

Use a Rubric with a Grade Column

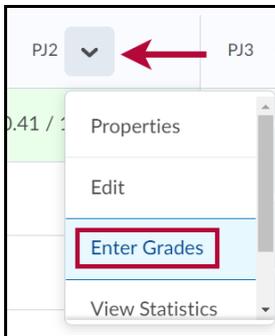
Last Modified on 04/16/2021 12:19 pm CDT

Rubrics may be tied directly to a Grade item (gradebook column) for manually graded assignments where no connection to a D2L tool exists, such as a face-to-face assignment. Students are not able to see the rubric before it is graded. If you want students to use the rubric as a guide for their work, you will need to provide it for them; however, they can see the rubric score and feedback via Grades once it is complete.

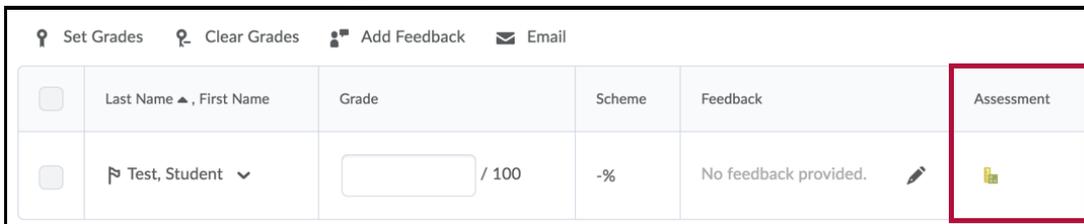
See [Connect a Rubric to a Grade Column](https://vtac.lonestar.edu/help/a258)(https://vtac.lonestar.edu/help/a258) for information about connecting a rubric to a grade column.

Grading a Rubric Associated with a Grade Item

1. Click **Grades** in the navbar.
2. Select the **Enter Grades** tab.
3. Locate the grade item, then select **Grade All** from the context menu next to it.



4. Click the **Rubrics tool icon** () in the Assessment column.



5. Complete the rubric.
 - o Click the squares to select points to award for each criterion.
 - o Click **Add Feedback** to enter notes and feedback for the student.
 - o Adjust points value for each criterion by clicking the points value and inputting the adjusted score if desired.

Week 5 Self Eval with GRIT - [REDACTED] ×

Weekly Clinical Self Evaluations with GRIT

	Level 3 25 POINTS	Level 2 12.5 POINTS	Level 1 0 POINTS
Growth 25 / 25 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FEEDBACK	Clearly identifies one example of growth/learning/enhancement of knowledge that took place in clinical this week with supporting details. No spelling or grammatical errors.	Vague identification of one example of growth/learning/enhancement of knowledge that took place in clinical this week with supporting details and/or spelling/grammatical errors.	No identification of growth/learning/enhancement of knowledge that took place in clinical this week.
Resilience 12.5 / 25 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FEEDBACK	Clearly identifies one area needing improvement with supporting details. No spelling or grammatical errors.	Vague identification of one area needing improvement and/or spelling/grammar errors.	No identification of area needing improvement.
Instinct 12.5 / 25 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FEEDBACK	Clearly states a realistic, short-term, applicable personal goal based on the identified area needing improvement. No spelling or grammar errors.	Goal stated based on the area needing improvement is either not realistic or not applicable and/or spelling/grammar errors.	No goal identified.
Tenacity 25 / 25 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FEEDBACK	Clear, concrete plan presented to meet the stated goal. No spelling, grammar errors. Evidence of acknowledgement of and effort seen to resolve area needing improvement in clinical setting.	Vague plan presented to meet the stated goal and/or spelling/grammar errors and/or no evidence of acknowledgement of or effort seen to resolve area needing improvement in clinical setting.	No plan presented.
Overall Score			
75 / 100 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> FEEDBACK	Satisfactory 75 OR MORE	Needs Improvement 50 OR MORE	Unsatisfactory 0 OR MORE

- Click **Save** to save your scores and feedback. Click **Publish** to send the grades and feedback to the gradebook.