

Accessing and Using the Rubric Manager

From the ANGEL 7.4 Instructor Reference Manual

The **Rubric Manager** is the area of an ANGEL course, group, or repository (hereafter collectively referred to as "course") in which grading rubrics are created, edited, and managed. Each course in ANGEL has its own Rubric Manager, which is located in the **Manage** tab, under the **Data Management** section.

The screenshot shows the Management Console interface with three main sections: Course Management, Course Settings, and Data Management. The Rubric Manager option is highlighted in a red box within the Data Management section.

Section	Item	Description
Course Management	Gradebook	Manage both on-line and off-line grades for this course
	Roster	Manage enrollments and rights
	Teams	Manage team enrollments and settings
	Attendance	Take attendance and review attendance information
Course Settings	General Course Settings	Modify settings such as title and URL for this section.
	Course Theme Selector	Change the colors and fonts used for this section.
	Tab Settings	Control which tabs are displayed and where they link.
	Environment Variables	Edit advanced environment variable settings.
	Mail Settings	Edit course mail settings.
Data Management	Course Files Manager	Manage Course files
	Backup and Restore	Backup and restore course data and files
	Import Console	Manage content from the content library or a file
	Export Console	Manage content for backup or distribution
	Data Maintenance	Remove old logs data and submissions
	Date Manager	Change the date settings for all content associated with this course
	Keyword Manager	Change the keywords for all content associated with this course
	Assessment Question Bank Manager	Create, edit and manage assessment items
	Survey Question Bank Manager	Create, edit and manage survey items
	Rubric Manager	Create, edit and manage grading rubrics

The **Rubric Manager** page is where new rubrics are created and previously created rubrics are edited and managed. The Rubric Manager page is shown in the following figure.

The screenshot shows the Rubric Manager page with a table of rubrics. Numbered callouts (1-7) indicate specific actions: 1. Add (button), 2. Select checkbox, 3. Name column header, 4. Created column header, 5. Content Items column header, 6. Rubric name, 7. Delete selected rubric(s) button.

<input type="checkbox"/>	Name ^	Created	Content Items
<input type="checkbox"/>	Analytical Essay ▾	11/22/2008	0
<input type="checkbox"/>	Critical Evaluation of a Magazine Article ▾	11/22/2008	1
<input type="checkbox"/>	Philosophy 110 Assessment ▾	11/22/2008	0
<input type="checkbox"/>	Plato and the Republic ▾	11/22/2008	0

The elements of this page include the following:

1. **Add.** Click this link to create a new rubric.
2. **Select All.** Click this checkbox if you want to select all rubrics; for example, so that you can perform batch deletions. Individual checkboxes in each row can also be selected.
3. **Name.** This column displays the name of each rubric. Click the column header to sort by name.
4. **Created.** This column displays the date on which each rubric was created. Click the column header to sort by date.
5. **Content Items.** This column displays the number of content items that are using each rubric. Clicking one of the numbers in this column opens a dialog box with additional information about the content that is currently using a rubric, as shown in the following figure.



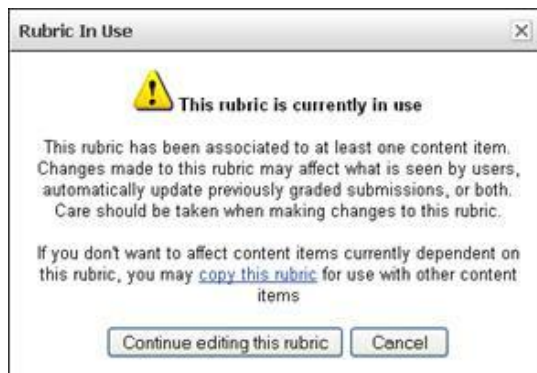
You can click a content item to view it or click the **Close** button to return to the Rubric Manager page.

6. Clicking the down arrow next to a rubric opens a rubric function menu with several actions you can take.




Note: Some function menu options are removed if a rubric is linked from a repository or has been used to grade at least one submission.

- **Edit.** Clicking this link takes you to Step 1 of the Edit Rubric Wizard. If the rubric is in use by a content item in your course, a warning message is displayed.



Click **Continue editing this rubric** if you still want to make changes to the rubric; you will be taken to the Edit Rubric Wizard. Click **Cancel** to leave the rubric as it is.

