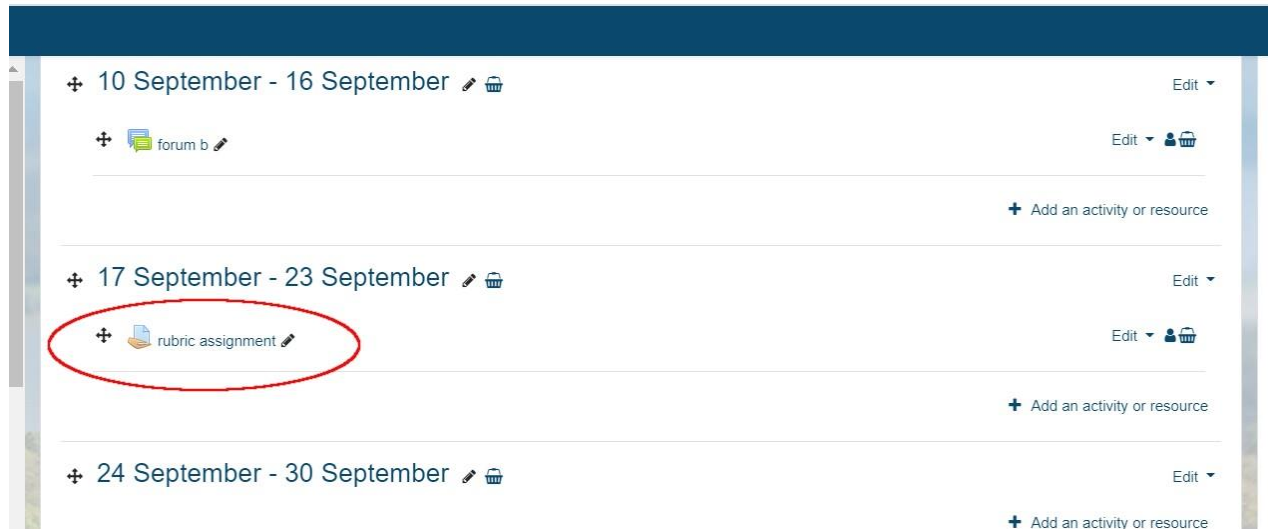
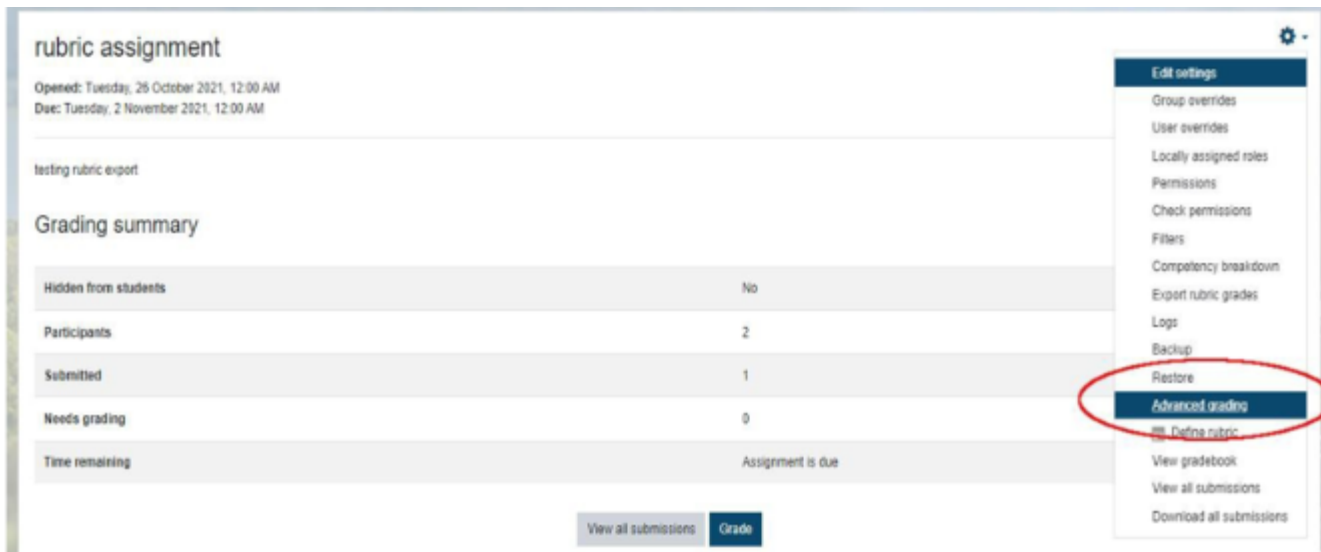


## Sharing a Rubric

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.

