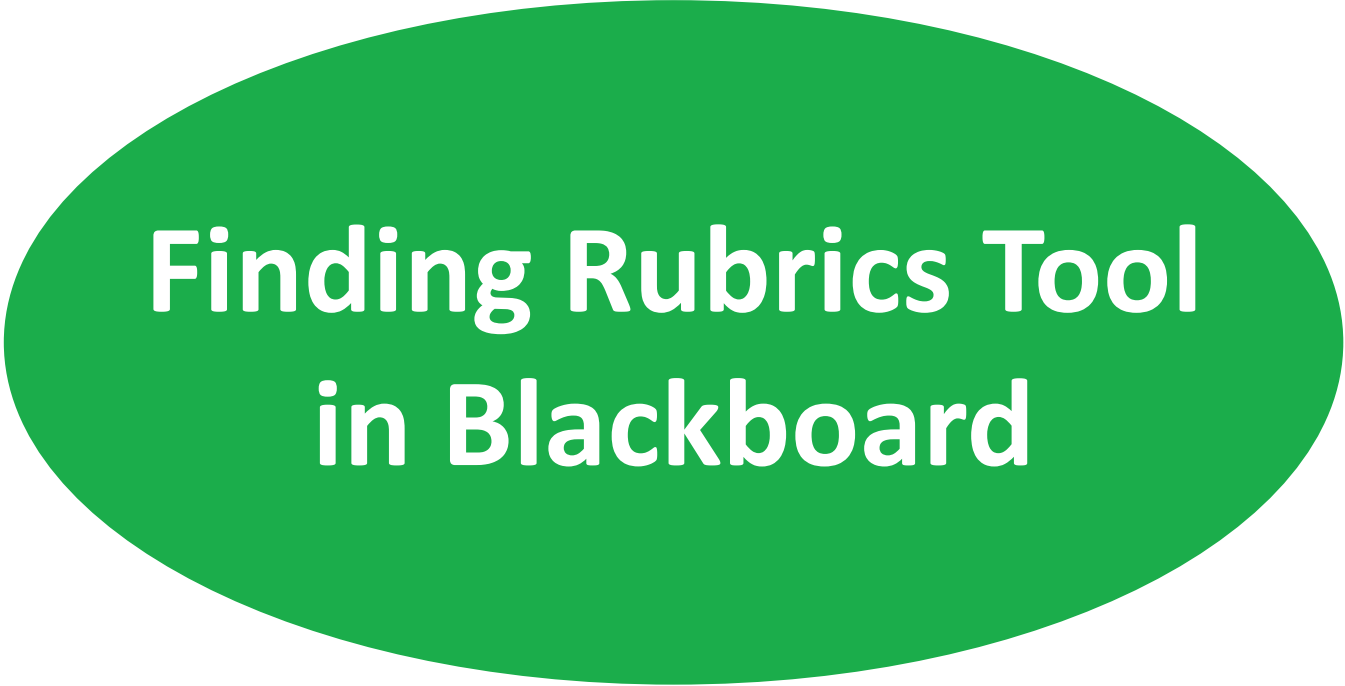
Percent Range: Each level of achievement has a range of values. When you grade, you select the appropriate percentage level for a particular level of achievement. The system calculates the points earned by multiplying the weight x achievement percentage x item points.

Rubric Lingo

Minimum Score Possible

Maximum Score Possible

	Novice	Competent/Proficient	Distinguished
Purpose and Focus	<input type="radio"/> Points: 15 (15%) Limited awareness of audience and/or purpose +	<input type="radio"/> Points: 20 (20%) An attempt to establish and maintain purpose and communicate with the audience	<input type="radio"/> Points: 25 (25%) Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone +
Development of Ideas	<input type="radio"/> Points: 15 (15%) Minimal idea development, limited and/or unrelated details +	<input type="radio"/> Points: 20 (20%) Unelaborated idea development; unelaborated and/or repetitious details TO depth of idea development supported by elaborated, relevant details	<input type="radio"/> Points: 25 (25%) Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight +
Organization	<input type="radio"/> Points: 15 (15%) Random or weak organization +	<input type="radio"/> Points: 20 (20%) Logical organization	<input type="radio"/> Points: 25 (25%) Careful and/or suitable organization +
Scientific Language	<input type="radio"/> Points: 15 (15%) Incorrect and/or ineffective language +	<input type="radio"/> Points: 20 (20%) Acceptable, effective language	<input type="radio"/> Points: 25 (25%) Precise and/or rich language

A solid green oval shape centered on a white background, containing the text.

