

# INTERMEDIATE BLACKBOARD TRAINING

## HOW TO CONTACT COLTT

**BROWNSVILLE CAMPUS:** Rusteberg 108 - (956) 882-6792

**EDINBURG CAMPUS:** EEDUC 2.202 - (956) 665-5327

**EMAIL:** coltthelp@utrgv.edu

**HELP TICKET:** utrgv.edu/coltthelp

Create Rubric

STEP 3 Save your new rubric

Cancel Submit

\* Indicates a required field.

STEP 1

RUBRIC INFORMATION

Enter a meaningful name for your rubric

Name

Description

Character count: 0

RUBRIC DETAIL

STEP 2

Personalize number of rows / columns & rubric type

Add Row Add Column Rubric Type: Percent Show Criteria Weight

Levels of Achievement

Novice

Competent

Proficient

Percent 0

Percent 50

Percent 100

Criteria

Formatting

Weight 33.00

Organization

Weight 33.00

Grammar

Weight 33.00

Personalize criteria order

Personalize levels of achievement order

Edit levels of achievement name or delete category

Edit weight

Total Weight: 100.00% Balance Weights

## BEST PRACTICES: RUBRICS

DESIGN	<ul style="list-style-type: none"> <li>* Design your descriptions as both a <b>performance guide</b> for your students and an <b>evaluative tool</b> for you</li> <li>* Provide students with <b>detailed instructions</b> for accessing the rubric associated with your assignment</li> </ul>
DEFINE	<ul style="list-style-type: none"> <li>* Create <b>summative rubrics</b> with 3-5 criteria and 4+ levels of achievement for complex assignments</li> <li>* Arrange your Levels of Achievement from your <b>most proficient</b> category to your <b>least proficient</b> category                             <ul style="list-style-type: none"> <li>* For the least proficient category, consider listing common unacceptable <b>mistakes</b> vs. [did not _ /no evidence]</li> </ul> </li> <li>* Describe <b>(1)</b> the most proficient column, <b>(2)</b> the least proficient, <b>(3)</b> the rest of the continuum                             <ul style="list-style-type: none"> <li>* Define qualities such as: <b>good</b>, <b>perceptive</b>, <b>strong</b>, <b>basic</b>, <b>some</b>, <b>sufficient</b>, <b>effective</b>, <b>successfully</b>, etc.                                     <ul style="list-style-type: none"> <li>* Design your descriptions to be <b>observable</b>: what would your description look like when students apply it?   <p>Ex., <b>poor analysis</b> = supports with opinion, assertion, or research that is not cited according to APA guidelines</p> </li> <li>* Design your descriptions to be <b>continuous</b>: how can you bridge your current loopholes?   <p>Tip: use <b>"and/or"</b> or consider awarding <b>full/partial credit</b> per column to close gaps between descriptors</p> </li> <li>* Design your descriptions to be <b>measurable</b>: how can you quantify the qualities you see?   <p>Ex., <b>advanced mechanics</b> = no more than 2 errors</p> <p>Ex., <b>sophisticated understanding</b> = supports response with 3 empirical research references</p> </li> </ul> </li> </ul> </li> </ul>
ASSESS	<ul style="list-style-type: none"> <li>* Consider requiring students to complete a <b>self-assessment</b> using the rubric before submitting the assignment</li> <li>* When evaluating, read the least proficient descriptor and progress upward until you <b>match</b> the student's proficiency level</li> <li>* Use the rubric to provide high quality <b>feedback</b>:                             <ul style="list-style-type: none"> <li>* Consider <b>resources</b> for revision or future reference within the cells of your least/less proficient categories</li> <li>* Consider framing feedback: <b>(1)</b> current level of performance with evidence, <b>(2)</b> tip for achieving the next level</li> </ul> </li> </ul>