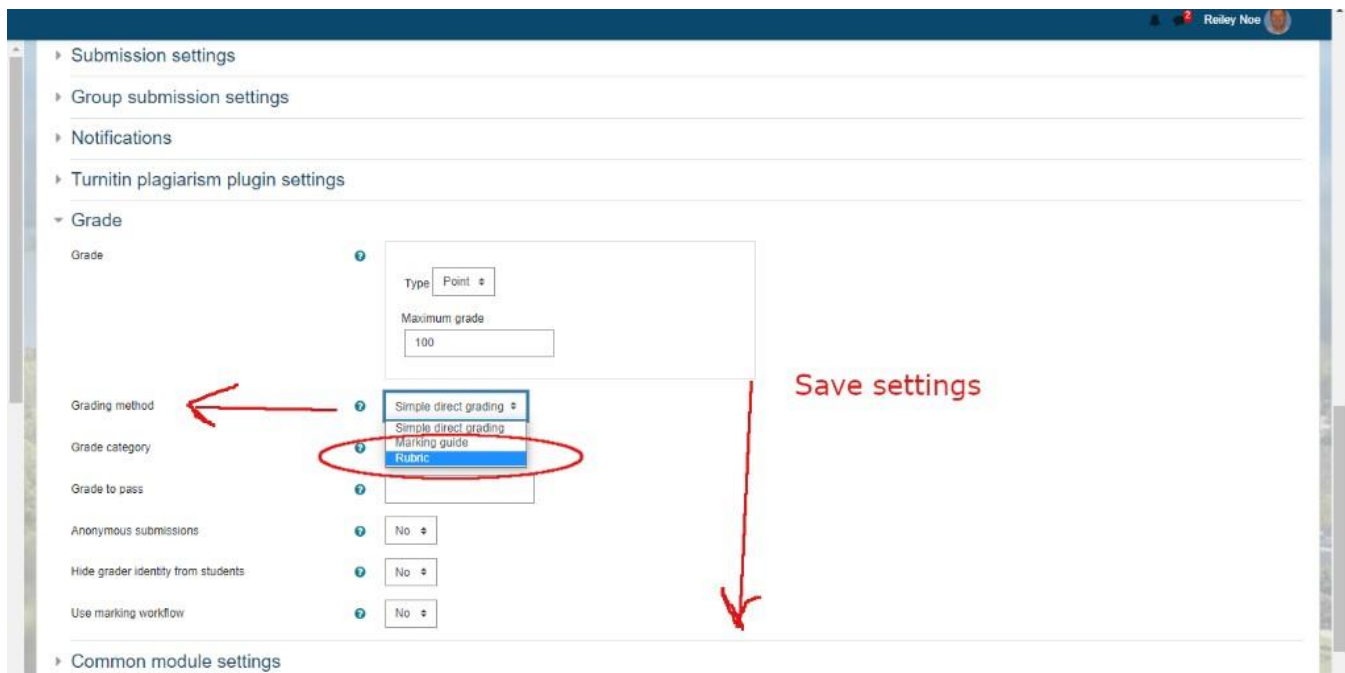


3. Click on the gear for the assignment, then click on Advanced Grading in the drop down menu.

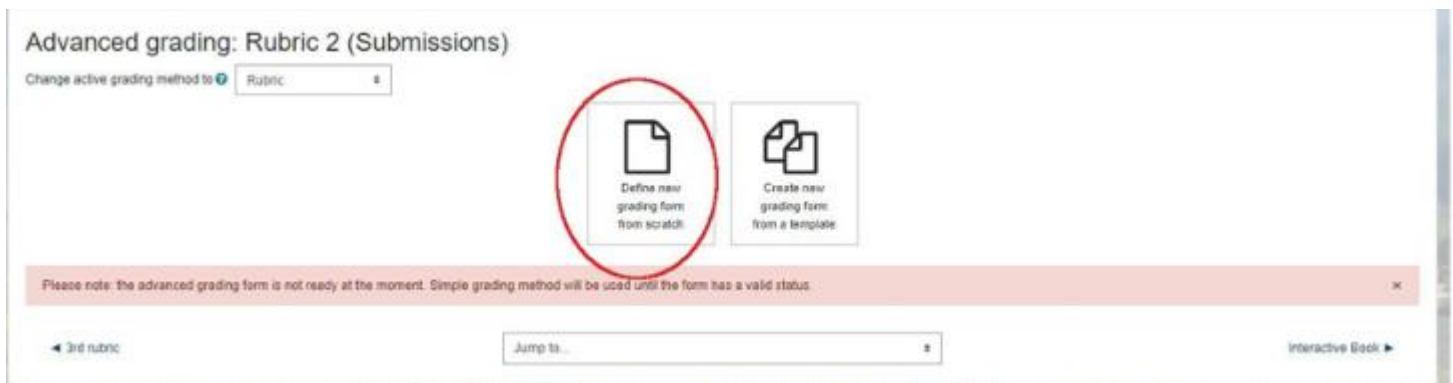


4. Create your rubric.

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**.



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



6. Name it and then add Criteria (vertical cells) and Levels (horizontal cells). Modify the drop down tick boxes if necessary.



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



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.

The screenshot shows the rubric editor interface. At the top, there are two criteria: 'Intro' and 'Conclusion'. Each criterion has three levels: 'unclear', 'better', and 'great'. The 'Intro' criterion has 1, 5, and 10 points respectively. The 'Conclusion' criterion has 1, 5, and 10 points respectively. Below the criteria, there is a section for 'Rubric options' with several checkboxes, all of which are checked. At the bottom, there are three buttons: 'Save rubric and make it ready', 'Save as draft', and 'Cancel'. The 'Save rubric and make it ready' button is circled in red. Below the buttons, there is a message: 'There are required fields in this form marked'. At the bottom left, there is a navigation arrow and the text '3rd rubric'. At the bottom right, there is a 'Jump to...' dropdown menu.

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

## Yet another rubric assignment

Opened: Monday, 15 November 2021, 12:00 AM  
Due: Monday, 22 November 2021, 12:00 AM

### Grading summary

Hidden from students	No
Participants	2
Submitted	0
Needs grading	0
Time remaining	6 days 7 hours

[View all submissions](#) [Grade](#)

The screenshot shows the settings menu for the rubric assignment. The menu is open, showing various options. The 'Advanced grading' option is circled in red. The menu items are: Edit settings, Group overrides, User overrides, Locally assigned roles, Permissions, Check permissions, Filters, Competency breakdown, Export rubric grades, Logs, Backup, Restore, **Advanced grading**, Define rubric, View gradebook, View all submissions, and Download all submissions.

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

Advanced grading: rubric assignment (Submissions)

Change active grading method to Rubric

Edit the current form definition