Finding Rubrics Tool in Blackboard

Where To Go



The image shows a screenshot of the Blackboard navigation menu. The menu is dark grey with white text. It is organized into sections: **Course Management**, **Control Panel**, **Content Collection**, and **Course Tools**. The **Course Tools** section is expanded, showing a list of various tools. The **Rubrics** option is highlighted with a green rectangular box. To the right of the menu, there is a white area with the Blackboard logo and copyright information.

- Course Management**
- Control Panel**
- Content Collection**
- Course Tools**
 - Announcements
 - Blackboard Collaborate
 - Blackboard Collaborate Ultra
 - Blogs
 - Cengage Learning
 - MindLinks™
 - Contacts
 - Content Market Tools
 - Course Calendar
 - Course Messages
 - Course Portfolios
 - Date Management
 - Discussion Board
 - EAC Visual Data
 - Glossary
 - Goals
 - Journals
 - Link Checker
 - McGraw-Hill Higher Education
 - Mobile Compatible Test List
 - Pearson's MyLab & Mastering
 - Qwickly Attendance
 - Respondus LockDown
 - Rubrics**
 - Self and Peer Assessment
 - Send Email
 - SoftChalk - Synchronize

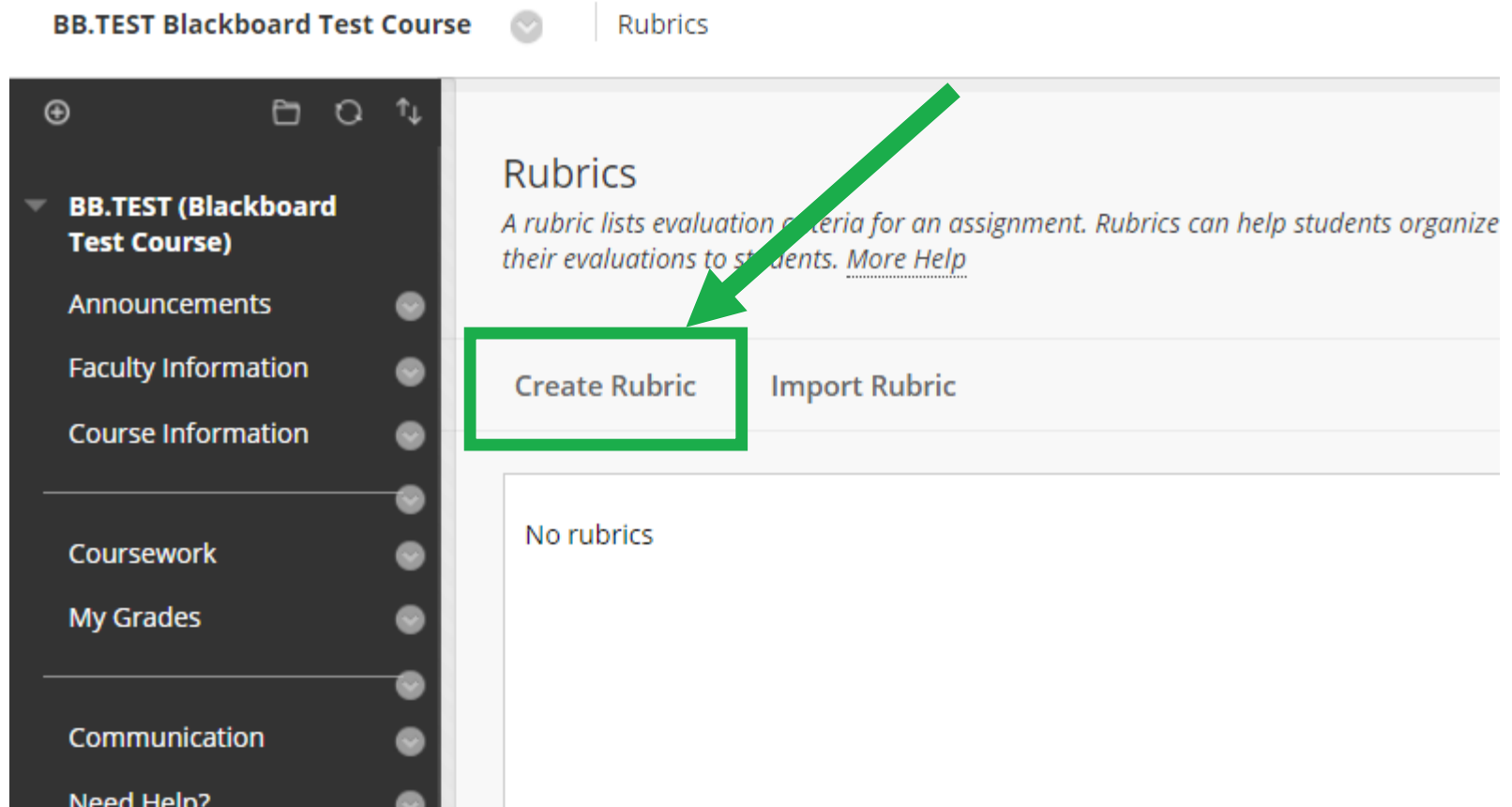
Blackboard
© 1997-2018 Blackboard Inc. All Rights Reserved.
[Accessibility information](#) - [Installation](#)

A solid green oval shape centered on a white background, containing white text.

