

Incorporating Rubrics into Your Blackboard Courses



September 9, 2019

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.

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Rubric Lingo

Rubric Lingo

Levels of Achievement

Categories / Criteria

	Levels of Achievement		
	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

Grid View

List View

Novice

Competent/Proficient

Distinguished

Purpose and Focus

☐ Points: 15 (15%)

Limited awareness of audience and/or purpose

☐ Points: 20 (20%)

An attempt to establish and maintain purpose and communicate with the audience

☐ Points: 25 (25%)

Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone

Development of Ideas

☐ Points: 15 (15%)

Minimal idea development, limited and/or unrelated details

☐ Points: 20 (20%)

Unelaborated idea development; unelaborated and/or repetitious details TO depth of idea development supported by elaborated, relevant details

☐ Points: 25 (25%)

Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight

Organization

☐ Points: 15 (15%)

Random or weak organization

☐ Points: 20 (20%)

Logical organization

☐ Points: 25 (25%)

Careful and/or suitable organization

Scientific Language

☐ Points: 15 (15%)

Incorrect and/or ineffective language

☐ Points: 20 (20%)

Acceptable, effective language

☐ Points: 25 (25%)

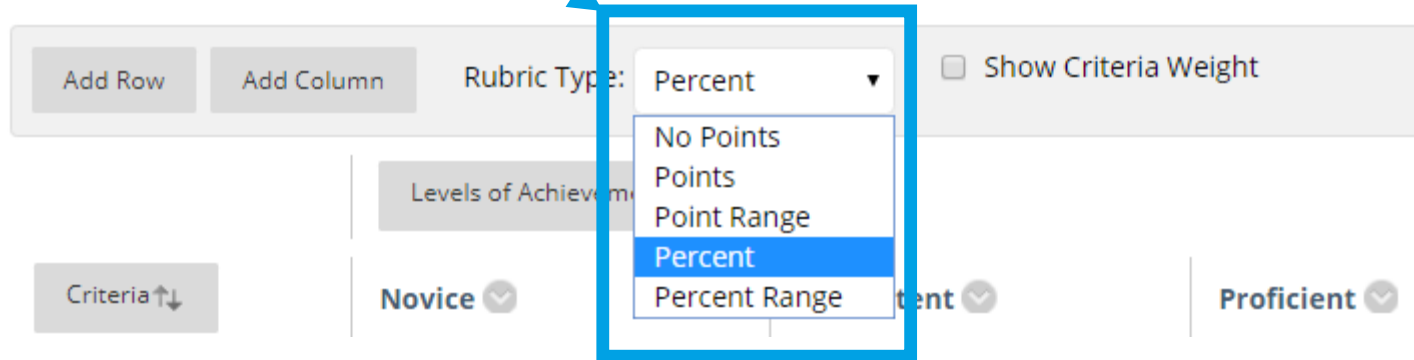
Precise and/or rich language

Category Score Range
(lowest to highest)

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's a header 'RUBRIC DETAIL'. Below it, a descriptive text says 'The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)'. A blue arrow points from this text to a dropdown menu. The dropdown menu is titled 'Rubric Type:' and has a list of options: 'Percent', 'No Points', 'Points', 'Point Range', 'Percent' (highlighted), and 'Percent Range'. To the right of the dropdown is a checkbox labeled 'Show Criteria Weight'. Below the dropdown, there are buttons for 'Add Row' and 'Add Column'. Further down, there's a 'Criteria' button with an up/down arrow. To the right, there are 'Levels of Achievement' buttons: 'Novice', 'Intermediate', and 'Proficient', each with a dropdown arrow. The 'Intermediate' button is partially obscured by the dropdown menu.

No Points: Provide feedback only.