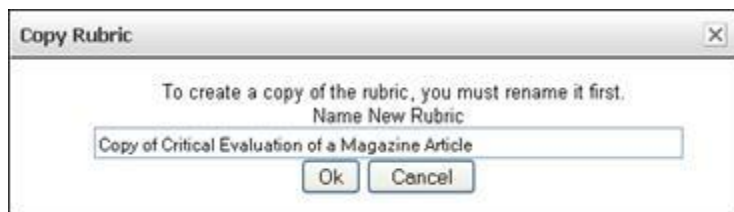
 **Caution:** Editing a rubric that is already in use can affect what is seen by users, automatically update previously graded submissions, or both. For these reasons, take care when making changes to rubrics that are already in use.

Note: You can make a copy of a rubric if you need to change it for use with a different content item.

- **Rename.** Clicking this option opens a dialog box in which you can rename your rubric.



- **Copy.** Clicking this option opens a dialog box in which you can give a new name to what will become a copy of your rubric, as shown in the following figure. (By default, "Copy of" is inserted in front of the previous rubric's name.)



- **Delete.** Clicking this option opens a confirmation dialog box. Clicking Ok deletes the rubric.

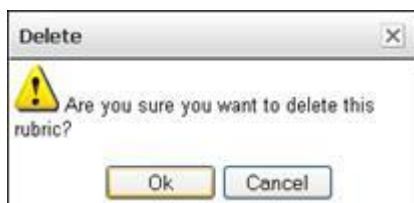


- **Preview & Print.** Clicking this option opens a preview of the rubric in a print-friendly format. Click the Print button to choose between printing from HTML or PDF.



- **Hide.** Clicking this option hides the rubric, which prevents it from being displayed in various other places in the course from which the rubric can be associated to content and question items.

7. **Delete selected rubric(s).** Clicking this button opens a confirmation dialog box. Clicking Ok deletes the rubric.



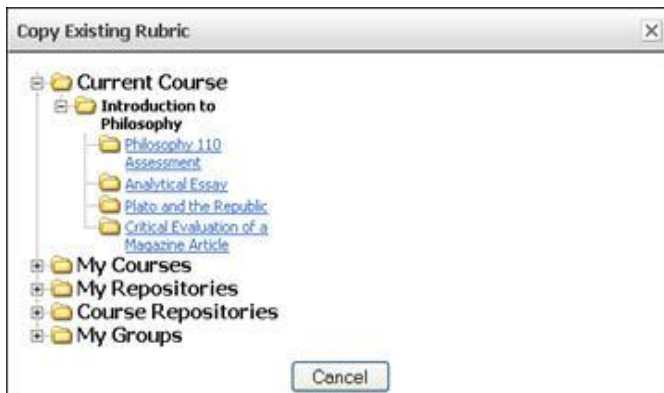
Creating a New Rubric

To create a new rubric, click the **Add** link on the Rubric Manager page. The Add Rubric dialog box is displayed.



Three options are displayed:

1. **Create new rubric.** Creates a new rubric from scratch.
2. **Copy existing rubric.** Opens the Copy Existing Rubric dialog box, which allows you to browse for a rubric in the other courses, repositories, and groups to which you have access. Click open folders as needed until you find the desired rubric, and click the rubric's name to copy the rubric.



3. **Link to existing rubric.** Opens the Link to Existing Rubric dialog box, which allows you to browse for a rubric in the repositories to which you have access. Click open folders as needed until you find the desired rubric, and click the rubric's name to create a link to it.



Should you create a new rubric, copy an existing rubric, or link to a rubric?

- **Creating a new rubric** is advisable when you need to develop a rubric specifically for one of your courses for the first time.
- **Copying a rubric** is useful when an existing rubric can be used as the basis for a slightly altered rubric that will be used for a slightly different purpose. When you copy a rubric, the new rubric is based on another rubric's settings, but it can be edited and deleted completely independently of the original.
- **Linking to a rubric** is a good idea when you are using a shared repository and (a) you want to benefit from any enhancements made to the rubric, or (b) you are required to link to the rubric for centralized reporting purposes.

⚠ Caution: Linking to a rubric can result in unexpected changes to the rubric's achievement and criteria weightings, or changes to the rubric's descriptors. (Only those who have access to modify the rubric can make these kinds of changes.) Changing a rubric after it has been used to grade student work could affect the grades received by students

Create Rubric Wizard (Step 1 of 3)

The process of creating a rubric is broken down into three steps. The first step provides several conveniences for speeding up the process of creating a rubric from scratch.

Create Rubric Wizard (step 1 of 3): Name, Rows & Columns
 Enter a rubric name and set up columns and rows for your rubric (you can change in step 2 if needed).

