Conference or Workshop Item

Title: Blackboard rubrics - the good, the bad and the ugly

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Version: Presented version


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http://nectar.northampton.ac.uk/6315/
Blackboard Rubrics:
The good, the bad, and the ugly

Adel Gordon & Pepijn Kalis
University of Northampton | Blackboard

10th April 2013
Introductions

• Adel Gordon  
  – University of Northampton  
  – Learning Technologist  
  – Been at Northampton for 13 years, an LT for 6  

• Pepijn Kalis  
  – Blackboard EMEA  
  – Sr. Specialist  
  – Working for Blackboard for 5 years
Rubrics

• What are rubrics?
  – Scoring guide
  – Authentic assessment tool
  – Working guide for students
Let’s do some tasting assessing
# Chocolate Chip Cookies

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delicious</td>
<td>Good</td>
<td>O.K.</td>
<td>Poor</td>
</tr>
<tr>
<td><strong>Number of Chips</strong></td>
<td>Chocolate chip in every bite</td>
<td>Chips in about 75% of bites</td>
<td>Chocolate in 50% of bites</td>
<td>Too few or too many chips</td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td>Chewy</td>
<td>Chewy in middle, crisp on edges</td>
<td>Texture either crispy/crunchy or 50% uncooked</td>
<td>Texture resembles a dog biscuit</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>Golden brown</td>
<td>Either light from overcooking or light from being 25% raw</td>
<td>Either dark brown from overcooking or light from undercooking</td>
<td>Burned</td>
</tr>
<tr>
<td><strong>Taste</strong></td>
<td>Home-baked taste</td>
<td>Quality store-bought taste</td>
<td>Tasteless</td>
<td>Store-bought flavor, preservative aftertaste – stale, hard, chalky</td>
</tr>
<tr>
<td><strong>Richness</strong></td>
<td>Rich, creamy, high-fat flavor</td>
<td>Medium fat contents</td>
<td>Low-fat contents</td>
<td>Nonfat contents</td>
</tr>
</tbody>
</table>
Let’s see the cookie rubric in Blackboard

• Demo
The good,…

• Rubrics for teaching
• Rubrics for learning
• In practice
Rubrics for teaching

- Clarify learning goals from the offset
- Design materials and activities that address those goals
- Communicate those goals to students
- Guide feedback on students’ progress
- Assess products to degree to which the goals are met

Andrade, 2005

- Enable timely grade allocation whilst justifying them at the same time
- Feedback > Feed Forward …
... teaching

Rubric design based on learning outcomes

Make adjustments to teaching based on reflections

Emphasise the use of rubrics

Identify common areas of strengths and weaknesses

Score student work using rubric

Look for patterns

Adapted from Stevens & Levi, 2013
Rubrics for learning

• Learning
  – Face to face
  – Online
  – Experiential

• Learner
  – Surface
  – Strategic
  – Deep thinker
In practice

Rubrics set out expectations to aid the student to understand what they’re being graded against.

Rubrics let students know how their grade was calculated and where they could improve their work.

Develops/drives a level of professionalism and enables me to provide more timely feedback.

Moderation can take place immediately and feedback is ready to be released speedily.

Rubrics give the marker confidence that you can be more objective than subjective.

Makes calculating the overall grade easier when using a multifaceted approach to assessment criteria.
Overview of workflow for assessment process

1. **Student Submission**
2. **First marking**
3. **Internal moderation**
4. **Provisional grade & feedback to students**
5. **Record grade in SIS**
6. **External moderation**
… the bad,

• Reporting
  – An actual report

However, this report works when working to identify patterns of strengths and weaknesses in achievement of assessment criteria across a set of students.
.. and the ugly

- Intuitiveness
  - Importing/exporting
  - Saving

- Usability
  - Saving
  - Integration
In practice

Let’s have a look: http://nile.northampton.ac.uk
## Blackboard vs Turnitin

<table>
<thead>
<tr>
<th>Feature</th>
<th>Blackboard rubric</th>
<th>Turnitin rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group submissions</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Tutors can add personalised feedback to all/any of the marking criteria</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Multiple markers</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Export marked work with rubric summary</td>
<td>✗</td>
<td>✓</td>
</tr>
</tbody>
</table>

University of Manchester
References


Utah Education Network – Original Chocolate Chip Cookies. [online] Available at: http://www.uen.org/Rubric/rubric.cgi?rubric_id=2730
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