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

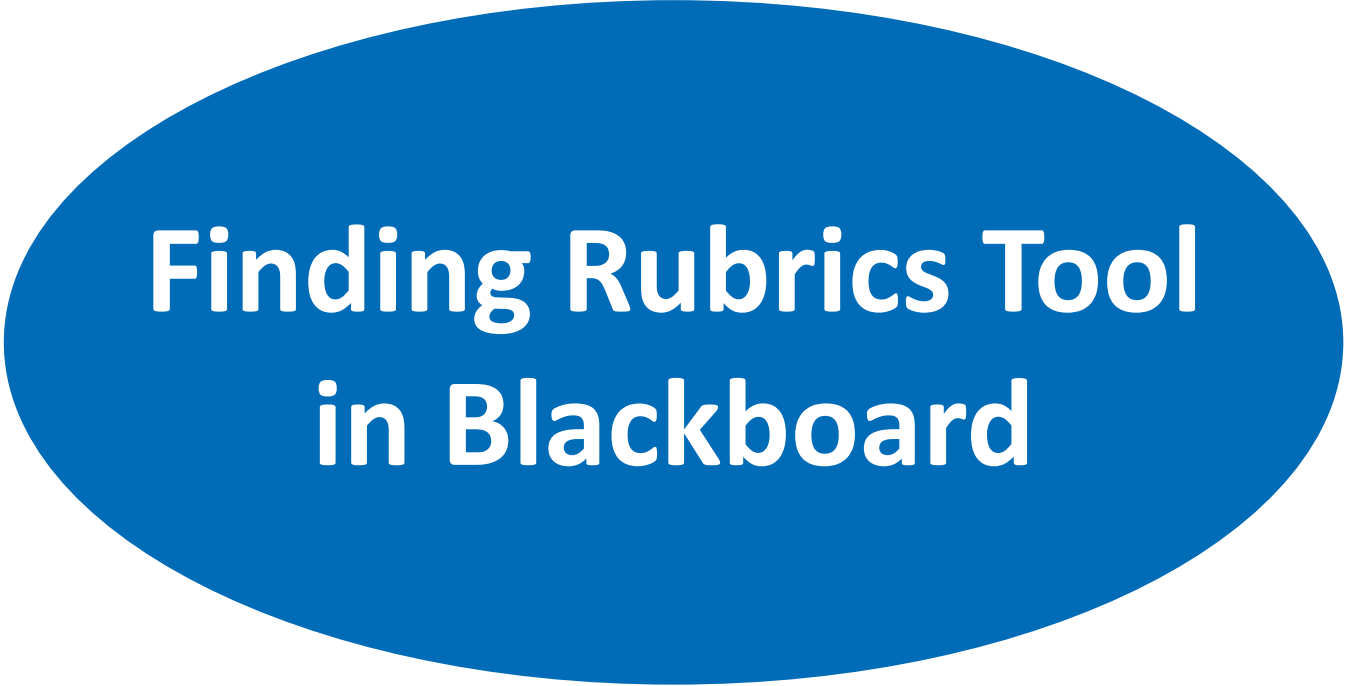
Percent: Each item's possible points determines the percentage.

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.

