Advanced Grading in Moodle

Rubrics and Marking Guides
Rubrics & Marking Guides

Rubrics and marking guides are scoring tools that explicitly describe the instructor’s performance expectations for an assignment or piece of work. In Moodle they are both associated with Assignments.
A rubric identifies:

- **criteria**: the performance aspects to be assessed
- **performance levels**: a rating scale that identifies a student’s level of mastery within in criteria
- **descriptions**: the desired characteristics associated with each criteria

Marking guides are much the same as rubrics but lack the rating scale. Instead, the desired characteristics are defined along with a maximum grade for each criteria. You can also create a library of frequently used comments to insert quickly.
<table>
<thead>
<tr>
<th>Analysis of Readings</th>
<th>Poor (0 points)</th>
<th>Acceptable (1 point)</th>
<th>Good (2 points)</th>
<th>Excellent (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial post fails to show comprehension of assigned texts: unlikely that the student completed readings</td>
<td></td>
<td>Initial post shows some understanding of the assigned readings, with significant gaps or misunderstandings. Little to no analysis attempted. Few or no references to course materials and/or other research.</td>
<td>Initial post shows strong comprehension of the readings with only slight gaps or misunderstandings; attempts some critical analysis based on use or interpretation of course materials and/or research.</td>
<td>Initial post shows thorough and comprehensive understanding of the readings, and makes strong and cogent analysis of them by attending to use of course materials and/or other research.</td>
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<tr>
<th>Interaction with Classmates</th>
<th>Poor (0 points)</th>
<th>Acceptable (1 point)</th>
<th>Good (2 points)</th>
<th>Excellent (3 points)</th>
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<tr>
<td>Failed to respond to classmates as required; posts were either too few, too late, or off-topic.</td>
<td></td>
<td>Minimal response to classmates' posts: minimum number of required responses given by due time, only slight response to the content of others' initial posts.</td>
<td>Responses engage with classmates' initial posts; quantity of on-time replies meet requirements, and each comment deals substantively with an issue raised by the initial post.</td>
<td>Student sustains in-depth discussion with classmates through forum responses; replies to classmates' ideas thoroughly and develops them with ideas of one's own, may post more than the required number of responses.</td>
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<th>Mechanics</th>
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<th>Good (2 points)</th>
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<td>Posts are nonexistent, late, or spelling and grammar errors impede clear communication.</td>
<td>Posts correctly and on time, but are significantly marred by errors of spelling and grammar.</td>
<td>Posts correctly and on time. Errors of grammar and spelling may exist but are minimal. Writing style may be awkward, stilted, or unclear in places.</td>
<td>Posts correctly and on time; grammar and spelling errors virtually nonexistent; writing style is clear, expressive, active, and persuasive.</td>
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<td><strong>Analysis of Reading</strong></td>
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<td>Initial post shows thorough and comprehensive understanding of the readings, and makes strong and cogent analysis of them by attending to use of course materials and/or other research.</td>
<td>score 3</td>
<td></td>
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Why use advanced grading?

- Easy to use and understand (intuitive)**
- Makes expectations clear
- Provides students with informative feedback about strengths and areas for growth (targeted)
- Supports learning
- Reduces time spent grading
- Ensures higher levels of consistency
- Discourages complaints about grades

**if designed well
Let’s take a closer look!
Rubrics/Marking Guides process

**Step 1** - Add your Moodle Assignment (selecting either Rubric or Marking guide)

**Step 2** - Design your rubric/markign guide (or choose a template)

**Step 3** - Grade your student’s work
Creating a Rubric Assignment

- Add the "Assignment" activity to your course page
- In the Grade section, change the "Grading method" option to "Rubric"
- Click "Save and display" to choose your rubric style

Now you can create your own rubric from scratch or select one from a list of saved templates
Designing a Rubric

- Select “Define new grading form from scratch”
- Enter in your rubric name and description (optional)
- In the Rubric section, click on the empty grey boxes to enter in your rubric’s criteria, descriptions, and scores
- Select “Save rubric and make it ready” when finished

You may add more Levels (ratings scale) or Criterion (performance criteria) by selecting the appropriate buttons
Grading a Rubric Assignment

- Enter your Assignment and click “View/grade all submissions”
- Select the appropriate student’s grade icon
- Review their attachment/submission and select the appropriate score box for each criterion
  - Enter any feedback in the text box to the right
- When finished, select “Save changes”
Rubric Tips

- When designing a rubric, **ALWAYS** include a zero-point (0 points) column.
- To access the rubric for editing, visit your Assignment and select the “**Advanced grading**” option in the **Administration** block.
- Rubric scores will be scaled to match the max grade selected when creating the Assignment.
- To publish a rubric as a site template, please contact Justin L’Italien or Stacey Curdie.
Marking Guide Differences

- Same process as adding a rubric
- Instead of creating rating scales, simply select a max score for that criterion
- Marking guides offer a “frequently used comments” section, where feedback can be built ahead of time
  - During grading, simply select a comment and it will automatically be placed into the feedback box
Marking Guide Tips

- At the moment, any frequently used comments disappears when copying Assignment or transferring to another class (Moodle bug)
  - Consider publishing as a template to keep comments

- Description for markers
  - Designed for TAs (instructions to those grading)
Documentation


Questions or comments?

Time left for hands-on activity?