



Tech Tip #2016-02

Save Yourself Time and De-Mystify Grading With Canvas Rubrics

Transcript

For the full screencast, see <http://ctle.utah.edu/resources/tech-tips.php>

Hello! Welcome to **Tech Tips for Teachers #2016-02: Save Yourself Time and De-Mystify Grading With Canvas Rubrics**. My name is Kurt Guner, and I work for the University of Utah Center for Teaching & Learning Excellence, CTLE for short.

Rubrics are a great way to help students succeed *and* make assessment easier. As we all know, grading is the worst part about teaching.

What rubrics do is give your students a clear set of criteria to follow while submitting assignments. Good students can look ahead and make a plan for their assignment so that it actually covers the criteria that you want. This way they know how to get an A and, when they actually *do* get that A or B they know why they got it. They can look at their grades and see very clearly that they got this rating on this criteria and not send you that angry email about why they got a B instead of a C instead of an A. For you it makes grading far more efficient, giving you more time to spend on feedback that actually helps your students succeed.

Today, I'll show you what a completed rubric looks like, then we will create a rubric together, and we'll end with a brief demonstration of how rubrics can be incorporated into assignments and grading.

1. What the finished product looks like

Here is a finished rubric that I created earlier today. This is for the Developing Outcomes assignment in CTLE's "Breathing New Life into Your Course" Canvas page. The first criteria is "List of Outcomes." For more detail, click on "view longer description" and you can see that I've added a little more info that states: "contains a list of different outcomes for a hypothetical class." For a student taking this assignment it is very easy to check out that description and figure out what they have to do.

There are three ratings for that criteria. The first (full credit) is "List 3-8 outcomes," the second (partial credit) is "List 1-2 outcomes" and the third (no credit) is "Does not list any outcomes." '

The next criteria is a bit more subjective. This is titled "Formatted Outcomes," and as you can see from the description is slightly more complex. Full credit is "Outcomes follow format and can be used immediately in a syllabus." Partial credit is "Outcomes are partially developed, but lack action-verb or clear assessment." So again, students know how to succeed, include those two key things and they good full credit. No credit is "Outcomes don't show significant change from original." For good students, they now know exactly what they have to do to get a good grade. For instructors, all you have to do is select the appropriate rating while grading, instead of having to justify the grade every single time. Next, let's create one of our own.

2. Create your own!

There are two different ways to create rubrics in Canvas. First, select “Outcomes” on the left side of your screen. On the top right you’ll see a button that says “Manage Rubrics,” so select that. If you want to create a rubric from scratch, simply select “add rubric” on the top right, and there you go!

Personally, I prefer to go to the “Assignments” page on the left side of your screen and build from there. Select the assignment you want to make a rubric for and, on the bottom of the screen you’ll see the section for rubrics (which your students will be able to see once you create one). So, let’s make a similar rubric for this assignment so I can show you how it’s done.

Make sure to check the box “use rubric for assignment grading” below! This is important, without this your rubric won’t be usable for grading (and that’s the whole point!). I like to keep my titles simple, so how about “Outcomes Rubric.” For the first criteria, we can go with “Word Count.” And let’s say, it has to have at least 1000 words, so enter that into the longer description right below the name of the criteria. This is a pretty straightforward rating system: “Is 1000 words” or “Less than 1000 words.” Full credit, no credit, not too complicated. If you want to add a medium or partial credit, you do that by selecting the border between the two ratings and, say, “500 words or more.” Now your students know what to do!

We can add a couple more criteria very easily. Let’s make the one below this “Formatted Outcomes” and below that “List Outcomes” as we discussed earlier. You can make the criteria as complicated or as straightforward as you like. Not every criteria has to have three ratings. You can have more or less depending on what you want. I usually like to have just two and go from there. When you are all finished, click “Create Rubric” on the bottom left and you’ll be all set.

3. Adding rubrics to assignments and using them to grade

Now that you’ve made this rubric it’ll be integrated into SpeedGrader. This particular assignment has no submissions, so I’ll show you what this looks like in a different tab. On the far right of your screen, simply click “view rubric” and you can see your rubric in action.

As you can see, this assignment has more criteria than our sample rubric. For each one, you can select “Full Marks” or “No Marks” and, if you’d like, add comments by clicking on the green word bubble in the “points” box. For example, “very good job, etc.” and click OK. To actually give your students a grade, you can click “Full Marks” or “No Marks” for the individual criteria and when you’re done be sure to hit “Save” on the bottom or your grades will disappear (I’ve selected “cancel” to avoid messing with my students’ grades). You get the idea! Easy enough, right?

You now know how to create rubrics and integrate them into your course. I recommend using them often, as they save you a LOT of time while grading and will make your life a lot easier. Hope to see you again soon!