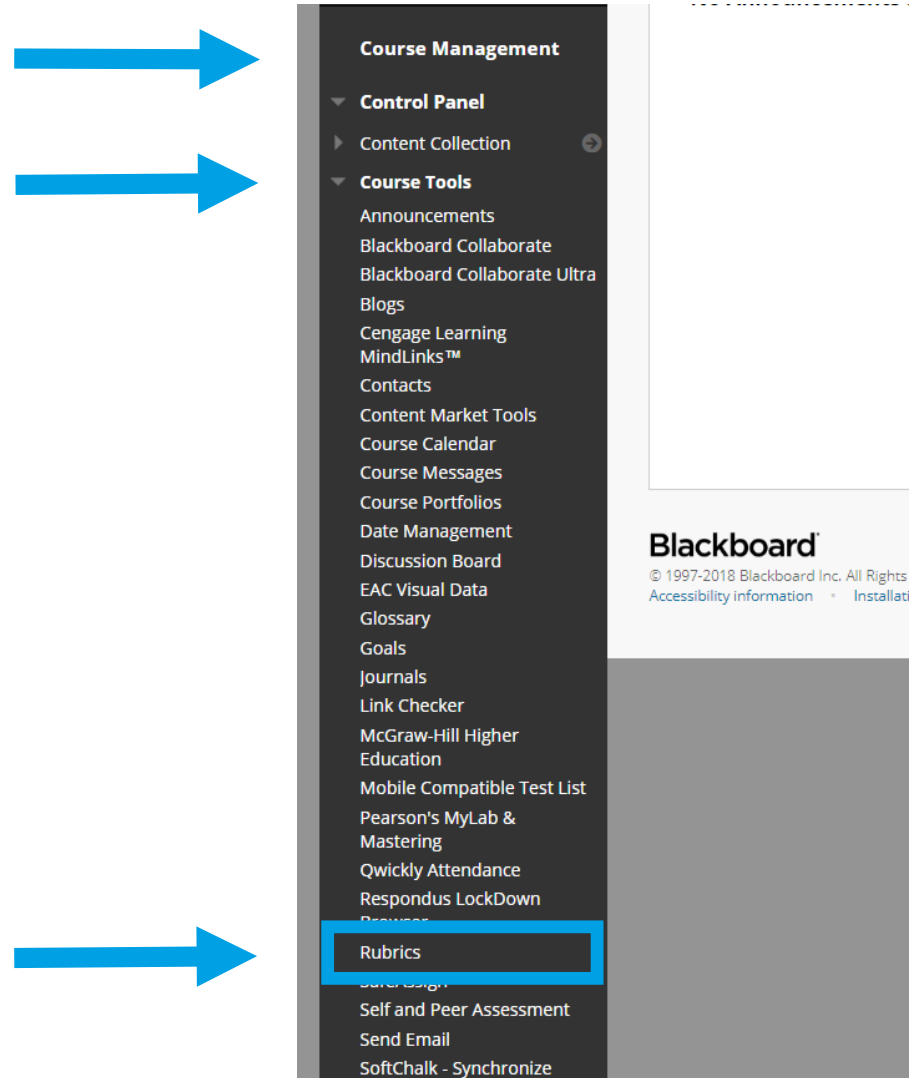
Rubric Lingo

		Minimum Score Possible		Maximum Score Possible
Grid View		List View		
		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	

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Finding Rubrics Tool in Blackboard

Where To Go



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Creating / Modifying Rubrics in Blackboard

Creating/Modifying Rubrics

The screenshot shows the Blackboard interface for a course titled "BB.TEST Blackboard Test Course". The "Rubrics" tab is selected. On the left, a dark sidebar contains a list of course tools: "BB.TEST (Blackboard Test Course)", "Announcements", "Faculty Information", "Course Information", "Coursework", "My Grades", "Communication", and "Need Help?". The main content area has a header "Rubrics" with a description: "A rubric lists evaluation criteria for an assignment. Rubrics can help students organize their evaluations to students. [More Help](#)". Below this, there are two buttons: "Create Rubric" and "Import Rubric". A blue arrow points to the "Create Rubric" button, which is also highlighted with a blue rectangular border. Below the buttons, the text "No rubrics" is displayed.

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



**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 links: **BB.TEST (Blackboard Test Course)**, Announcements, Faculty Information, Course Information, Coursework, My Grades, Communication, Need Help?, and **Course Management**. 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 blue rectangular border, and a blue arrow points to it from the right. Below these buttons is a table of rubrics. The table has two columns: "NAME" and "DESCRIPTION". The first row is a header with a checkbox, the column names, and a triangle icon. The second row is a data entry with a checkbox, the name "Test", and an empty description field. Below the "Test" row, there are "Delete" and "Export" buttons. The "Export" button is highlighted with a blue rectangular border, and a blue 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**

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

Export

A solid blue oval shape centered on a white background, containing the text "Attach Rubrics for Grading".

