## Sharing a Rubric

- 1. Once you have created your rubric in your course, it is easy to share a rubric with your colleagues.
- 2. Go to a class where you are making a Rubric within Moodle.

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	+ Add an activity or resource
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	+ Add an activity or resource
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3. Click on the gear for the assignment, then click on Advanced Grading in the drop down menu.

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		View all submissions
	View all submissions Grade	Download all submissions

4. Create your rubric.

Essentially, you'll go into the Settings and for Grade, you'll change your Grading Method from Simple Direct Grading to Rubric and click **Save and Display**.

Submission settings		
Group submission settings		
Notifications		
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Grade		
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Grading method Grade category	Simple direct grading =     Simple direct grading     Marking guide	
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Use marking workflow	0 No *	

5. Click on the **Define a New Grading Form From Scratch**.

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	Define many Create new	
	grading form grading form from scratch. from a template	
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6. Name it and then add Criterions (vertical cells) and Levels (horizontal cells). Modify the drop down tick boxes if necessary.

	Rubric for Final papel     Rubric name
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7. Click on the italicized text and a text box appears. Click on the green text to modify the points given for each level.

× Organization	Click to edit level	Click to edit level	Click to edit level	+ Add level
*	0 points 🗙	1 points 🛛 🗙	2 points 🗙	
Click to edit criterion	Click to edit level	Click to edit level	Click to edit level	+ Add level
* * 50	0 points 🗙	1 points 🗙	2 points X	
<ul> <li>Click to edit criterion</li> <li>x</li> </ul>			Click to edit level 2 points ×	+ Add level
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+ Click to edit criterion	Click to edit level	Click to edit level	Click to edit level	+ Add level
<b>%</b> २१	0 points X	1 points X	2 points X	

8. Finally, when the rubric is set, click on **Save Rubric and Make it Ready**. This will enable you to save it as a template. You will need to do this before you can share the rubric.

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9. Go to the gear and then click on Advanced Grading

Yet another rubric assignment		٥.
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Opened: Monday, 15 November 2021, 12:00 AM Due: Monday, 22 November 2021, 12:00 AM		Group overrides
		User oversides
		Locally assigned roles
Grading summary		Permissions
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Participants	2	Export rubric grades
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Needs grading	0	Restore
Time remaining	6 days 7 hours	Advanced grading
time remaining	e days / hours	Define rubric
		View gradebook
	View all submissions Grade	View all submissions
		Download all submissions

Advanced grading: rubric assignment (Submissions) Change active grading method to ? Rubric ¢ ÍM 4 Edit the current Delete the Publish the form form definition currently defined as a new form template Rubric A Ready for use Intro Introduction as Introduction is brief Introduction opens "Introduction sets Introduction "hook" that bears no and only makes idea, but stage for essay's eloquently presents real relevance to tenuous connection question/problem topic; poses topic then focuses in or clear; topic is question/problem in on question/problem conclusion abrupt hard to locate; set specific focus; focus good; leads smoothly into leads smoothly into and unfocused; no conclusion abrupt conclusion general connection to thesis thesis attempt to address and tenuous and/or repetitive and clear, conclusion (answer/solution); significance of idea 7 points does little to suggest draws ideas conclusion wraps significance of idea together and together ideas, significance of idea together and 4 points thoughtfully 11 points suggests some significance of presents overall argument " significance of idea to understanding of 15 points text as a whole 20 points Thesis No real thesis; Thesis is confusing Thesis is general, Thesis is original, Thesis is original, mont of fact or or doos not make coocific or ctate koc point onte

## 10. Click on the icon for Publish the Form as a New Template.

11. Click Continue.

You are going to save	a copy of the	grading form	'Rubric A' as	a new
public template. Other grading forms in their				new
grading torms in their	activities from	that temptate		
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12. You'll see a screen like this will different rubrics arrayed vertically. There is also a search tool above it, where you can search for a rubric by name.

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hange active grading		ic 🗘		Edit the current torm definition	Delete the currently defined form
Intro	Introduction as	Introduction is brief	Introduction opens	Introduction sets	Introduction
	"hook" that bears no real relevance to topic, no suggestion of problem/question conclusion abrupt and unfocused, no attempt to address significance of idea 4 points	tenuous connection to topic; dominant	question/problem not clear, topic is	stage for essay's topic; poses question/problem in clear language; focus good; connection to thesis clear; conclusion draws ideas together and suggests some significance of overall argument " 15 points	eloquently presents topic then focuses in on question/problem paper will address, leads smoothly into thesis (answer/solution); conclusion wraps together ideas, thoughtfully presents significance of idea to understanding of text as a whole 20 points

13. Now your colleague can navigate to another class that will use this rubric. Setup an Assignment and then click on the link for it on the course page.