Delete the currently defined form

Publish the form as a new template

Rubric A Ready for use

<b>Intro</b>	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 <b>4 points</b>	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous <b>7 points</b>	Introduction opens idea, but question/problem not clear; topic is vague or does not set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea <b>11 points</b>	"Introduction sets 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 " <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 <b>20 points</b>
<b>Thesis</b>	No real thesis; statement of fact or	Thesis is confusing or does not make	Thesis is general, vague, makes point	Thesis is original, specific, presents	Thesis is original, interesting, specific

11. Click Continue.

**Confirm**

You are going to save a copy of the grading form "Rubric A" as a new public template. Other users at your site will be able to create new grading forms in their activities from that template.

Continue Cancel

12. You'll see a screen like this with different rubrics arrayed vertically. There is also a search tool above it, where you can search for a rubric by name.

The form was successfully saved as a template - click to close

## Advanced grading: rubric assignment (Submissions)

Change active grading method to Rubric



### Rubric A Ready for use

<b>Intro</b>	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 <b>4 points</b>	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous <b>7 points</b>	Introduction opens idea, but question/problem not clear; topic is vague or does not set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea <b>11 points</b>	"Introduction sets 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" <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 <b>20 points</b>
<b>Thesis</b>	No real thesis.	Thesis is confusing	Thesis is general	Thesis is original	Thesis is original

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.

The screenshot shows a course page with a calendar view. The calendar has four weeks:

- 10 September - 16 September**: Contains an activity named "forum b".
- 17 September - 23 September**: Contains two activities: "rubric assignment" and "Yet another rubric assignment". The "Yet another rubric assignment" activity is circled in red.
- 24 September - 30 September**: No activities listed.