**Creating / Modifying
Rubrics in Blackboard**

Creating/Modifying Rubrics

BB.TEST Blackboard Test Course ▾ | Rubrics



Rubrics
A rubric lists evaluation criteria for an assignment. Rubrics can help students organize their evaluations to students. [More Help](#)

Create Rubric Import Rubric

No rubrics

The screenshot shows the Blackboard interface for a course named 'BB.TEST Blackboard Test Course'. The 'Rubrics' page is active. A green arrow points to the 'Create Rubric' button, which is also enclosed in a green rectangular box. The page includes a navigation sidebar on the left with options like 'Announcements', 'Faculty Information', 'Course Information', 'Coursework', 'My Grades', 'Communication', and 'Need Help?'. Below the 'Create Rubric' and 'Import Rubric' buttons, the text 'No rubrics' is displayed.



**Sharing Rubrics with
Other Courses/Instructors**

Sharing Rubrics

The screenshot displays the Blackboard interface for managing rubrics. On the left is a dark sidebar with navigation options: BB.TEST (Blackboard Test Course), Announcements, Faculty Information, Course Information, Coursework, My Grades, Communication, and Need Help?. The main content area is titled 'Rubrics' and includes a descriptive paragraph: 'A rubric lists evaluation criteria for an assignment. Rubrics can help students organize their effort their evaluations to students. [More Help](#)'. Below this, there are two buttons: 'Create Rubric' and 'Import Rubric'. The 'Import Rubric' button is highlighted with a green rectangular box, and a green arrow points to it from the right. Below the buttons is a table of rubrics. The table has two columns: 'NAME' and 'DESCRIPTION'. The first row is a header with a checkbox, the name 'NAME', a small triangle icon, and the column title 'DESCRIPTION'. The second row contains a checkbox, the name 'Test', and a 'DESCRIPTION' label. Below the 'Test' row, there are two buttons: 'Delete' and 'Export'. The 'Export' button is highlighted with a green rectangular box, and a green arrow points to it from the right.

Rubrics

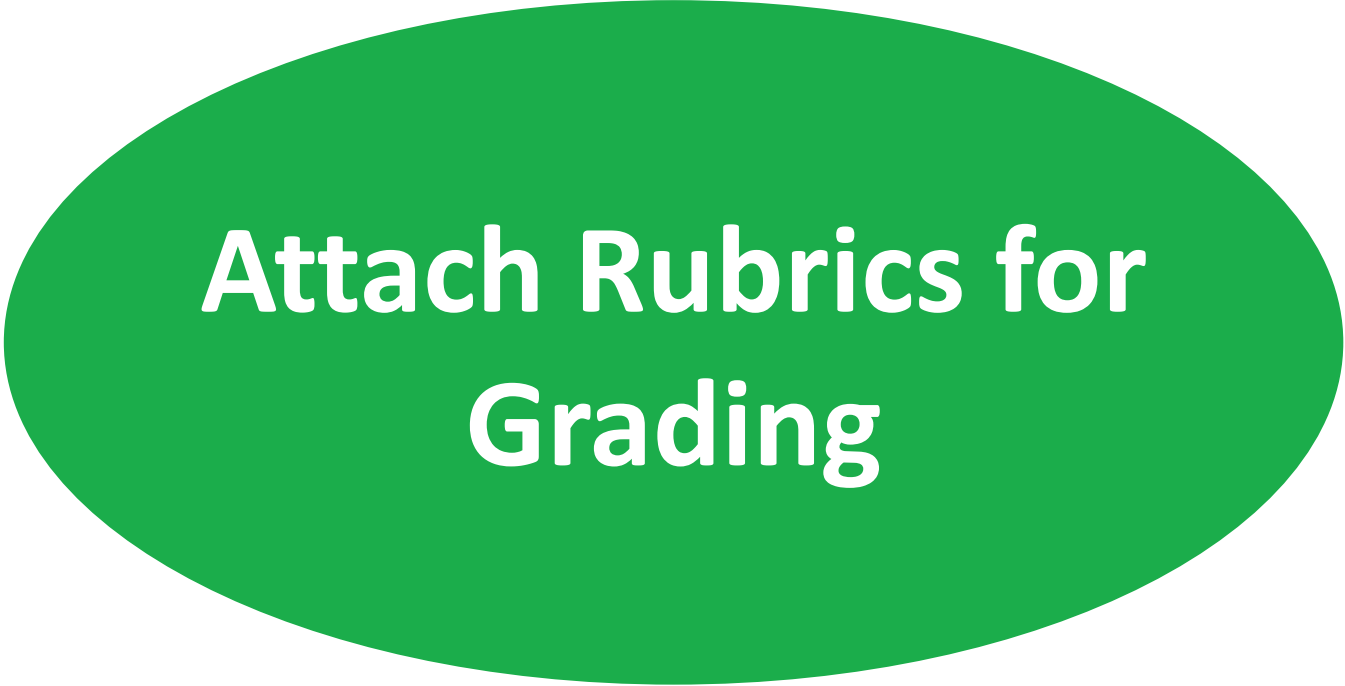
A rubric lists evaluation criteria for an assignment. Rubrics can help students organize their effort their evaluations to students. [More Help](#)