**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

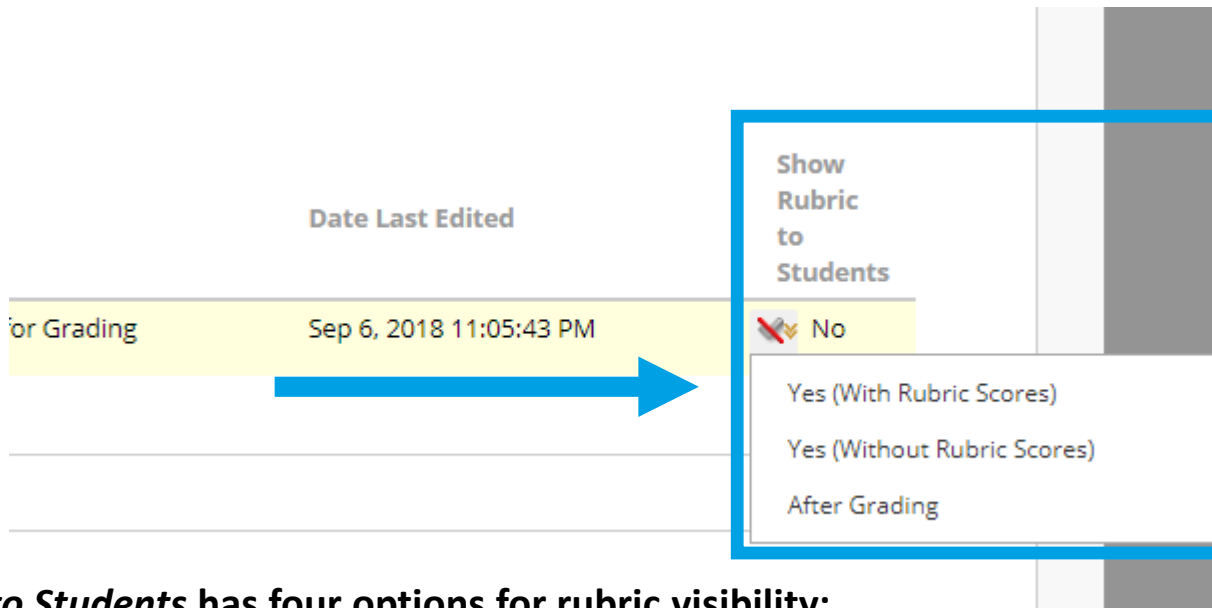
Date Last Edited Show Rubric to Students

DATE

Date Created Sep 6, 2018

Due Date

Student View



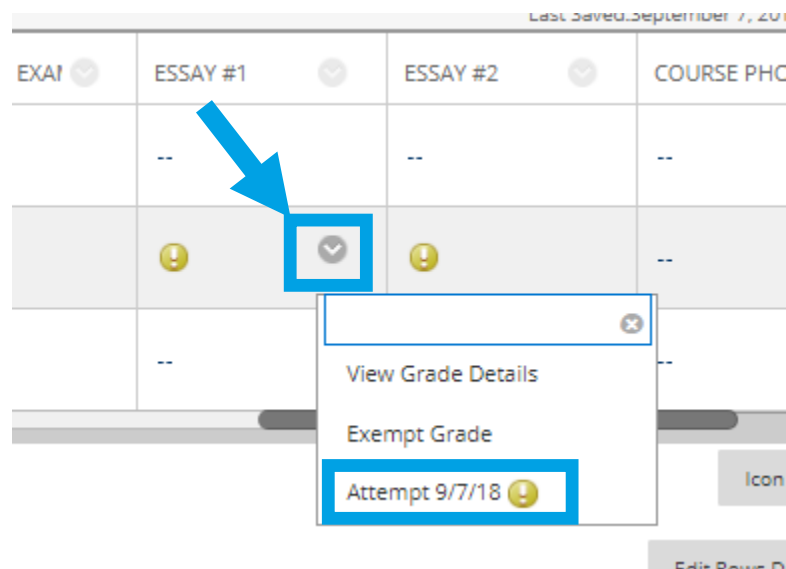
Show Rubric to Students has four options for rubric visibility:

- **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.