Each week has an "Add an activity or resource" button and an "Edit" dropdown menu.

14. Click on the Gear and then Advanced Grading

Yet another rubric assignment

Opened: Monday, 15 November 2021, 12:00 AM  
Due: Monday, 22 November 2021, 12:00 AM

### Grading summary

Hidden from students	No
Participants	2
Submitted	0
Needs grading	0
Time remaining	6 days 7 hours

[View all submissions](#) [Grade](#)

- Edit settings
- Group overrides
- User overrides
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Competency breakdown
- Export rubric grades
- Logs
- Backup
- Restore
- Advanced grading**
- Define rubric
- View gradebook
- View all submissions
- Download all submissions

15. On the drop-down menu that appears, select Rubric.

Advanced grading: test of rubric sharing (Submissions)

Change active grading method to Simple direct grading

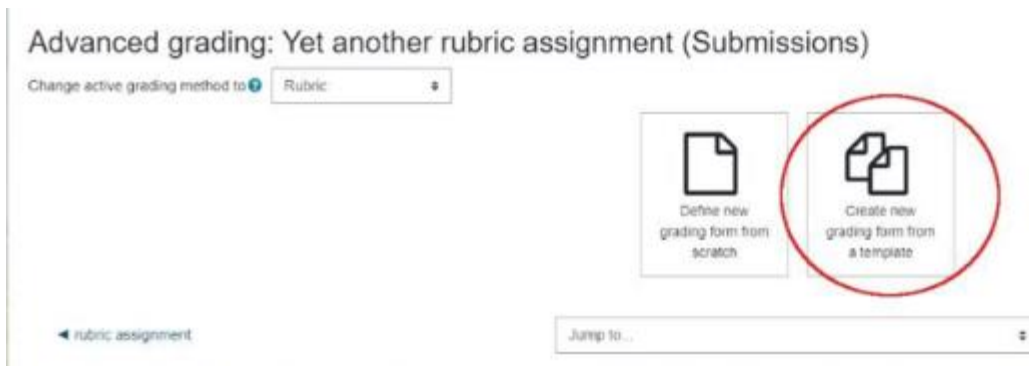
← shared rubric

- Simple direct grading
- Marking guide
- Rubric**
- Simple direct grading

Jump to...

**Change to Rubric**

16. Click on Create New Grading Form from a Template.



17. Search for the name of the template. If you are searching among your own templates, tick the box.





18. Once you find the rubric that you want, scroll down.

Grading forms search


include my own forms

### Rubric A Own form

Location: rubric assignment (Submissions)

<b>Intro</b>	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 <b>4 points</b>	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous <b>7 points</b>	Introduction opens idea, but question/problem not clear; topic is vague or does not set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea <b>11 points</b>	"Introduction sets 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 " <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 <b>20 points</b>
<b>Thesis</b>	No real thesis; statement of fact or unarguable idea; little to no evidence or evidence inadequate to prove point; reveals misunderstanding of text <b>4 points</b>	Thesis is confusing or does not make point; tenuous connection between ideas and thesis; little understanding shown of text <b>7 points</b>	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 <b>15 points</b>	Thesis is original, interesting, specific, arguable; shows advanced interpretation of literature; shows careful reading and insight into text/topic; each idea flows clearly from <b>20 points</b>

Scroll down



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.

OVER  
LEGE

		explanation minimal <b>7 points</b>	insufficient information or explanation <b>11 points</b>	of/information in quotation <b>20 points</b>	
<b>Mechanics</b>	Pronoun and verb tense entirely inconsistent; extensive overuse of passive voice; inaccurate or missing citations; errors overwhelm reader comprehension; no evidence of proofreading <b>4 points</b>	Pronoun and verb tense fairly inconsistent; overuses passive voice; inaccurate citations; essay contains so many errors as to impede reader's understanding; shows writer didn't really proofread at all <b>7 points</b>	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 <b>11 points</b>	Essay mostly consistent in tense/person use and active voice; cites text correctly; writing shows evidence of proofreading, with relatively few errors <b>15 points</b>	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 <b>20 points</b>

**Rubric options**

Sort order for levels: Ascending by number of points

- Calculate grade having a minimum score of the minimum achievable grade for the rubric
- Allow users to preview rubric (otherwise it will only be displayed after grading)
- Display rubric description during evaluation
- Display rubric description to those being graded
- Display points for each level during evaluation
- Display points for each level to those being graded
- Allow grader to add text remarks for each criterion
- Show remarks to those being graded

Use this form as a template

Rubric A Own form

Click here to choose this Rubric

20. Click on Continue.

Confirm

Do you want to use the grading form 'Rubric A' as a template for the new grading form in 'Yet another rubric assignment (Submissions)'?