Create Rubric **Import Rubric**

<input type="checkbox"/>	NAME <small>▲</small>	DESCRIPTION
<input type="checkbox"/>	Test	

Delete **Export**

Delete Export



**Attach Rubrics for
Grading**

What can I grade with a rubric?

You can associate rubrics with these types of gradable content:

- Assignments
- Tests
 - Essay, Short Answer, and File Response test questions
- Blogs and journals
- Wikis
- Discussion forums and threads



Attaching the Rubric

Category

No Category ▾

* Points Possible

Associated Rubrics

Add Rubric ⌵

Select Rubric

Create New Rubric

Create From Existing



Date Last Edited

Show Rubric to Students

DATES

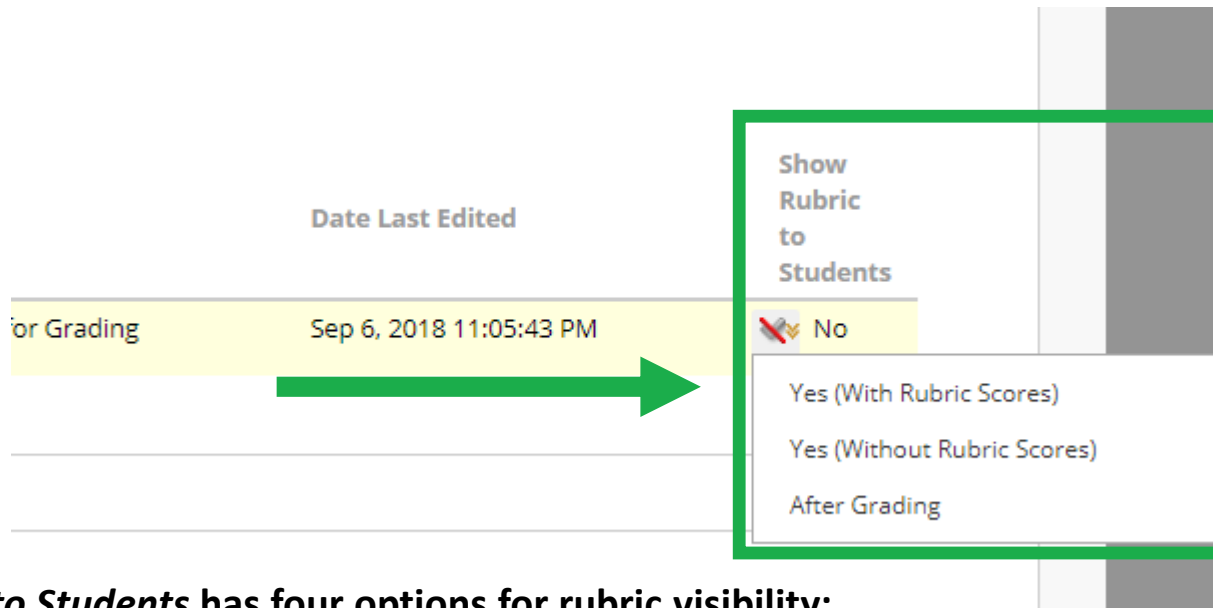
Date Created

Sep 6, 2018

Due Date



Student View



Show Rubric to Students has four options for rubric visibility:

- **No:** Students can't view the rubric.
- **Yes (With Rubric Scores):** Students can view the rubric when you make the item available, including possible point or percentage values.
- **Yes (Without Rubric Scores):** Students can view the rubric when you make the item available, but they can't see the possible point or percentage values.
- **After Grading:** Students can view the rubric only after you've finished grading their submissions.