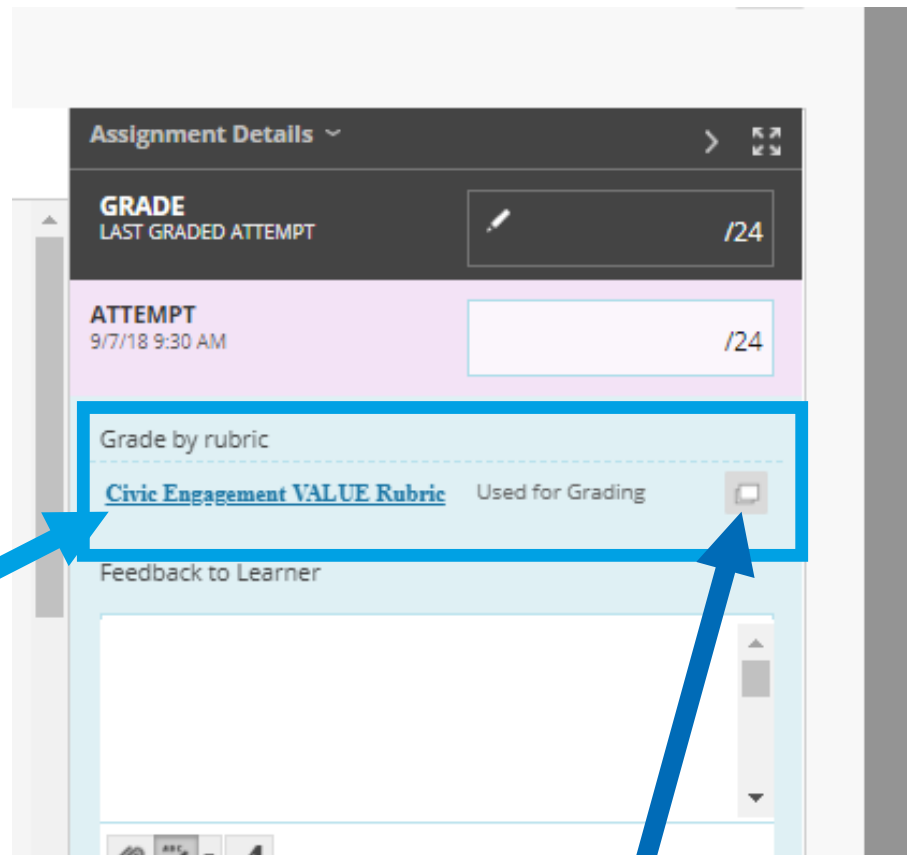
A solid blue oval shape centered on a white background, containing the title text.

Grading Assessments with Rubrics

Grading with a Rubric



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 – BB.TEST – Google Chrome

Odessa College [US] | https://blackboard.odessa.edu/webapps/rubric/do/course/gradeRubric?mode=grid&isPopup=true&rubricCount=1&prefix=_5...

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.

Exit

Save

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	<div><div><div></div><div>Points: 4 (16.67%)</div></div><div>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.</div><div>Feedback:<div></div></div></div>	<div><div><div></div><div>Points: 3 (12.5%)</div></div><div>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.</div></div>	<div><div><div></div><div>Points: 2 (8.33%)</div></div><div>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.</div></div>	<div><div><div></div><div>Points: 1 (4.17%)</div></div><div>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.</div></div>
Analysis of Knowledge	<div><div><div></div><div>Points: 4 (16.67%)</div></div><div>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.</div></div>	<div><div><div></div><div>Points: 3 (12.5%)</div></div><div>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.</div></div>	<div><div><div></div><div>Points: 2 (8.33%)</div></div><div>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.</div><div>Feedback:<div></div></div></div>	<div><div><div></div><div>Points: 1 (4.17%)</div></div><div>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.</div></div>
Civic Identity and Commitment	<div><div><div></div><div>Points: 4 (16.67%)</div></div><div>Provides evidence of</div></div>	<div><div><div></div><div>Points: 3 (12.5%)</div></div><div>Provides evidence of</div></div>	<div><div><div></div><div>Points: 2 (8.33%)</div></div><div>Evidence suggests</div></div>	<div><div><div></div><div>Points: 1 (4.17%)</div></div><div>Provides little evidence of</div></div>

