



Creating Analytic No Score (text only) Rubrics in D2L – D2L Tutorial

This tutorial is for faculty who have previous experience using the **Rubrics** tool in D2L. For further information, please contact desupport@camosun.ca for assistance.

Scenario

This tutorial will cover the steps involved with creating basic Analytic No Score, or text only, rubrics in D2L. **We recommend that before creating a D2L rubric, you have your rubric's criteria, levels, and feedback already figured out and written down in a word document or on paper.**

Steps

1. Go to the **Rubrics** tool in your course. If you don't see **Rubrics** on your **My Tools** drop-down menu, you will find it in the **Edit Course** area.
2. Click **New Rubric**. The Rubric creation area will open. If you see a note saying "Welcome to the new rubric creation experience!" click **Leave it on**.

Training Course 03 Course Home My Tools My Media Course Media Edit Course

Rubrics

[Help](#)

New Rubric

Rubrics available to this org unit are listed below. The Status column indicates the status of each rubric and affects how it can be used. [What is a rubric status?](#)

Search For... [Show Search Options](#)

<input type="checkbox"/>	Name ▲	Description	Type	Scoring Method	Status
<input type="checkbox"/>					

20 per page



- Give your rubric a **Name**. Note that a rubric can be used for multiple assessments, so you don't have to name it after a specific assessment (for example, "Assignment 1 Rubric") unless that works for you. Select the **Type** of rubric you wish to create, and the **Scoring** you wish the rubric to have. For this tutorial, we are selecting **Analytic** and **Points**. Note that you can change these settings at any point – the rubric will adjust to the new Type or Scoring. This is handy if you would like to see different options before committing to one particular type of rubric

The screenshot shows the 'Edit Rubric' interface. At the top, there is a 'Name*' field containing 'Analyzing a Primary Source (no score)'. Below this, there are two dropdown menus: 'Type: Analytic' and 'Scoring: No Score'. A red box highlights the 'Scoring' dropdown, which is open, showing options: 'No Score' (checked), 'Points', and 'Custom Points'. Red arrows point to the 'Name' field and the 'Points' option. Below the dropdowns is a table with columns for 'Adequate', 'Minimal', and 'Attempted'. The table contains two rows of criteria, each with an 'Initial Feedback' section below it.

		Adequate	Minimal	Attempted	
Analysis of L	with analysis of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others.	Offers accurate analysis of the document.	Demonstrates only a minimal understanding of the document.	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document.	
Initial Feedback					
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written.	Uses previous general historical knowledge to examine issues included in document.	Limited use of historical knowledge without complete accuracy.	Barely indicates any previous historical knowledge.	
Initial Feedback					



4. Fill in your **Criteria** and **Levels**. The **Criteria** (rows in the table) are WHAT you are grading, for example, “Analysis of Document”, “Knowledge of Historical Context”, etc. The **Levels** (columns in the table) are HOW you are grading them for points, for example, Exemplary, Adequate, Minimal, Minimal. You can add Criteria by clicking **+ Add Criterion**, or add Levels by clicking the **+** at the right or left of the Levels row.

Name*
Analyzing a Primary Source (no score)

Type: Analytic | Scoring: No Score | Reverse Level Order

	Exemplary	Adequate	Minimal	Attempted	
<div style="text-align: right;">+</div> Analysis of Document Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others. Initial Feedback	Offers accurate analysis of the document.	Demonstrates only a minimal understanding of the document.	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document.		+
Knowledge of Historical Context Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written. Initial Feedback	Uses previous general historical knowledge to examine issues included in document.	Limited use of historical knowledge without complete accuracy.	Barely indicates any previous historical knowledge.		
Identification of Key Issues/Main Points Identifies the key issues and main points included in the primary source; shows understanding of author's goal(s). Initial Feedback	Identifies most but not all of the key issues and main points in the primary source.	Describes in general terms one issue or concept included in the primary source.	Deals only briefly and vaguely with the key issues and main points in the document.		
+ Add Criterion					



- In the boxes under the **Levels**, add text describing, for example, what an “Exemplary” level of criterion “Analysis of Document” looks like. To add text, click in the box and start typing. Having all this outlined in a document before creating the D2L Rubric will make this process easier than figuring it out on the fly.

Edit Rubric ✓ Saved Status: Published

Name*
Analyzing a Primary Source (no score)

Type: Analytic Scoring: No Score Reverse Level Order

	Exemplary	Adequate	Minimal	Attempted
Analysis of Document	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others.	Offers accurate analysis of the document.	Demonstrates only a minimal understanding of the document.	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document.
	Initial Feedback			
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written.	Uses previous general historical knowledge to examine issues included in document.	Limited use of historical knowledge without complete accuracy.	Barely indicates any previous historical knowledge.
	Initial Feedback			

- The **Initial Feedback** is what students will see in the graded rubric if that level has been selected for that criteria. This field is important because, although you can add feedback on the fly when grading a rubric, that criteria/level information field is not always read by screen readers for students with accessibility needs. Therefore, we recommend using this Initial Feedback field for repeating in some way, for example, the information that explains what Exemplary, etc. looks like for Analysis of Document.

