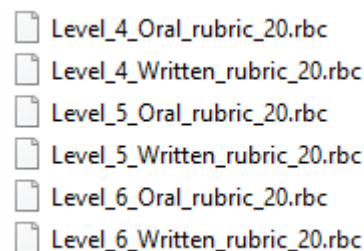# Using rubrics for online grading

This guide assumes that you have downloaded/saved a set of shared CU Group rubrics. Turnitin rubric files have the extension *.rbc.* This guide describes a two-stage process:

A. Importing and attaching a shared rubric to an assignment – for those who've never used rubrics.
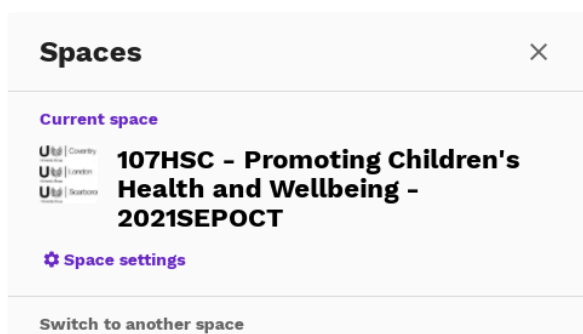
B. Grading student papers using the *scoring* rubric

Note: there are **six standard grading rubrics** used across the CU Group. These are designed to be used "as is" i.e. with no requirement for further modification. If you require custom rubrics, or wish to use more flexible grading forms, then please contact the TELs Team.

- Level_4_Oral_rubric_20.rbc
- Level_4_Written_rubric_20.rbc
- Level_5_Oral_rubric_20.rbc
- Level_5_Written_rubric_20.rbc
- Level_6_Oral_rubric_20.rbc
- Level_6_Written_rubric_20.rbc

An example of a complete rubric is shown on the final page of this guide. Contact the TELs team at: CUGTELS@coventry.ac.uk if you cannot locate the standard CU Group rubrics.

To add a one of the six standard rubrics, then please use the following steps:
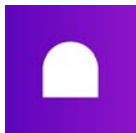
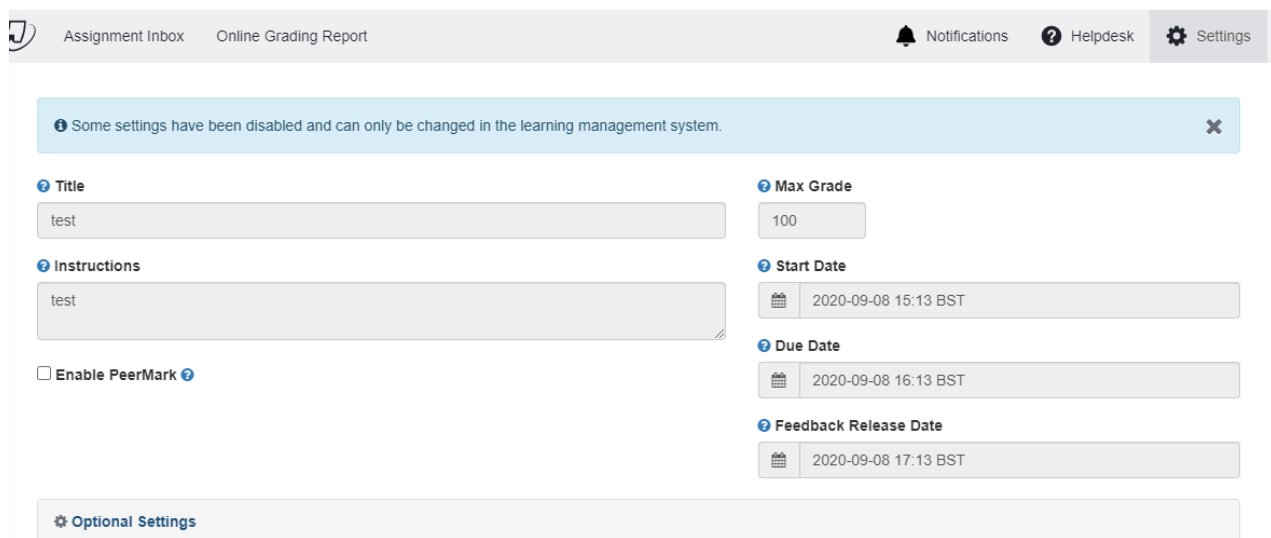1. **Log into Aula and go to your module, and assignments area**.