Rubric Settings

1 Rubric Name

Achievement Column Settings

2 Number of columns

3 Column Ordering Order low to high Order high to low

Column Weighting

1	2	3	4
0 %	33 %	67 %	100 %

4

5 Column Label
 Weights define the lowest score needed to attain an achievement level.

Criteria Row Settings

6 Enter rows Create blank criteria rows
 Create and align criteria rows from standards and objectives
[Select Standard\(s\)](#) [Select Objective\(s\)](#)

7 Row label

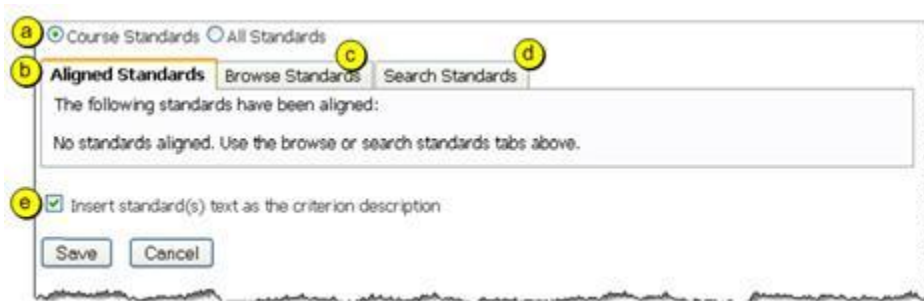
8

The elements of this page include the following:

1. **Rubric Name.** Enter the rubric's name.
2. **Number of columns.** The number of rubric columns (achievement levels). You can make changes to the number columns in Step 2 of the Create Rubric Wizard.
3. **Column Ordering.** Sets the order of columns—low to high, or high to low.
4. **Column Weighting.** Set the weight of each column with a value from 0–100%. Weights define the lowest score needed to attain an achievement level.
5. **Column Label.** If you want to use a label other than "Achievement Level" for the columns, enter it here.

6. **Enter rows.** There are two ways to create rows (criteria): by specifying a number of blank criteria rows or by choosing standards and/or objectives from which to create rows.

If you chose to create rows from standards and/or objectives, click the **Select Standard(s)** or **Select Objective(s)** link to make your selections.



a. Select **Course Standards** to see just the standards in your course, or select **All Standards** to see all standards available within ANGEL.

b. **Aligned Standards.** Displays the standards that have been aligned to the rubric.

c. **Browse Standards.** Displays the standards that are available for alignment. Browse to select the standards you want to align to the rubric.

d. **Search Standards.** Click this tab to search for standards to align to the rubric.

e. **Insert standard(s) text as the criterion description.** If this checkbox is selected, the text from the selected standard(s) will be used as the default text for a criterion row. (You can change this text in Step 2 of the Create Rubric Wizard.) If it is unchecked, the text from the standard(s) selected will *not* be used as the default text, but the standard will still be *aligned* to the criterion row.

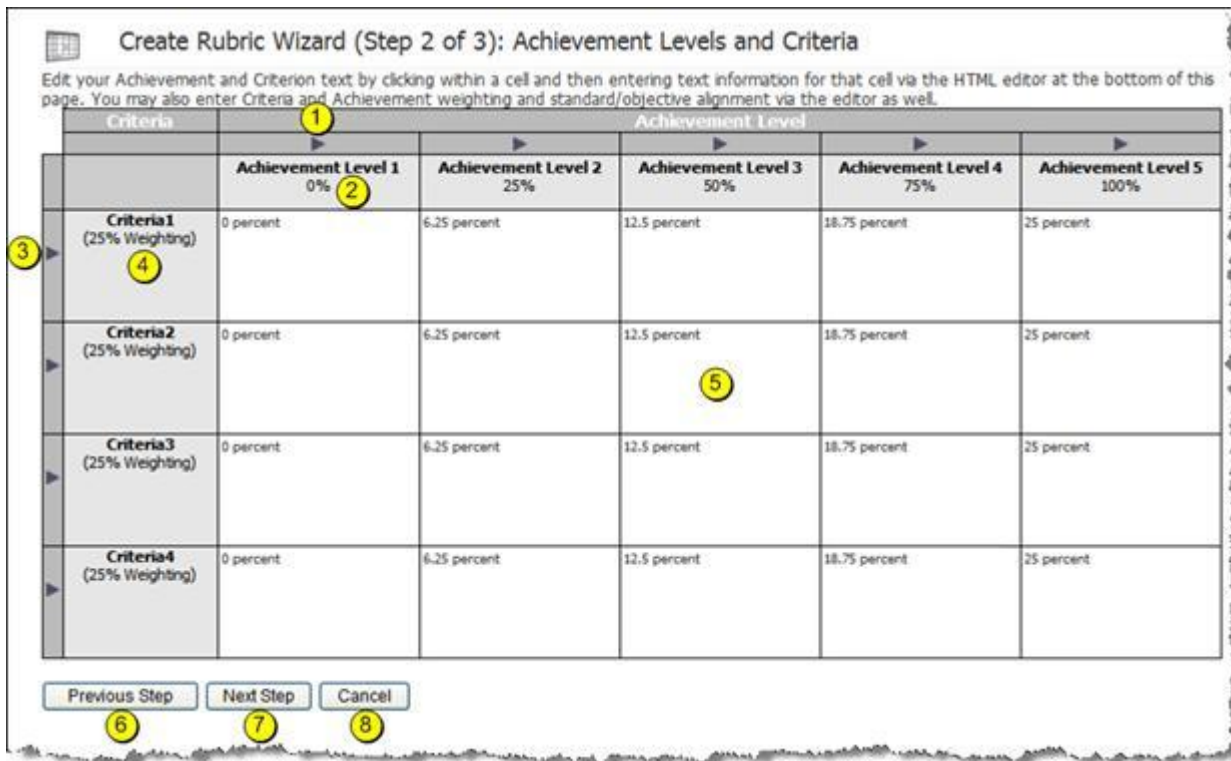
Note: When you select standards and/or objectives in Step 1 of the Create Rubric Wizard, one criterion row will be created per standard/objective selected.