Edit Rubric ✓ Saved Status: Published

Name*
Analyzing a Primary Source (no score)

Type: Analytic Scoring: No Score Reverse Level Order

	Exemplary	Adequate	Minimal	Attempted
Analysis of Document	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others.	Offers accurate analysis of the document.	Demonstrates only a minimal understanding of the document.	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document.
	Initial Feedback			
	This is an excellent example of an in-depth analysis.	This analysis, while accurate, needs additional clarification.	You need to review the content on analyzing a primary source.	You have not provided an analysis of the document.
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written.	Uses previous general historical knowledge to examine issues included in document.	Limited use of historical knowledge without complete accuracy.	Barely indicates any previous historical knowledge.



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7. **Criteria Group** options – Criteria groups allow you to break a larger Criterion into smaller chunks for grading separately. For example, breaking up the “Identification” criterion into two separate criteria.

The screenshot shows a rubric editor interface. At the top, there is a '+ Add Criterion' button. Below it, a table structure is visible with columns for achievement levels: Exemplary, Adequate, Minimal, and Attempted. A criterion named 'Identificati...' is highlighted with a red box. Red arrows point from this box to a '+ Add Criteria Group' button at the bottom left. Below the button, two new rows are added under the 'Identificati...' criterion, labeled 'Identification of Key Issues' and 'Identification of Main Arguments'. Each of these new rows has its own 'Initial Feedback' section. The table also includes trash icons for each cell and a '+ Add Criterion' button at the bottom right.

8. The **Overall Score** gives a rubric an overall Level based on the overall “score”. Add additional feedback here as needed. NOTE: **No Score** Rubrics do NOT send a score to the Grades tool.

The screenshot shows the 'Overall Score' section of a rubric editor. A red arrow points from the 'Add Criteria Group' button to the 'Overall Score' section. The 'Overall Score' section is highlighted with a red box and contains the following text: 'Overall Score' and 'Each submission is assigned a level of achievement based on its overall rubric score.' Below this text is a table with columns for achievement levels: Exemplary, Adequate, Minimal, and Attempted. The 'Exemplary' cell contains the text 'An exemplary example of an analysis'. The table also includes trash icons for each cell and '+' buttons on the left and right sides.



9. Click on **Options**. In this section, you can control the **Visibility**, **Description**, and **Advanced Availability** for your rubric.

Visibility settings determine whether the rubric and scores are visible to students.

Description is for your personal reference – students do not see it.

Advanced Availability determines if your rubrics can be connected to activities (Assignments, Grades, Discussions) in D2L. You must check off **Competencies** to allow your rubrics to be attached to activities.

Options ▼

Rubric Visibility

Rubric is visible to students

Rubric is hidden from students

Rubric is hidden from students until feedback is published

Score Visibility

Hide scores from students

Description

Add a description for your personal reference. It will not be shared with students

Advanced Availability

Allow new associations in

Competencies

ePortfolio

[What are associations?](#)

Close



10. As you add to the Rubric, your changes will be saved automatically. Click **Close** when finished.

The screenshot shows the 'Edit Rubric' interface. At the top, there is a 'Name*' field containing 'Analyzing a Primary Source (no score)'. Below this, there are dropdown menus for 'Type: Analytic', 'Scoring: No Score', and a 'Reverse Level Order' toggle. The main part of the interface is a table with columns for 'Criteria', 'Exemplary', 'Adequate', 'Minimal', and 'Attempted'. The table contains two rows of criteria: 'Analysis of Document' and 'Knowledge of Historical Context'. Each row has a description of the criterion and an 'Initial Feedback' section. At the bottom left, there is a 'Close' button. A red arrow points from the 'Close' button to the 'Saved' status indicator at the top right.

Criteria	Exemplary	Adequate	Minimal	Attempted
Analysis of Document	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others.	Offers accurate analysis of the document.	Demonstrates only a minimal understanding of the document.	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document.
Initial Feedback				
	This is an excellent example of an in-depth analysis.	This analysis, while accurate, needs additional clarification.	You need to review the content on analyzing a primary source.	You have not provided an analysis of the document.
Knowledge of Historical Context	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written.	Uses previous general historical knowledge to examine issues included in document.	Limited use of historical knowledge without complete accuracy.	Barely indicates any previous historical knowledge.
Initial Feedback				

Things to Remember

You can change the status of your rubric. The default is **Published**, but if you would like to keep the rubric invisible to students (for example, if the Rubrics tool is on your navbar), set it as **Draft**. You can also set the status to **Archive**, for example if you want to keep an older version of a rubric you have updated. **Note that only a Published rubric can be attached to an activity, and a rubric that has been attached to an activity can NOT be deleted.**

The screenshot shows the 'Edit Rubric' interface with the status dropdown menu open. The dropdown menu has three options: 'Published' (selected), 'Archived', and 'Draft'. A red arrow points from the 'Status: Published' dropdown to the 'Close' button at the bottom left.



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