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	+ Add an activity or resource
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## 14. Click on the Gear and then Advanced Grading

Yet another rubric assignment			0.
			Edit settings
Opened: Monday, 15 November 2021, 12:00 AM Due: Monday, 22 November 2021, 12:00 AM			Group overrides
			User overrides
			Locally assigned roles
Grading summary			Permissions
			Check permissions
Hidden from students		No	Filters
			Competency breakdown
Participants		2	Export rubric grades
Submitted		0	Logs
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Needs grading		0	Restore
Time remaining		6 days 7 hours	Advanced grading
		o only i now s	Define rubric
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15. On the drop-down menu that appears, select Rubric.

Advanced grading:	test of rubric s	harin	g (Submissions)	C	hange to		
Change active grading method to 😧	Simple direct grading 🗢	l:		57	Rubric		
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## 16. Click on Create New Grading Form from a Template.

hange active grading method to O	Rubric		$\frown$
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17. Search for the name of the template. If you are searching among your own templates, tick the box.

Grading forms search	r my care forma Template nam	ne (Seach	
No template found			
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18. Once you find the rubric that you want, scroll down.

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		✓ incl	ude my own forms	ibric	Search		
Rubric A	Own form						
ocation: rubric as	ssignment (Submissions)						
Intro	Introduction as "hook" that bears no real relevance to topic; no suggestion of problem/question; conclusion abrupt and unfocused; no attempt to address significance of idea 4 points	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous <i>T points</i>	set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea 11 points	draws ideas together and suggests some significance of overall argument " <b>15 points</b>	Introduction eloquently presents topic then focuses in on question/problem paper will address; leads smoothly into thesis (answer/solution); conclusion wraps together ideas, thoughtfully presents significance of idea to understanding of text as a whole 20 points	Scroll down	
Thesis	No real thesis; statement of fact or unarguable idea; little to no evidence or evidence inadequate to prove point; reveals misunderstanding of text	Thesis is confusing or does not make point; tenuous connection between ideas and thesis; little understanding shown of text <b>7</b> points	Thesis is general, vague, makes point but gives no reason for reader to be interested; ideas reference thesis; interpretation is vague or unclear <b>11 points</b>	Thesis is original, specific, presents point about essay that can be argued; ideas linked to thesis; writer obviously understands text; ideas connected to	Thesis is original, interesting, specific, arguable, shows advanced interpretation of litterature, shows careful reading and insight into text/topic; each idea	$\checkmark$	

19. Click on the green check mark to choose the rubric. Don't worry about the Rubric Options being grayed-out. You can change these later.

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		explanation minimal 7 points	insufficient information or explanation 11 points		of/information in quotation 20 points
Mechanics	Pronoun and verb tense entirely inconsistent; extensive overuse of passive voice; inaccurate or missing citations; errors overwhelm reader comprehension; no evidence of proofreading 4 points	Pronoun and verb tense fairly inconsistent; overuses passive volce; inaccurate citations; essay contains so many errors as to impede reader's understanding, shows writer didn't really proofread at all 7 points	Essay occasionally reverts to past tense or 1st/2nd person pronoun use and passive voice; textual citations incomplete; evidence of proofreading, with enough errors to interfere with the reader's comprehension 11 points	Essay mostly consistent in tense/person use and active voice; cites text correctly; writing shows evidence of proofreading, with relatively few errors 15 points	Essay consistently in third person, present tense, active voice; cites text correctly; writing is polished and professional, with very few errors in spelling, grammar, and punctuation 20 points
Rubric options		r pomo	Tr pointo		
Sort order for levels: A	Ascending by number	of points			
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intro	Introduction as "hook" that bears no real relevance to	Introduction is brief and only makes Innuous connection	Introduction opens idea, but question/problem	"Introduction sets stage for essay's topic, poses	Introduction eloquently presents topic then focuses in	

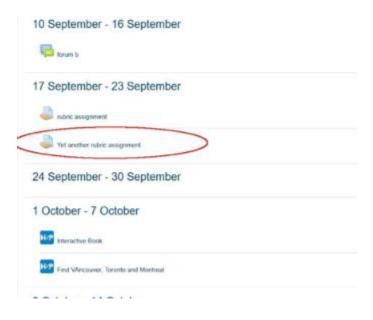
21. This screen appears. Click on the Edit icon if you want to edit the content of the rubric or the Rubric Options tick boxes below the rubric. We're going to scroll down.

hange active	grading method to 0 Rubri	¢ •			-
				Edit the current form definition	Delete the currently defined torm
	Ready for use	introduction is brief		"Introduction sets	Introduction
intro	"hook" that bears no real relevance to topic, no suggestion	and only makes tenuous connection to topic, dominant idea/guestion/problem	Introduction opens idea, but question/problem not clear, topic is vasue or does not	stage for essay's topic; poses question/problem in clear language:	eloquently presents topic then focuses in on question/problem paper will address
	of problemiquestion, conclusion abrupt and unfocused, no attempt to address significance of idea 4 points	hard to locale: conclusion abrupt and tenuous 7 points	set specific focus, conclusion general and/or repetitive and does little to suggest significance of idea iff points	focus good; connection to thesis clear; conclusion draws ideas together and suggests some significance of	leads smoothly into thesis (answerisolution) conclusion wraps together ideas, thoughtfully presents