7. **Row label.** If you want to use a label other than "Criteria" for the rows, enter it here.

8. **Next Step.** Click this button to apply your settings and go to the next step in the Create Rubric Wizard.

Create Rubric Wizard (Step 2 of 3)

In Step 2 of the Create Rubric Wizard you can enter the rubric's cell descriptors in addition to making other changes.



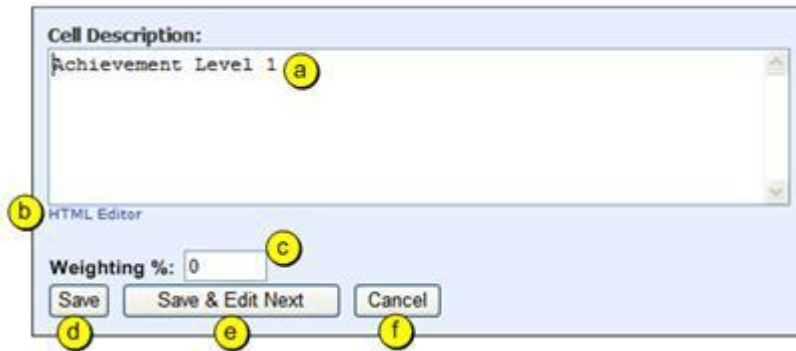
The elements of this page include the following:

1. **Achievement level function menu.** Clicking the triangle at the top of an achievement level column opens the **Modify Column** contextual menu containing several options that apply to the specified achievement level, as shown in the following figure.



- **Insert Before.** Adds a new column immediately to the left of the selected column.
- **Insert After.** Adds a new column immediately to the right of the selected column.
- **Delete.** Deletes the selected column.
- **Move Right/Move Left.** Moves the selected column right or left one position. If the selected column is the left- or rightmost column, only one of these two options will be displayed.

2. **Achievement level cell.** The achievement levels for the rubric are displayed as individual column headings. To modify the description or weighting of an achievement level, click anywhere inside the cell. The dialog box shown in the following figure is displayed.



- a. **Cell Description.** Enter the description of the achievement level.
- b. **HTML Editor.** Clicking this link changes the **Cell Description** area to use the HTML Editor. Note that once you have switched to using the HTML Editor, you cannot switch back to plain text.
- c. **Weighting %.** This textbox presents the weighting percentage that is used to define the lowest score needed to attain the specified achievement level. Enter a whole number between 0 and 100.

Note: Rubrics are created using percentages so that they may be used with multiple assignments or shared across courses or departments. Using percentages also allows rubrics to calculate a grade based on the point value of any manually graded assignment or assessment question.

- d. **Save.** Saves any changes made to the achievement level cell.
- e. **Save & Edit Next.** Saves any changes made to the achievement level cell and opens the editing window for the next cell to the right of the current cell.
- f. **Cancel.** Cancels any changes made to the achievement.

3. **Criterion function menu.** Clicking this icon opens the **Modify Row** contextual menu containing several options that apply to the selected criterion, as shown in the following figure.