A solid green oval shape centered on a white background, containing the text.

Grading Assessments with Rubrics

Grading with a Rubric

Last saved: September 7, 2018

EXAM	ESSAY #1	ESSAY #2	COURSE PHC
--	--	--	--
!	⌵	!	--
--	--	--	--

View Grade Details
Exempt Grade
Attempt 9/7/18 !

Assignment Details

GRADE
LAST GRADED ATTEMPT /24

ATTEMPT
9/7/18 9:30 AM /24

Grade by rubric
[Civic Engagement VALUE Rubric](#) Used for Grading

Feedback to Learner

If you click on the LINK to the rubric, it will display a simplified version of the rubric inline with your grading frame.

If you click on the ICON to the rubric, it will open the full rubric display in a new window (this view is the preferred view for most people when grading by rubric)

Grading with a Rubric

GRADE
LAST GRADED ATTEMPT /24

ATTEMPT
9/7/18 9:30 AM /24

Grade by rubric

Civic Engagement VALUE Rubric Used for Grading

Show Descriptions Show Feedback

Diversity of Communities and Cultures (12.5%)

- Capstone 4 (16.67%) points
- Milestones 3 (12.5%) points
- Milestones 2 (8.33%) points
- Benchmark 1 (4.17%) points

Analysis of Knowledge (8.33%)

- Capstone 4 (16.67%) points
- Milestones 3 (12.5%) points
- Milestones 2 (8.33%) points
- Benchmark 1 (4.17%) points

Civic Identity and Commitment (12.5%)

- Capstone 4 (16.67%) points
- Milestones 3 (12.5%) points
- Milestones 2 (8.33%) points

Simplified – Inline with grading frame

Rubric Detail
Select **Grid View** or **List View** to change the rubric's layout. [More Help](#)

Name: **Civic Engagement VALUE Rubric**

Description: Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Grid View | List View

	Capstone	Milestones	Milestones	Benchmark
Diversity of Communities and Cultures	<input type="radio"/> Points: 4 (16.67%) Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	<input type="radio"/> Points: 3 (12.5%) Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	<input type="radio"/> Points: 2 (8.33%) Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	<input type="radio"/> Points: 1 (4.17%) Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	<input type="radio"/> Points: 4 (16.67%) Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	<input type="radio"/> Points: 3 (12.5%) Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	<input type="radio"/> Points: 2 (8.33%) Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	<input type="radio"/> Points: 1 (4.17%) Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	<input type="radio"/> Points: 4 (16.67%) Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	<input type="radio"/> Points: 3 (12.5%) Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	<input type="radio"/> Points: 2 (8.33%) Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	<input type="radio"/> Points: 1 (4.17%) Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.

Detailed – Opens in separate window

Grading with a Rubric

	Capstone	Milestones	Milestones	Benchmark
Diversity of Communities and Cultures	<input checked="" type="radio"/> Points: 4 (16.67%) Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. Feedback: <input type="text"/> abc	<input type="radio"/> Points: 3 (12.5%) Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	<input type="radio"/> Points: 2 (8.33%) Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	<input type="radio"/> Points: 1 (4.17%) Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	<input type="radio"/> Points: 4 (16.67%) Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	<input type="radio"/> Points: 3 (12.5%) Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	<input checked="" type="radio"/> Points: 2 (8.33%) Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. Feedback: <input type="text"/> abc	<input type="radio"/> Points: 1 (4.17%) Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	<input type="radio"/> Points: 4 (16.67%) Provides evidence of	<input type="radio"/> Points: 3 (12.5%) Provides evidence of	<input type="radio"/> Points: 2 (8.33%) Evidence suggests	<input type="radio"/> Points: 1 (4.17%) Provides little evidence of

Achievement levels are clickable. If you select one, it automatically selects all categories at that level.

You can provide additional, personalized feedback about the category/achievement level for each area.

Grading with a Rubric

The screenshot shows a grading interface. At the top, there is a table with a 'Feedback:' column and three empty columns. Below the table, a green box highlights the 'Raw Total: 13.00 (of 24.0)' and 'Change the number of points out of 24.0 to:' with an input field. A green arrow points from the right towards this box. Below this is the 'Feedback to Learner' section, which includes a rich text editor with a toolbar and a text area. A blue arrow points upwards from the bottom text towards the text editor. At the bottom, there is a 'Path: p' field and a 'Words:0' counter.

The rubric keeps a running total every time you select an achievement level for a category. Does all the math for you!

Want to give them more or less than that? Manually adjust the points in the box below it.

Additional area for more generalized feedback to student.