22. One tick box that I think is useful to tick is the one that allows the users to see the rubric before submitting their assignment. If students know what they are being graded on, that should resonate with them and hopefully help them make better quality submissions.

	extensive overuse	overuses passive	pronoun use and	and active voice,	active voice, cites		Teach
	of passive voice; inaccurate or missing citations; errors overwhelm reader comprehension; no evidence of proofreading <i>4 points</i>	voice; inaccurate citations; essay contains so many errors as to impede reader's understanding, shows writer didn't really proofread at all <b>7</b> points	passive voice; textual citations incomplete; evidence of proofreading, with enough errors to interfere with the reader's comprehension 11 points	cites text correctly; writing shows evidence of proofreading, with relatively few errors 15 points	text correctly; writing is polished and professional, with very (ew errors in spelling, grammar, and punctuation 20 points		
Rubric options							
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Calculate grade	e having a minimum scor	re of the minimum achie	evable grade for the ru	bric 😧			
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Display points f	or each level during eval	luation				lat it allows users to	preview the rubite
Display points f	or each level to those be	eing graded					
Allow grader to	add text remarks for eac	ch criterion					
150	to those being graded						

23. When a student clicks on his or her assignment to submit it, and you've ticked the box for them to preview the rubric before submitting, then....



24. T h e y 'll see this and they'll scroll down to submit the assignment.

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					ric appears		
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Grading status	Not graded						
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	intre	Introduction as "book" that bears no real receivance to topic, no suggestion of proteininguesition; concusion atorigit and unfocused; no attempt to adverse significance of	Introduction is brief and only makes terwous connection to topic dominant idea/question dysothem hard to locate, conclusion abrupt and tereoous	Introduction opens idea, but questionsproblem soft clear, topic is vogue or does not set specific factors, conclusion general and/or repetitive and does ittle to suggest significance of idea	"Introduction sets stage for essay's topic, poees question/problem in clear language: focus good, connection to thesis crear, concusion drawn ideas together and subgette come	Introduction eloquently presents topic their focuses in on question-problem paper with address, leads smoothy into thesis (answerschution) conclusion uraps	V

25. Student clicks on Add Submission to submit it.

						20 points	
	Mechanics	Pronoun and welb lense entrely inconsistent, extensive overuse of passive voice, inaccurate or inising citations, errors overwhelm reader comprehension, no evidence of proofheading 4 points	Pronoun and werb lense fainly inconsistent, overvises passive voce, inaccurate citatrois, eesay contains so many errors as to impode reader's understanding, shoas write didn't really proofread at all 7 points	Essay occasionally reverts to paint lense or 1st/End person pronoun use and passive voice textual citations recomplete; evidence of proofreading, with enough errors to interfere with the reader's comprehension <i>III points</i>	Essay monthy consistent in tense-person use and active voice, cites test correctly, writing shows evidence of procheating, with reliatively lew errors (5 paints)	Essay consistently in third person, present lense, active voice, cites test correctly, writing is posisted and professional, with very tew errors in speling grammar, and punchation 20 peints	
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26. You can click on the Grade button to grade it with the rubric from the other assignment.

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September	Substitut		1. C	
C) 14 September - 30 Deptember	Needs grading		¥	
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E3 15-October - 21 Orbiter		1/20/01/01		
C) 22 October - 38 October	• sits aspend	Area to	1	Presiden Test #

27. And you can grade with the rubric from the other class.

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Thesis     No real thesis; isterment of fact or unarguable idea; ittle unarguable idea;		"hook" that bears no reol relevance to topic no suggestion of problem question, concluden question, and unfocused, no attempt to address significance of idea	and only makes behavior connection to topic, dominant idearcyaettory problem hand to locate conclusion atmust and tenuous	idea, but questionigrablem not clear, topic is vegue or does not set pecific foiset; conclusion peneral and/or repetitive and does little to suggest significance of idea	stage for assay's topic poses question/prodem in cear tanguage, focus good, connection to thesis clear, conclusion draws deas together and suppets some significance at overall argument."	elequently presents topic then focuses in on questionsproblem pager will address. leads smoothly into thesis (answerfoliothon); conduston wraps together idea), thoughtully presents tegether idea, thoughtully presents tegether idea to understanding of		A* B I U 5 x x
		statement of fact or unarpueble idea, ittle to no evidence in evidence inidequate to prove point; reveals misunderstanding of left	or does not make point, tenuous connection between ideas and thesis; little understanding shown of taxt	vegue, makes point but gives no reason to reader to be interested, ideas reference thesis, interpretation is vegue or unclear	specific, presents point about easily that can be argued ideas insed to hado, writer obviously understands tent, ideas connected to these	Thesis is original, interesting, specific, arguadix, shows advanced interpretation of literature, shows careful resting and insight into textitapic, each idea Save clearle from thesis		

Question and help, contact moodle@eckerd.edu.