- **Insert Above.** Adds a new row immediately above the selected row.
- **Insert After.** Adds a new row immediately below the selected row.
- **Delete.** Deletes the selected row.
- **Move Up/Move Down.** Moves the selected row up or down one position. If the selected row is the top or bottom row, only one of these two options will be displayed.

4. **Criterion row cell.** The criteria rows for the rubric are displayed as individual row headings. To modify the description or weighting of a criterion, click anywhere inside the cell. The window shown in the following figure is displayed.




- a. **Cell Description.** Enter the description of the criterion.
- b. **HTML Editor.** Clicking this link changes the **Cell Description** area to use the HTML Editor. Note that once you have switched to using the HTML Editor, you cannot switch back to plain text.
- c. **Align Standard(s).** Opens the Align Standards window.
- d. **Align Objective(s).** Opens the Align Objectives window.
- e. **Criterion Weighting %.** This textbox presents the weighting percentage that is used to define the weight of the selected criterion. The number entered here must be a whole number between 0 and 100. All criteria must total 100% before saving the rubric.

Note: Rubrics are created using percentages so that they may be used with multiple assignments or shared across courses or departments. Using percentages also allows rubrics to calculate a grade based on the point value of any manually graded assignment or assessment question.

- f. **Save.** Saves any changes made to the criterion cell.
- g. **Save & Edit Next.** Saves any changes made to the criterion cell and opens the editing window for the next cell below the current cell.
- h. **Cancel.** Cancels any changes made to the criterion cell.

5. **Descriptor cell.** At each intersection of an achievement level column and a criterion row is a descriptor cell, which is used to describe some of the qualities that are expected of a learner in order to achieve a specific performance level for a given criterion. The method of adding and editing the description is the same as described above for achievement levels and criteria.

6. **Previous Step.** Goes back to Step 1 of the wizard.

 **Caution:** Going back to Step 1 of the wizard results in the loss of all changes to the achievement levels, criteria, and descriptors.

7. **Next Step.** Goes to Step 3 of the wizard.

8. **Cancel.** Cancels all changes and returns to the Rubric Manager page.

Create Rubric Wizard (Step 3 of 3)

In Step 3 of the Create Rubric Wizard, you can review the entire rubric before saving it.

Create Rubric Wizard (Step 3 of 3): Review
Review your rubric. If it is OK, click the Save button. If you need to make changes, click the Previous button.

Criteria	Achievement Level			
	Poor 50%	Fair 70%	Good 80%	Outstanding 90%
Critical Evaluation (30% Weighting)	25 percent Paper demonstrates a poor level of Critical Evaluation and thinking about the evidence presented in the article. Article's argument is stated. Evidence not identified or evaluated. Conclusion is based personal opinion on topic.	35 percent Paper that demonstrates a fair level of Critical Evaluation and thinking about the evidence presented in the article.	40 percent Paper that demonstrates a good level of Critical Evaluation and thinking about the evidence presented in the article.	45 percent Paper that demonstrates outstanding level Critical Evaluation and thinking about the evidence presented in the article.
Content & Development (20% Weighting)	30 percent Content is incomplete. Major points are not clear and /or persuasive.	34 percent Content is not comprehensive and/or persuasive. Major points are either not addressed, but or not supported. Evidence is not well identified. Content is inconsistent with regard to purpose and clarity of thought.	36 percent Content is accurate, and persuasive, but not comprehensive. Major points are addressed, but not well supported. Content and purpose of the writing are clear.	38 percent Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Content and purpose of the writing are clear.
Organization & Structure (10% Weighting)	5 percent Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing. Paragraphs are disjointed and lack transition of thoughts.	7 percent Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.	8 percent Structure of the paper is easy to follow. Purpose statement indicates the purpose of the article; not the purpose of the assignment. Introduction provides limited background on the topic and major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.	9 percent Structure of the paper is clear and easy to follow. Purpose statement indicates the purpose of the memo, not the article. Introduction provides sufficient background on the topic and previews major points. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the evaluation of the evidence.
Format (10% Weighting)	5 percent Paper lacks many elements of correct Formatting. Citations and references are not provided. Paper is inadequate/excessive in length.	7 percent Paper follows most guidelines. Paper is over/ under word length.	8 percent Paper follows most guidelines. Citations and references are used, but not appropriately. Paper is the appropriate length as described for the assignment.	9 percent Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
Grammar, Punctuation & Spelling (10% Weighting)	5 percent Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	7 percent Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	8 percent For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise.	9 percent Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistency strong, varied structure.

1
2
3

The elements of this page include the following:

1. **Save.** Saves the rubric.
2. **Previous.** Returns to Step 2 of the wizard.
3. **Cancel.** Cancels all changes and returns to the Rubric Manager page.