   Spaces ×

   Current space

   107HSC – Promoting Children's Health and Wellbeing – 2021SEPOCT

   ⚙ **Space settings**

   Switch to another space

2. **Click onto the assignment or create a new one.**

   You might see existing assignments, set up by other Educators in this teaching space.

   Open

   Assignment 1 - Report (SCARBOROUGH ONLY)

   Due - Oct 09, 18:00

   Open

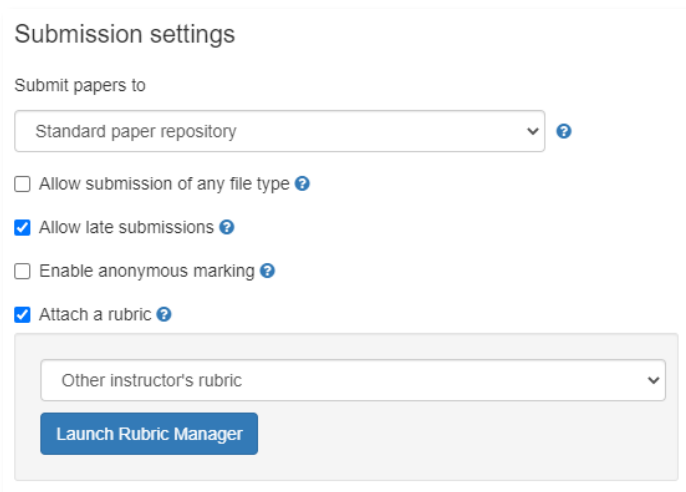   **Assignment 1 - Report (LONDON ONLY)**

3. **Either during setting up of the assignment or after its set up,** click the ⚙ settings cog,

and then click the **Optional Settings** button (bottom of this Settings screen).

4. **Directly under Submission settings you will find the option to "Attach a rubric".**

Tick the box to the left of "Attach a rubric", then choose one for your rubrics (or grade forms) from the drop down menu directly under that option.
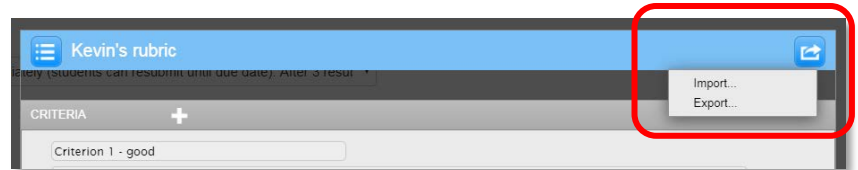

NOTE: If a rubric has already been attached – as in the above example; a tutor has already attached a rubric – for their marking team. The list will display as "**Other instructor's rubric**". If this is the case, then leave it as is.

If you do not have a rubric to attach, then move onto the next step- after clicking the **Launch Rubric Manager** button.
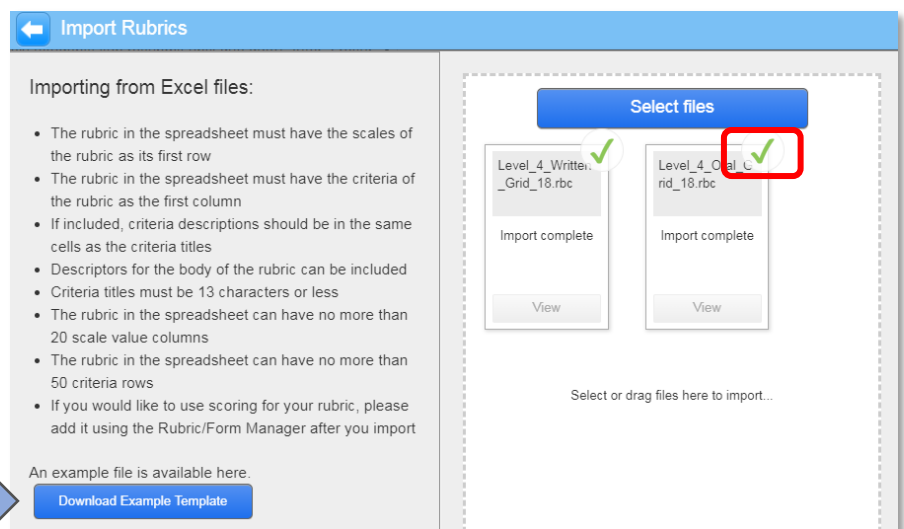
5. **Click the icon in the top right hand corner.** Then "Import".