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 'Feedback:' text area with a green checkmark and the text 'abc'. Below this, a blue 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 blue arrow points from the right text block to this box. Below the blue box is a 'Feedback to Learner' section with a rich text editor toolbar and a large text area. A blue arrow points from the bottom text block to this section. 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
ndividuals participate in activities of
e community. Evaluators are encouraged
e) level performance.

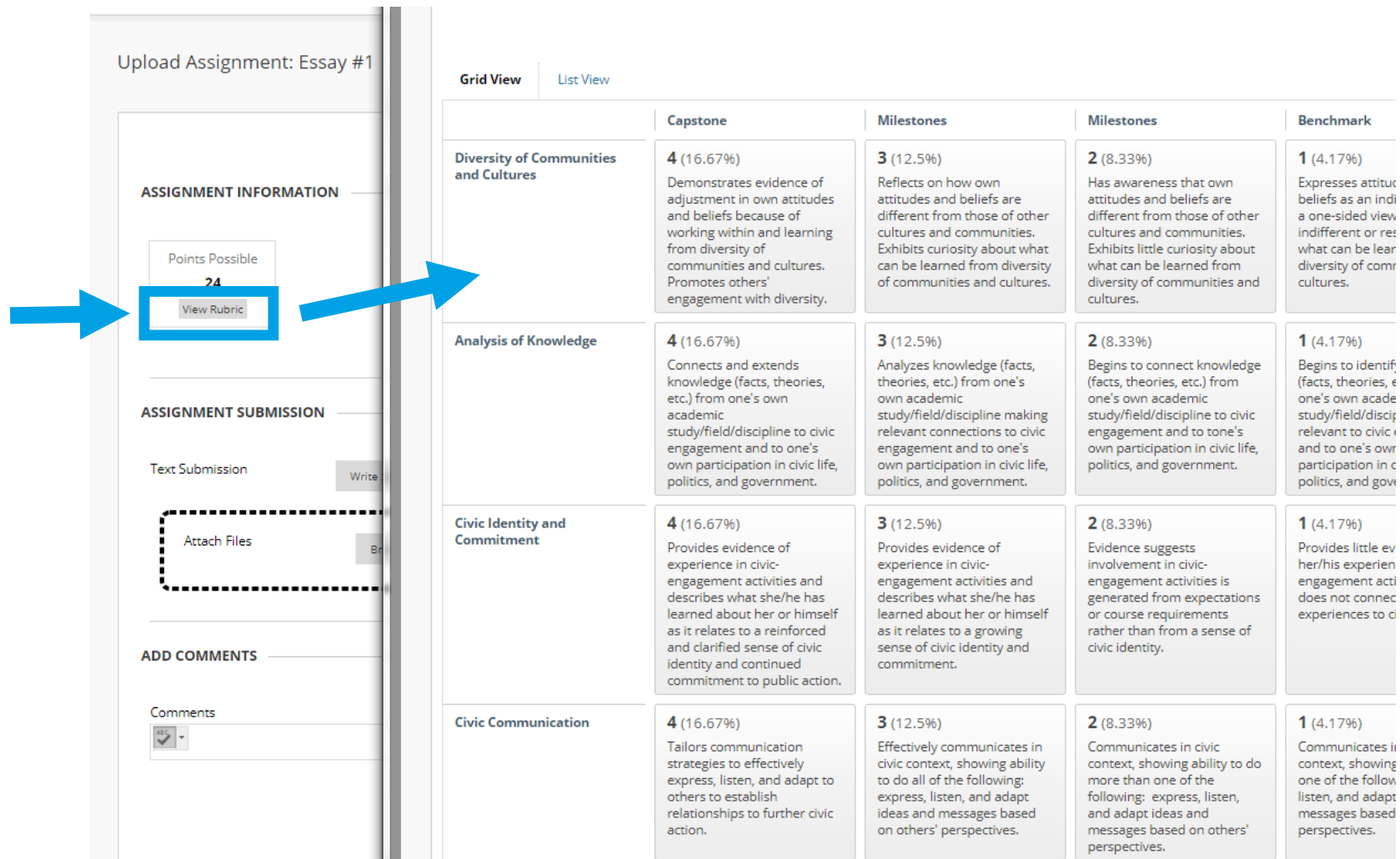


*When you are
done, MAKE SURE
YOU CLICK SAVE!
(Bottom-right
corner)*

*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 is a dark grey header with 'Assignment Details' and a dropdown arrow. Below this, a dark grey box contains 'GRADE' and 'LAST GRADED ATTEMPT' with a pencil icon and a score of '/24'. Below that, a light purple box contains 'ATTEMPT' and '9/7/18 9:30 AM'. To the right of this box, a white box contains the score '13.00 /24'. Below this, a light blue box contains 'Graded by rubric' and a link to 'Civic Engagement VALUE Rubric' with a 'Used for Grading' checkbox. Below that, a light blue box contains 'Feedback to Learner' and a text area. At the bottom, there is a dark grey button labeled 'Submit' next to a grey button labeled 'Cancel'. The 'Submit' button is highlighted with a blue rectangular box, and a blue arrow points from the text above towards it.