Applying Grading Rubrics to Drop Boxes

Follow these steps to apply a grading rubric to a drop box:

1. Create a new drop box or edit an existing drop box by using the **Settings** menu.
2. Navigate to the **Assignment** tab of the drop box settings. The following figure is displayed (the highlighted region illustrates the relevant rubric settings).

Critical Evaluation of a Magazine Article

Settings: Normal Advanced

Content Access Submission Review Standards Objectives Automate **Assignment**

Milestone Settings

Task Type (None) ▾

Gradebook Settings

Assignment (None) ▾ Edit

Grading Rubric

Grading rubric: Critical Evaluation of a Magazine Article ▾ Preview

Display rubric to students before submission

Display rubric scores to students after submission

Supplementary Evaluation

Supplementary Rubric: No Supplementary Rubric In Use ▾ Preview

[Add Another Supplementary Rubric](#)

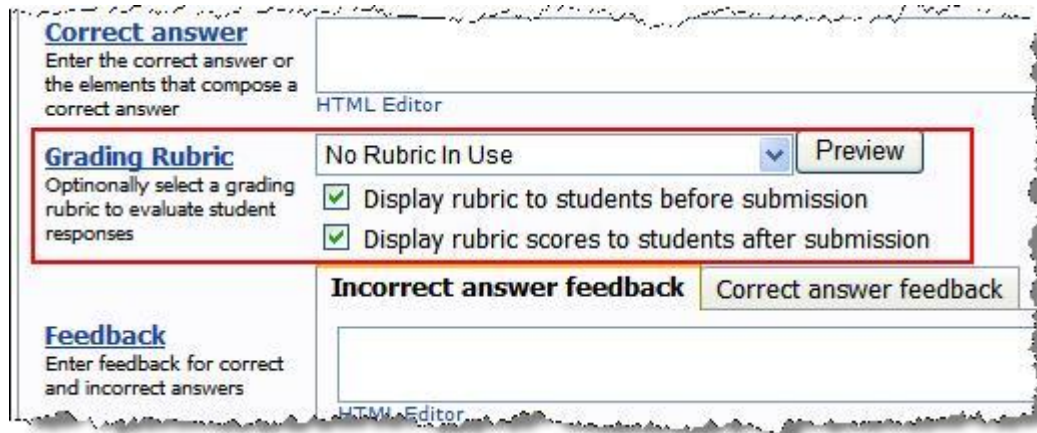
Save Cancel

3. Select a rubric for the drop box by clicking the **Grading Rubric** drop-down list. All the rubrics in the course's Rubric Manager are displayed. Once you've selected a rubric, you can preview it, if desired, by clicking the **Preview** button.
4. Uncheck **Display rubric to students before submission** if you do not want students to see the rubric before they make submissions to the drop box. This option is checked by default.
5. Uncheck **Display rubric scores to students after submission** if you do not want students to see the rubric scores after their drop box submission is graded. This option is checked by default.

Applying Grading Rubrics to Manually Graded Assessment Questions

Follow these steps to apply a grading rubric to a manually graded assessment question:

1. Create a new assessment or edit an existing assessment.
2. Add or edit an essay, short answer, or offline item question. On the resulting question editor page, a Grading Rubric section is displayed.



The screenshot shows a web interface for editing a question. It features several sections: 'Correct answer' with an HTML editor, 'Grading Rubric' (highlighted with a red box) containing a dropdown menu set to 'No Rubric In Use', a 'Preview' button, and two checked checkboxes for 'Display rubric to students before submission' and 'Display rubric scores to students after submission'; 'Incorrect answer feedback' and 'Correct answer feedback' tabs; and 'Feedback' with another HTML editor.

3. Select a rubric for the drop box by clicking the **Grading Rubric** drop-down menu. All the rubrics in the course's Rubric Manager are displayed. Once you've selected a rubric, you can preview it, if desired) by clicking the **Preview** button.
4. Uncheck **Display rubric to students before submission** if you do not want students to see the rubric before they make submissions to the drop box. This option is checked by default.
5. Uncheck **Display rubric scores to students after submission** if you do not want students to see the rubric scores after their drop box submission is graded. This option is checked by default.

Grading Drop Box Submissions with a Grading Rubric

After a learner submits a drop box or assessment with manually graded items, course instructors can evaluate these submissions by using the applied grading rubric. Follow these steps to grade a drop box submission:

1. Navigate to the drop box and the **Utilities > View, Grade, or Delete Submissions** page.
2. Click **Grade** for the submission you want to grade. The **Grade Submission** page appears.