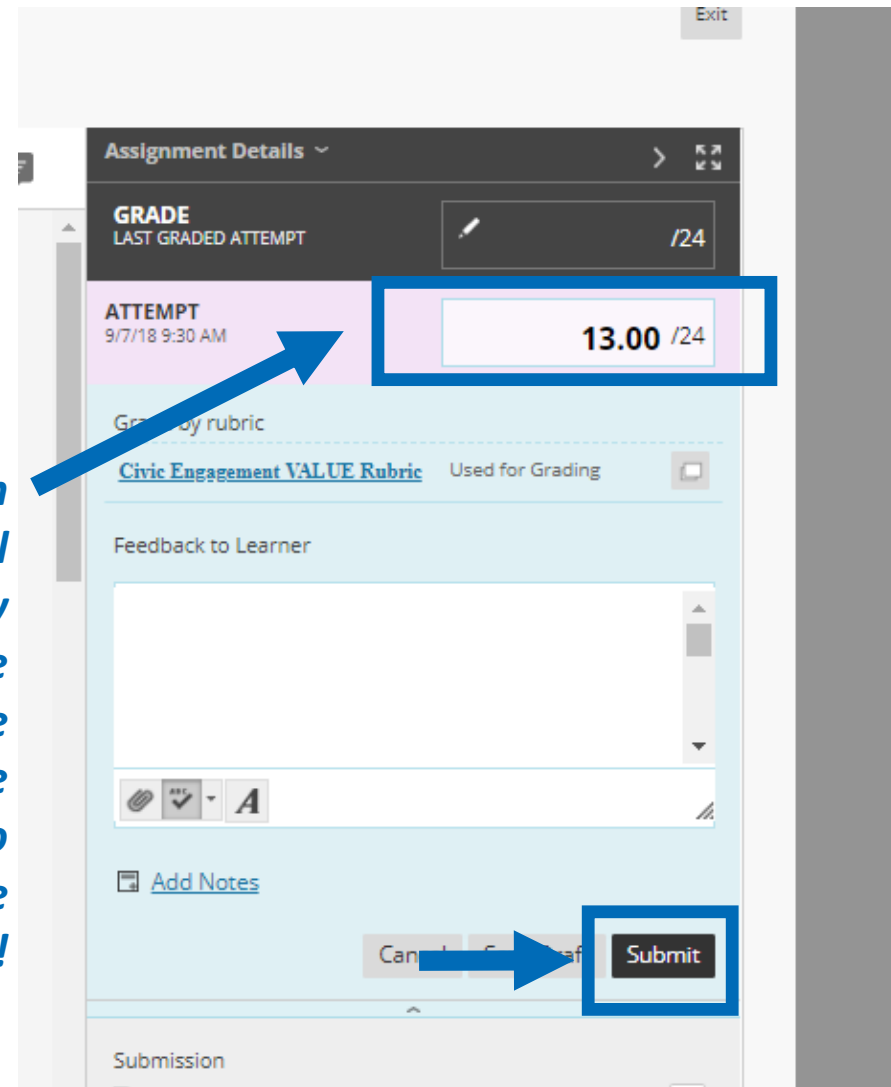
Grading with a Rubric

s and developing the combination of
ty of life in a community, through both
, edited by Thomas Ehrlich, published by
individuals participate in activities of
e community. Evaluators are encouraged
e) level performance.



When you are done, MAKE SURE YOU CLICK SAVE! (Bottom-right corner)

The grade from the rubric will automatically populate to the attempt grade area. Make sure to click SUBMIT to confirm the grade!

A screenshot of a grading interface. At the top, there's a dark grey header with 'Assignment Details' and a dropdown arrow. Below that, a 'GRADE' section shows 'LAST GRADED ATTEMPT' and a score of '/24'. A pink 'ATTEMPT' section shows the date '9/7/18 9:30 AM' and a score of '13.00 /24'. The '13.00 /24' is highlighted with a blue box. Below this, there's a section for 'Civic Engagement VALUE Rubric' with a 'Used for Grading' checkbox. A 'Feedback to Learner' section is visible. At the bottom, there's a 'Submit' button highlighted with a blue box and a blue arrow pointing to it. Other buttons like 'Cancel' and 'Save' are partially visible.