**Continue** Cancel

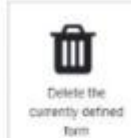
<b>Intro</b>	Introduction as "hook" that bears no real relevance to topic; no suggestion of problem/question; conclusion abrupt	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous	Introduction opens idea, but question/problem not clear; topic is vague or does not set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea	"Introduction sets 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"	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
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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.

Advanced grading: Yet another rubric assignment (Submissions)

Change active grading method to

 Edit the current form definition

 Delete the currently defined form

Rubric A Ready for use

<b>Intro</b>	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 <b>4 points</b>	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous <b>7 points</b>	Introduction opens idea, but question/problem not clear; topic is vague or does not set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea <b>11 points</b>	"Introduction sets 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" <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
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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 of passive voice; inaccurate or missing citations; errors overwhelm reader comprehension; no evidence of proofreading 4 points	overuses passive voice; inaccurate citations; essay contains so many errors as to impede reader's understanding; shows writer didn't really proofread at all 7 points	pronoun use and passive voice; textual citations incomplete; evidence of proofreading, with enough errors to interfere with the reader's comprehension 11 points	and active voice; cites text correctly; writing shows evidence of proofreading, with relatively few errors 15 points	active voice; cites text correctly; writing is polished and professional, with very few errors in spelling, grammar, and punctuation 20 points
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**Rubric options**

Sort order for levels: **Ascending by number of points**

- Calculate grade having a minimum score of the minimum achievable grade for the rubric
- Allow users to preview rubric (otherwise it will only be displayed after grading)
- Display rubric description during evaluation
- Display rubric description to those being graded
- Display points for each level during evaluation
- Display points for each level to those being graded
- Allow grader to add text remarks for each criterion
- Show remarks to those being graded

◀ forum b      Jump to...      Yet another rubric assignment ▶

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....

10 September - 16 September

forum b

17 September - 23 September

rubric assignment

**Yet another rubric assignment**

24 September - 30 September

1 October - 7 October

Interactive Book

Find Vancouver, Toronto and Montreal

24. They'll see this and they'll scroll down to submit the assignment.

### Yet another rubric assignment

Opened: Monday, 15 November 2021, 12:00 AM

Due: Monday, 22 November 2021, 12:00 AM

#### Submission status

Attempt number	This is attempt 1 ( 1 attempts allowed )
Submission status	No attempt
Grading status	Not graded
Time remaining	6 days 7 hours
Grading criteria	

The rubric appears on the submission page.

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	Introduction is brief and only makes tenuous connection to topic; dominant idea/question/problem hard to locate; conclusion abrupt and tenuous.	Introduction opens idea but question/problem not clear; topic is vague or does not set specific focus; conclusion general and/or repetitive and does little to suggest significance of idea	Introduction sets stage for essay's topic; poses question/problem in clear language; focus good; connection to thesis clear; conclusion draws ideas together and suggests some	Introduction eloquently presents topic; then focuses in on question/problem; paper will address; leads smoothly into thesis (answer/solution); conclusion wraps
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25. Student clicks on Add Submission to submit it.