Critical Evaluation of a Magazine Article
 Utilities > Submissions > Grade submission by Smith, Joe on 11/25/2008 9:01:46 AM

Grade
 points (100 max.) [Use Grading Rubric](#)

Remarks

Attachments
 Send as mail message to user

OK Cancel

My Critical Evaluation
 Submitted by Smith, Joe (jim_student99) On 11/25/2008 9:01:46 AM

Submitted Files
[Critical_Eval.doc \(24064 bytes\)](#)


3. Click the **Use Grading Rubric** link. The rubric scores are displayed.

Rubric Scores for Critical Evaluation of a Magazine Article
 100 Points Possible Blank scores will be counted as 0.

Score	Criteria	Achievement Level			
		Poor 50%	Fair 70%	Good 80%	Outstanding 100%
<input type="text"/> 30.0 MAX	Critical Evaluation	25.00 points Paper demonstrates a poor level of Critical Evaluation and thinking about the evidence presented in the article. Article's argument is stated.	35.00 points Paper that demonstrates a fair level of Critical Evaluation and thinking about the evidence presented in the article.	40.00 points Paper that demonstrates a good level of Critical Evaluation and thinking about the evidence presented in the article.	50.00 points Paper that demonstrates outstanding level Critical Evaluation and thinking about the evidence presented in the article.
<input type="text"/> 20.0 MAX	Content & Development	10.00 points Content is incomplete. Major points are not clear and /or persuasive.	14.00 points Content is not comprehensive and or persuasive. Major points are either not addressed, but or not supported. Evidence is not well identified.	16.00 points Content is accurate, and persuasive, but not comprehensive. Major points are addressed, but not well supported.	20.00 points Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Content and purpose of the writing are clear.
<input type="text"/> 10.0 MAX	Organization & Structure	5.00 points Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing.	7.00 points Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement.	8.00 points Structure of the paper is easy to follow. Purpose statement indicates the purpose of the article; not the purpose of the assignment.	10.00 points Structure of the paper is clear and easy to follow. Purpose statement indicates the purpose of the memo, not the article.
<input type="text"/> 10.0 MAX	Format	5.00 points Paper lacks many elements of correct formatting. Citations and references are not provided.	7.00 points Paper follows most guidelines. Paper is over/ under word length.	8.00 points Paper follows most guidelines. Citations and references are used, but not appropriately. Paper is the appropriate length as described for the assignment.	10.00 points Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
<input type="text"/> 10.0 MAX	Grammar, Punctuation & Spelling	5.00 points Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	7.00 points Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	8.00 points For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise.	10.00 points Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Total Points (100.0 points max)

- a. **Achievement levels.** Click the appropriate achievement level cell for each criterion.
- b. **Criteria scores.** As you click achievement level cells, a running tally of criteria scores is maintained. You can manually override the value in the score textbox to fine-tune your grading.
- c. **Total Points.** The total number of points awarded is tallied.
- d. **Save.** When finished, click the **Save** button.

 **Caution:** After saving, the rubric scores will be stored provisionally. A submission grade is not stored to the system until you return to the **Grade Submission** page and click **OK**. (See below.)

- e. **Cancel.** To cancel your changes, click **Cancel**.

After you save rubric scores, the **Grade Submission** page is displayed again, reflecting the scores.



4. If you want to change the results, choose one of the following options:
 - Click **Edit Rubric Scores** to make changes to the rubric scores applied.
 - Click **Clear rubric score** to remove all rubric scores and activate the Grade textbox.
5. When ready, click the **OK** button to save the submission grade.

Grading Essay, Short Answer, and Offline Item Assessment Questions with a Grading Rubric

After a learner submits an assessment with manually graded items (essay, short answer, or offline item), course instructors can evaluate these submissions using the grading rubric applied. Follow these steps to grade a manually graded assessment question:

1. Navigate to the assessment and open the **Utilities > View, Grade, or Delete Submissions** or **Grade by Question** page. The grade by question interface is shown in the following figure.

Midterm

View submissions: 25 View student names View answer text

Question Text
In Plato's *Phaedo*, Socrates presents an argument for the existence of the soul, and its immortality. Pick one of Socrates's major points in defence of this position, and critically argue for or against its validity.

Answer Text

Response
Socrates proves the immortality of the soul for the reason that the cause of life can never be dead. There is no possibility for a dead soul, and hence the soul is immortal. None of his interlocutors can find any reason to object. However, while the argument is in fact valid, it may still be criticized as unsound, for it is based upon a premise that has yet to be conclusively shown to be true, but Socrates and those present during the final hours of his life accept the argument.