Rubric View for Students

Upload Assignment: Essay #1

ASSIGNMENT INFORMATION

Points Possible
24

[View Rubric](#)

ASSIGNMENT SUBMISSION

Text Submission

Attach Files

ADD COMMENTS

Comments

Grid View | [List View](#)

	Capstone	Milestones	Milestones	Benchmark
Diversity of Communities and Cultures	4 (16.67%) Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	3 (12.5%) Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	2 (8.33%) Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	1 (4.17%) Expresses attitudes and beliefs as an individual's one-sided view, indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	4 (16.67%) Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	3 (12.5%) Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	2 (8.33%) Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	1 (4.17%) Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	4 (16.67%) Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	3 (12.5%) Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	2 (8.33%) Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	1 (4.17%) Provides little evidence of involvement in civic engagement activities and does not connect experiences to civic identity.
Civic Communication	4 (16.67%) Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	3 (12.5%) Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	2 (8.33%) Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	1 (4.17%) Communicates in civic context, showing ability to do one of the following: express, listen, and adapt messages based on others' perspectives.

If turned on, students can see a link to the grading rubric when they click on the submission drop box for an assignment.

Rubric View for Students

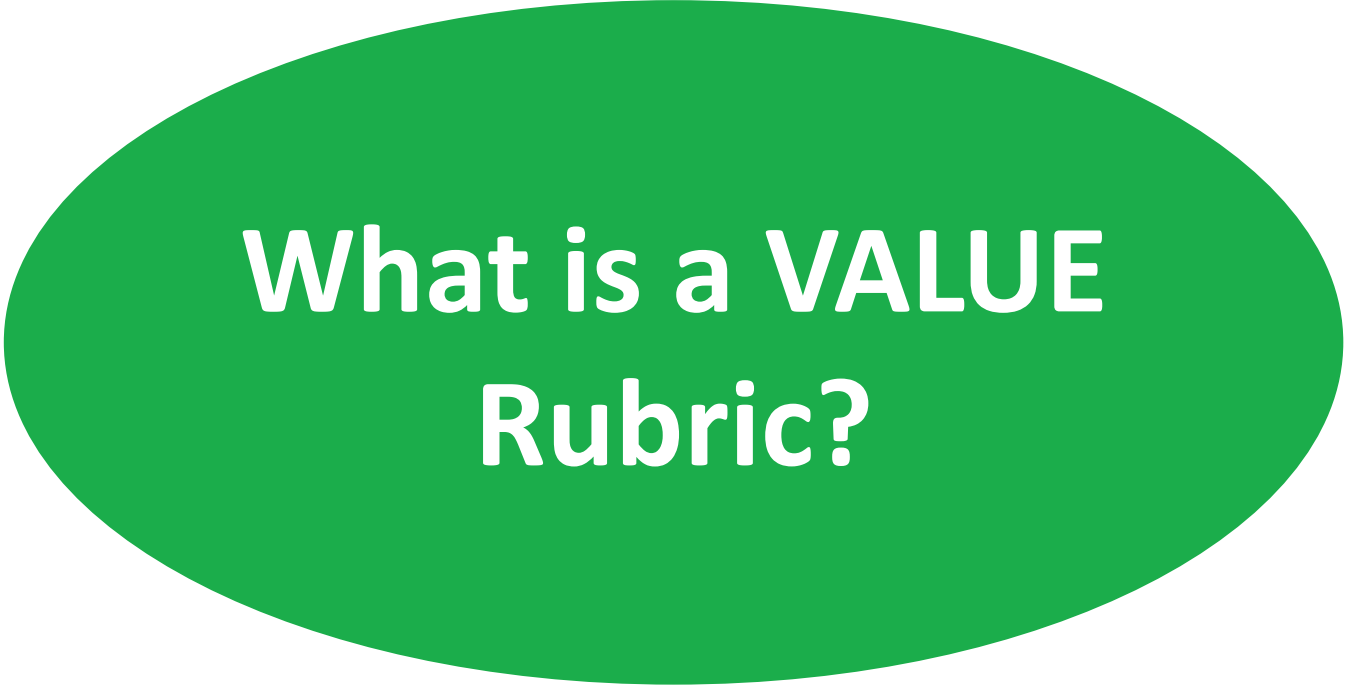
The screenshot displays the Blackboard 'My Grades' interface. On the left, a dark sidebar contains navigation links: 'BB.TEST (Blackboard Test Course)', 'Announcements', 'Faculty Information', 'Course Information', 'Coursework', 'My Grades' (highlighted with a green box and arrow), 'Communication', and 'Need Help?'. The main content area is titled 'My Grades' and features filter tabs for 'All', 'Graded', 'Upcoming', and 'Submitted', along with an 'Order by: Course' dropdown. Below these are two summary rows: 'Weighted Total' and 'Total', each with 'View Description' and 'Grading Criteria' links. The main table lists several items:

ITEM	LAST ACTIVITY	GRAD
Weighted Total View Description Grading Criteria		
Total View Description Grading Criteria		
Introduction Discussion Board Discussion	UPCOMING	
Mid Term Exam Test	UPCOMING	
Essay #1 Assignment View Rubric	UPCOMING	
Essay #2 Assignment	UPCOMING	
Course Photo Blog Blog	UPCOMING	

When students click on MY GRADES, they'll be able to see the "View Rubric" link for any eligible assessment that has a rubric assigned to it and that has student viewing for it turned on.