## DISCUSSION QUESTION DESIGN

**Forum purposes:** build community & reflect, analyze & apply concepts, collaborate or come to consensus

### General discussion forum best practices:

- \* Ask open-ended questions that allow for multiple responses
  - \* Avoid lists, opinions without evidence, "easy" answers
  - \* "Correct" answers are best assessed via an assignment
- \* **For informal discourse:** Consider requiring more frequent postings, providing an anonymized example thread so students better understand your expectations, etc.
- \* **For formal discourse:** Consider building conversation starters in your response prompt that relate to key skills for your course/unit:
  - \* Respond to 3 peers' choice of evidence as it relates to their thesis statement
  - \* Evaluate 2 peers' application of this week's theory
  - \* Write a constructive recommendation regarding 1 peer's solution to the ethical problem posed this week
- \* Consider providing professional conversation transitions
- \* Always seek closure, for example:
  - \* Assign certain students per week to post a forum recap
  - \* Have students summarize the discussion forum as part of an assignment or as an essay item in your weekly quiz
  - \* You post top 3 forum ideas/trends as an announcement

### Question type examples:

- \* Personal motives and goals for the course/program
- \* (Who/What/When/Where/Why/How) Interviews with peers
- \* Icebreakers to build community
- \* Case studies/vignettes or video clip analysis
- \* Theory application in current events
- \* What would \_\_\_ have done? (you, theorist, figurehead...)
- \* Controversial topics *directly related to your topic*
- \* Comparison, evaluation, hypothetical, or diagnostic prompt
- \* Research synthesis
- \* Playing devil's advocate

### Viewing Threads/Replies

- \* **Standard:** students can see posts *before* they post their own
- \* **Participants...:** they only see posts *after* they post their own
  - \* most useful: to encourage original thought in posts

### Grades: Grade Discussion Forum options

- \* Show participants need grading after # posts
- \* Add a due date
- \* Rubric options
  - Click **[Add Rubric]**, then select one or create one
  - Show...: Click the icon next to **[No]**, change to **[Yes, with...]**

### Create and Edit

- \* Choose whether to allow deletion & editing of posts after submission
- \* It is recommended to keep the 3 default settings
- \* Encourage students to draft their posts in a text file first

## EDITING / CREATING ASSIGNMENT OPTIONS

### Adding a rubric

- \* Click **[Add Rubric]**, then select one or create one
- \* Show...: Click the icon next to **[No]**, change to **[Yes, with...]**

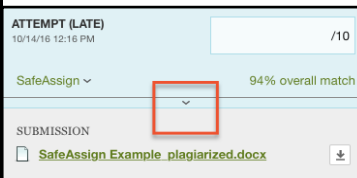
### Selecting Safe Assign options

- \* Click on **[Submission Details]**
  - > **[Check submissions for plagiarism using Safe Assign]**
  - > **[Allow students...]** to give students access to their report
  - > **[Exclude submissions...]**
    - \* to check for plagiarism w/in an assignment w/o adding content of the assignment to the database
    - \* most useful: drafts, increasingly comprehensive assignments, multiple attempts, etc.

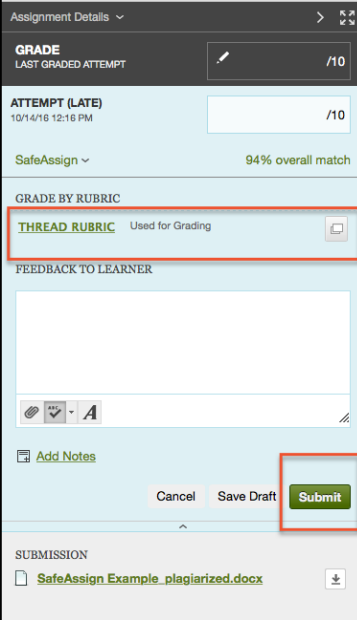
## ASSIGNMENT GRADING PANE

### RUBRICS

**Opening the rubric panel:** click on the center downward arrow



**Using the rubric:** click on the rubric name (for a rubric outline) or the double box icon (for the full rubric w/ descriptors), select the appropriate levels of achievement, click **[Submit]**. The grade you assign via the rubric will automatically populate in your Grade Center.



### SAFE ASSIGN

**Opening the SafeAssign report:** click on **[Safe Assign]**, then on **[View Originality Report]**

**Viewing citations in Safe Assign:** see plagiarized sources at a glance