6. **Now drag all the rubrics (1 by 1) shared with you into the space provided labelled "Select or drag files here to import".** Typically we use two rubrics for each award level, e.g. Level_4_Oral, Level_4_Written. If the import has been successful you will see an acknowledgement (green tick).
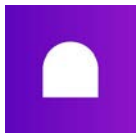
NOTE: you can also download an example template from this box, to create your own set of rubrics from scratch!

7. **Close/exit the rubric manager, then go back to the main Submission Settings screen (step 3),** then choose which rubric you want to attach from the list.

NOTES:

- Once you have used a rubric to grade an assignment – you cannot edit it.

- You only have to go through this import option **once per rubric**. On subsequent new assignments, you can choose imported rubrics from the list (step 3).

- Go back and launch the rubric manager if you want to copy, recreate or create a new rubric or grading form from scratch.

- The rubric manager allows the import of a CSV file as a quick template for a custom rubric.

Marking an assignment using rubrics.

Once the assignment Due Date (deadline) has expired, you can now mark the submitted papers using the attached *scoring* rubric.

> 1. **Open the assignment and view all submissions**, then click the blue pencil icon next to the assignment that you want to grade.

Paper ID	Uploaded	Viewed	Grade	Similarity	Options
133563584	Sep 25th 2020, 3:23 PM BST	⌀	✏	🟠 59%	•••

This opens the assignment in a new browser tab/window called the 📄 feedback studio

With the student submission open in the Turnitin Feedback studio, click the rubric/form icon on the right side of the panel.
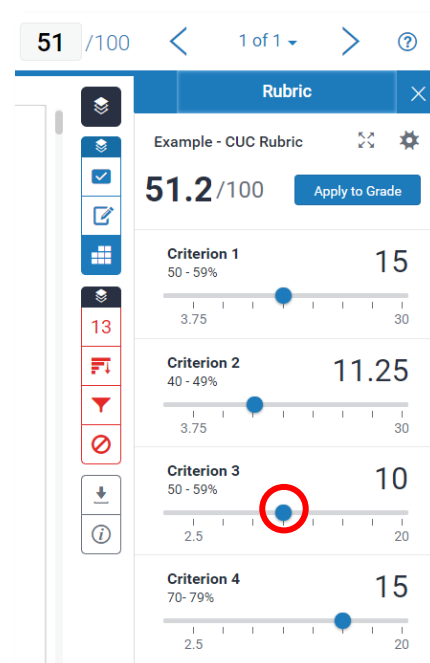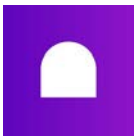
2. **With the rubric open, simply move the criterion sliders** (blue dots) to grade the submitted assignment. As you change the criterion sliders, the grade will alter accordingly.

When you have completed the grading, click the **Apply to Grade** button, which will transfer this grade to Aula – which will be reflected in the top left e.g. 51/100, of the rubric area.

3. **Use the forward and back < > arrows to work through the submitted papers.**

NOTE: Any attached rubrics can be viewed by students, after they submit or when they review the assignment grade/feedback.