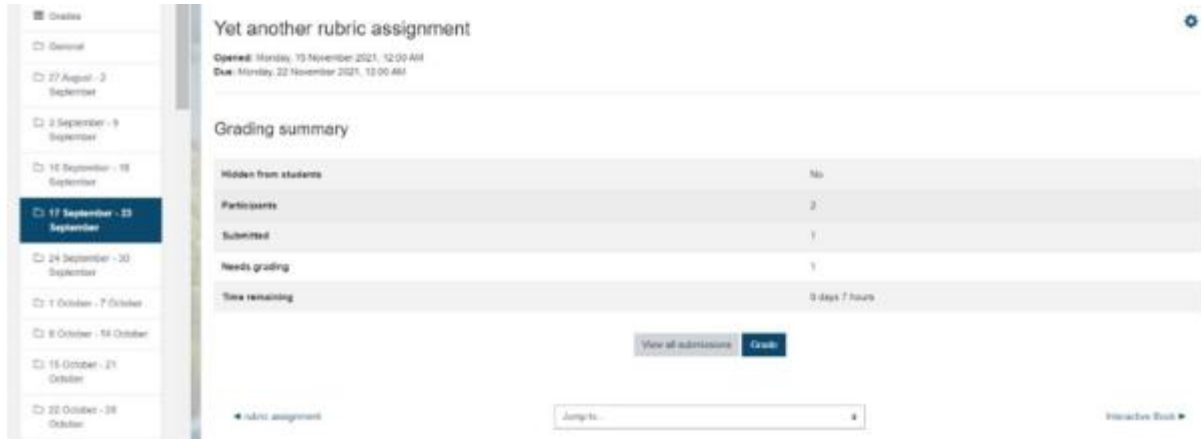
Mechanics	Pronoun and verb tense entirely inconsistent; extensive overuse of passive voice; inaccurate or missing citations; errors overwhelm reader comprehension; no evidence of proofreading 4 points	Pronoun and verb tense fairly inconsistent; overuses passive voice; inaccurate citations; essay contains 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
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Last modified -

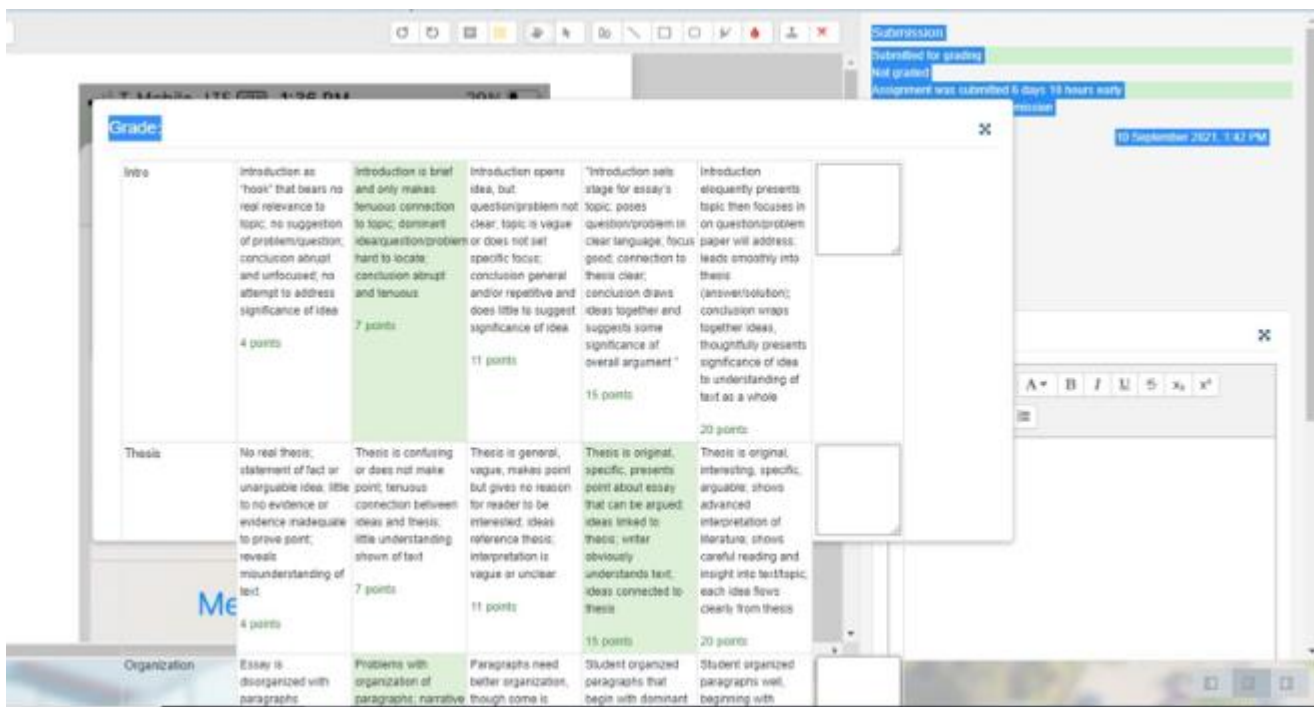
Submission comments ▶ Comments (0)

[Add submission](#)  
You have not made a submission yet.

26. You can click on the Grade button to grade it with the rubric from the other assignment.



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



Question and help, contact [moodle@eckerd.edu](mailto:moodle@eckerd.edu).