Rubric View for Students



The screenshot displays a student assignment interface for 'Upload Assignment: Essay #1'. On the left, the 'ASSIGNMENT INFORMATION' section shows 'Points Possible: 24' and a 'View Rubric' link. The 'ASSIGNMENT SUBMISSION' section includes a 'Text Submission' drop box and an 'Attach Files' button. The 'ADD COMMENTS' section has a 'Comments' dropdown menu. A blue arrow points from the 'View Rubric' link to a detailed rubric grid view on the right.

The rubric grid view shows the following criteria and scores:

	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 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 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 experience 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 one of the following: express, listen, and adapt messages based on 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

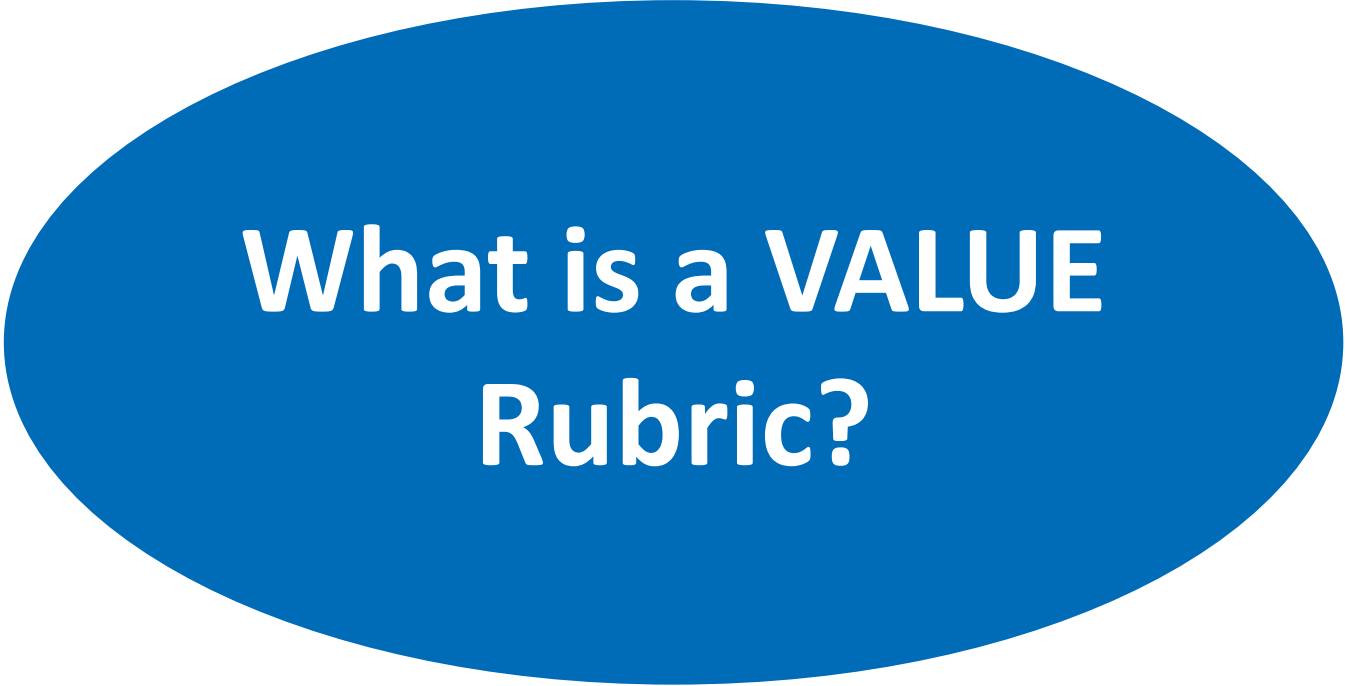
The screenshot displays the Blackboard 'My Grades' interface. On the left sidebar, the 'My Grades' link is highlighted with a blue box and an arrow. The main content area shows a table of grades with columns for ITEM, LAST ACTIVITY, and GRAD. The 'Essay #1 Assignment' row has a 'View Rubric' link highlighted with a blue arrow.