Score 10 points max
[Use Grading rubric](#)

Comments

1 ungraded responses

2. Click the **Use Grading rubric** link. The rubric scores are displayed.

Rubric Scores for Essay Question


10 Points Possible Blank scores will be counted as 0.

Score	Criteria	Achievement Level			
		Poor 50%	Fair 70%	Good 80%	Outstanding 100%
<input type="text"/> 5.0 max	Critical Evaluation	2.50 points Paper demonstrates a poor level of Critical Evaluation and thinking about the evidence presented in the article. Article's argument is stated.	3.50 points Paper that demonstrates a fair level of Critical Evaluation and thinking about the evidence presented in the article.	4.00 points Paper that demonstrates a good level of Critical Evaluation and thinking about the evidence presented in the article.	5.0 points Paper that demonstrates outstanding level Critical Evaluation and thinking about the evidence presented in the article.
<input type="text"/> 2.0 max	Content & Development	1.00 points Content is incomplete. Major points are not clear and/or persuasive.	1.40 points Content is not comprehensive and/or persuasive. Major points are either not addressed, but or not supported. Evidence is not well identified.	1.60 points Content is accurate, and persuasive, but not comprehensive. Major points are addressed, but not well supported.	2.0 points Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Content and purpose of the writing are clear.
<input type="text"/> 1.0 max	Organization & Structure	0.50 points Organization and structure detract from the message of the writer. Introduction and/or conclusion is missing.	0.70 points Structure of the paper is not easy to follow. Introduction is missing or, if provided, does not preview major points. Paragraph transitions need improvement.	0.80 points Structure of the paper is easy to follow. Purpose statement indicates the purpose of the article; not the purpose of the assignment.	1.0 points Structure of the paper is clear and easy to follow. Purpose statement indicates the purpose of the memo, not the article.
<input type="text"/> 1.0 max	Format	0.50 points Paper lacks many elements of correct formatting. Citations and references are not provided.	0.70 points Paper follows most guidelines. Paper is over/ under word length.	0.80 points Paper follows most guidelines. Citations and references are used, but not appropriately. Paper is the appropriate length as described for the assignment.	1.0 points Paper follows designated guidelines. Citations and references are used appropriately. Paper is the appropriate length as described for the assignment.
<input type="text"/> 1.0 max	Grammar, Punctuation & Spelling	0.50 points Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	0.70 points Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	0.80 points For the most part, rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise.	1.0 points Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.

Total Points (10.0 points max)

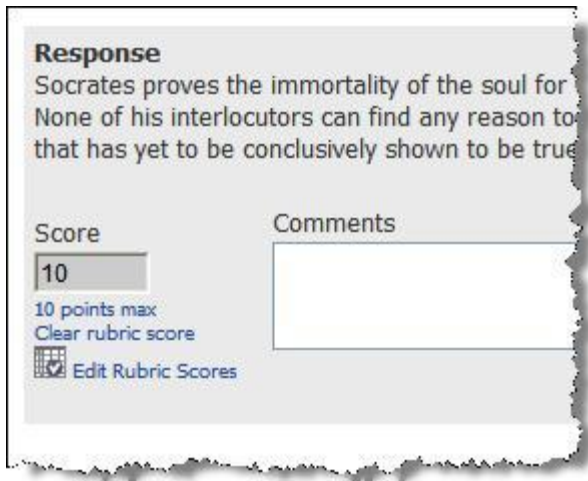
- a. **Achievement levels.** Click the appropriate achievement level cell for each criterion.

- b. **Criteria scores.** As you click achievement level cells, a running tally of criteria scores is maintained. You can manually override the value in the score textbox to fine-tune your grading.
- c. **Total Points.** The total number of points awarded is tallied.
- d. **Save.** When finished, click the **Save** button.

 **Caution:** After saving, the rubric scores will be stored provisionally. A submission grade is not stored to the system until you return to the **Grade By Question** page and click **OK**.

- e. **Cancel.** To cancel your changes, click **Cancel**.

After you save rubric scores, the **Grade by Question** page is displayed again, reflecting the rubric scores.



Response
Socrates proves the immortality of the soul for
None of his interlocutors can find any reason to
that has yet to be conclusively shown to be true

Score
10

Comments

10 points max
Clear rubric score
Edit Rubric Scores

- 3. If you want to change the results, choose one of the following options:
 - Click **Edit Rubric Scores** to make changes to the rubric scores applied.
 - Click **Clear rubric score** to remove all rubric scores and activate the Grade textbox.
- 4. When ready, click the **Continue** button to save the submission grades.