Rubric View for Students (Graded)

	Grid View	List View				
			Capstone	Milestones	Milestones	Benchmark
Diversity of Communities and Cultures		4 (16.67%)	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. Feedback: Excellent job in this area! The examples that you provided were beyond what was expected. Great job!	3 (12.5%) Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	2 (8.33%) Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	1 (4.17%) Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge		4 (16.67%)	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	3 (12.5%) Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	2 (8.33%) Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. Feedback: This area could use a little work. Next, consider using the textbook as a resource.	1 (4.17%) Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment		4 (16.67%)	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it	3 (12.5%) Provides evidence of experience in civic-engagement activities and	2 (8.33%) Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than	1 (4.17%) Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity



**What is a VALUE
Rubric?**

VALUE Rubric



Criteria	Capstone	Milestones	Milestones	Benchmark
Diversity of Communities and Cultures	Points 4 Demonstrates evidence of adjustment in own attitudes and beliefs	Points 3 Reflects on how own attitudes and beliefs are different from those of others	Points 2 Has awareness that own attitudes and beliefs are different from	Points 1 Expresses attitudes and beliefs as an individual, fr
	Points 4 Connects and extends knowledge (facts, theories, etc.) from one's own	Points 3 Analyzes knowledge (facts, theories, etc.) from one's own academic	Points 2 Begins to connect knowledge (facts, theories, etc.) from one's own	Points 1 Begins to ide knowledge (f theories, etc from one's c
Civic Identity and Commitment	Points 4 Provides evidence of experience in civic-engagement activities and	Points 3 Provides evidence of experience in civic-engagement activities and	Points 2 Evidence suggests involvement in civic-engagement activities in	Points 1 Provides littl evidence of her/his experience i civic engage



The original VALUE initiative involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months to develop 16 VALUE rubrics for the LEAP Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students' work on over 100 college campuses.

VALUE Rubric List

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

A large, solid green oval shape is centered on a white background. Inside the oval, the text "How to View and Use VALUE Rubrics" is written in white, bold, sans-serif font, arranged in two lines.

How to View and Use VALUE Rubrics

VALUE Rubric

The screenshot displays the Blackboard Content Collection interface. The breadcrumb navigation at the top shows the path: institution > ALLOC > VALUE Rubrics. The left sidebar is open to the 'Content Collection' view, where the 'Institution Content' folder is highlighted with a green box. A green arrow points from this folder to the 'VALUE Rubrics' folder in the breadcrumb. Below the breadcrumb, the main content area shows a list of files and folders. A green box highlights the following items:


FILE TYPE	NAME	ENTERED	SIZE	PERMISSIONS	COMMENTS
Folder	PDF Copies	Sep 7, 2018 1:27:01 AM	2.21 MB		
Zip	ValueRubricCivicEngagement.zip	Jan 4, 2018 8:19:38 AM	4.42 KB		
Zip	ValueRubricCreativeThinking.zip	Jan 4, 2018 8:19:38 AM	4.11 KB		
Zip	ValueRubricCriticalThinking.zip	Jan 4, 2018 8:19:38 AM	4.13 KB		
Zip	ValueRubricEthicalReasoning.zip	Jan 4, 2018 8:19:38 AM	3.97 KB		
Zip	ValueRubricGlobalLearning.zip	Jan 4, 2018 8:19:38 AM	4.55 KB		
Zip	ValueRubricInformationLiteracy.zip	Jan 4, 2018 8:19:38 AM	4.03 KB		


To easily get to VALUE rubrics to view or use, in Blackboard you can click on the **Content Collection** tab (top), then select **INSTITUTION CONTENT** (on the left). Select the folder **ALLOC** → **VALUE Rubrics**.

Add VALUE Rubric to Course

Rubrics

A rubric lists evaluation criteria for an assignment. Rubrics can help students organize their efforts to meet the requirements of an assignment. Instructors can use rubrics to explain their evaluations to students. [More Help](#)

Create Rubric Import Rubric 

<input type="checkbox"/>	NAME 	DESCRIPTION	DATE LAST EDITED
<input type="checkbox"/>	Civic Engagement VALUE Rubric	Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.	September 7, 2018



QUESTIONS?

Thank you for Attending!

If you have any additional questions about this training or if you would like a copy of the video recording from today, please email me at jlee@odessa.edu and let me know! 😊