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	<div> 4 (16.67%)</div> <div>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.</div> <div>Feedback: Excellent job in this area! The examples that you provided were beyond what was expected. Great job!</div>	<div>3 (12.5%)</div> <div>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.</div>	<div>2 (8.33%)</div> <div>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.</div>	<div>1 (4.17%)</div> <div>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.</div>
Analysis of Knowledge	<div>4 (16.67%)</div> <div>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.</div>	<div>3 (12.5%)</div> <div>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.</div>	<div> 2 (8.33%)</div> <div>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.</div> <div>Feedback: This area could use a little work. Next, consider using the textbook as a resource.</div>	<div>1 (4.17%)</div> <div>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.</div>
Civic Identity and Commitment	<div>4 (16.67%)</div> <div>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it</div>	<div> 3 (12.5%)</div> <div>Provides evidence of experience in civic-engagement activities and</div>	<div>2 (8.33%)</div> <div>Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than</div>	<div>1 (4.17%)</div> <div>Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity</div>



**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, from one-sided view
	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 identify knowledge (facts, theories, etc.) from one's own academic
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 and	Points 1 Provides little evidence of her/his experience in civic-engagement



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 solid blue oval shape centered on a white background, containing the title text.

How to View and Use VALUE Rubrics

VALUE Rubric

The screenshot displays the Blackboard Content Collection interface. On the left sidebar, the 'Content Collection' tab is active, and the 'Institution Content' folder is selected, highlighted with a blue box. A blue arrow points from this folder to the 'VALUE Rubrics' folder in the breadcrumb path at the top. The main area shows the 'Institution Content: VALUE Rubrics' view, which includes a table of files and folders. A blue box highlights the table content.

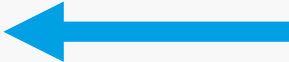
FILE TYPE	NAME	ENTERED	SIZE	PERMISSIONS	COMMENTS
Folder	PDF Copies	Sep 7, 2018 1:27:01 AM	2.21 MB		
Zip File	ValueRubricCivicEngagement.zip	Jan 4, 2018 8:19:38 AM	4.42 KB		
Zip File	ValueRubricCreativeThinking.zip	Jan 4, 2018 8:19:38 AM	4.11 KB		
Zip File	ValueRubricCriticalThinking.zip	Jan 4, 2018 8:19:38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