Example - CUC Rubric

Test Student — Rubrics-and-grading-forms-in-Turnitin-Feedback-Studio.docx

Criteria	Scales: 0-35%	36-39%	40-49%	50-59%	60-69%	70-79%	80-89%
Criterion 1 — Knowledge and Understanding 30%	**3.75** — Little or no evidence of knowledge base. Little evidence of understanding of discipline. Significant difficulty with theory and problem solving within the discipline	**7.50** — Outcomes not or only partially met. Restricted knowledge base demonstrated. Limited understanding of discipline. Difficulty with linking theory and	**11.20** — Satisfactory knowledge base demonstrating comprehension and formulation of basic knowledge with some omissions at the level of theoretical understanding.	**15.00** — Good knowledge base that supports some analysis and/or interpretation and problem-solving in theory and/or practice within the discipline.	**18.75** — Very good knowledge base that supports analysis and/or interpretation and problem-solving in theory and/or practice within the discipline, with some originality	**22.50** — Excellent knowledge base that supports analysis and/or interpretation and problem-solving in theory and/or practice within the discipline, with considerable	**26.25** — Outstanding knowledge base exploring and analysing the discipline and its theory with clear originality and autonomy.
Criterion 2 — Analysis, Interpretation and Application of Theory 30%	**3.75** — Absence of relevant theoretical content and/or use of theory, where relevant. Lacks any analysis and interpretation.	**7.50** — Attempts at analysis, where relevant, and interpretation are ineffective and/or uninformed by the discipline. Knowledge of theory, where relevant, is inaccurate and/or	**11.25** — Makes satisfactory but limited use of established techniques of interpretation, application and/or analysis, where relevant to the module learning outcomes.	**15.00** — Makes good use of established techniques of interpretation, application and/or analysis, where relevant to the module learning outcomes. Sound descriptive	**18.75** — Makes very good use of established techniques of interpretation, application and/or analysis, where relevant to the module learning outcomes. Shows an accurate	**22.50** — Makes excellent use of established techniques of interpretation, application and/or analysis, where relevant to the module learning outcomes. Shows a systematic and	**26.25** — Makes outstanding use of a range of relevant techniques of interpretation, application and/or analysis, where relevant to the module learning outcomes. Shows
Criterion 3 — Quality of Research 20%	**2.50** — Inadequate evidence of reading at an academic level with poor application of sources and ideas. Answer is likely to include inappropriate references which are	**5.00** — Limited evidence of reading at an academic level. Sources used may be inappropriate and interpreted poorly. No evidence of integration, analysis or interpretation. Poor	**7.50** — Satisfactory evidence of academic reading, with no obvious attempt to move beyond the recommended texts. Interpretation of sources may be inaccurate and poorly integrated.	**10.00** — Good evidence of academic reading with some attempt at moving beyond the recommended texts. Interpretation of sources has been largely accurate, but there may be	**12.50** — Very good evidence of wider academic reading which indicates an approach to independent learning. Sources have been accurately interpreted and	**15.00** — Very good evidence of wider academic reading which indicates an approach to independent learning. Sources have been accurately interpreted and	**17.50** — Outstanding exploration of wider academic sources with a high degree of independent learning which exceeds the assignment brief. Sources have been accurately
Criterion 4 — Academic Presentation 20%	**2.50** — Serious and fundamental flaws leading to an unclear answer. Very weak academic skills. Poorly structured with multiple language errors. Oral communication does	**5.00** — Answer is attempted but limited. Poor coherence and illogical presentation. The answer contains irrelevant material and lacks focus throughout. Language errors are	**7.50** — Satisfactory answer, however, issues with coherence and logical presentation are likely to be present. The answer contains irrelevant material and lacks focus	**10.00** — Good answer with some attempt at coherent and logical presentation. The answer contains some irrelevant material and lacks focus at points. Some language errors are	**12.50** — Very good answer with coherent and logical presentation of ideas. The answer is largely relevant and focused. Some language errors may be present but do not impact on the	**15.00** — Excellent answer with coherent and logical presentation of ideas. The answer is entirely relevant and focused. Minimal language errors which have no impact on clarity of	**17.50** — Outstanding answer with coherent and logical presentation of ideas. The answer is clearly expressed with originality. No language errors present and oral communication

Example rubric