

Adding Additional Criteria to a Core Rubric

UH Office of Institutional Effectiveness 2024

1. Open the assignment you want to use.
2. Scroll to the bottom and click **+Rubric.**

Rubric Practice- Competency 3 [▲]

Published Assign To Edit ⋮

Student Sample 3

Musetta's Waltz - The song evokes a strong longing emotion. It has a graceful start, where it sounds clear but simple. In the beginning, it is very slow, around adagio, but speeds up, to moderato, as the song plays, a crescendo. It switches from graceful and fluttery to a grand and regal style. In the latter half all of the instruments play together to blow listener away and has great impact. It includes instruments such as trumpets, clarinet, flutes, horns, etc.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system basic organization and presentation.

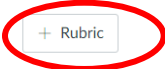
Focus and thoughts:

This competency may benefit from discussions among the professors about what formal or informal rules your discipline might expect to be demonstrated. Certainly different fields of study require specific conventions to be illustrated and to the extent you can communicate this to your students is crucial. Notice the range of performance goes from the inclusion of formatting and stylistic choices to an attempt to use a consistent system for organization and presentation.

Points 0

Submitting a text entry box

Due	For	Available from	Until
-	Everyone	Feb 1 at 12am	May 31 at 11:59pm



3. Click **Find a Rubric** on the right.

Points 0
Submitting a text entry box

Due	For	Available from	Until
-	Everyone	Feb 1 at 12am	May 31 at 11:59pm

Title: [Find a Rubric](#)

Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 pts Full Marks	0 pts No Marks
		<input type="text" value="5"/> pts

+ [Criterion](#) [Find Outcome](#) Total Points: 5

I'll write free-form comments when assessing students

Scroll to University of Houston, choose the Core rubric for this assessment.

Find Existing Rubric ×

Calculus with Applications 8 rubrics	Civic Engagement Rubric 6 criteria 0 points possible	Civic Engagement Rubric
CCT1000 195574 - DEV:	Option2 Rubric 6 criteria 0 points possible	
Core Curriculum Training 1 rubrics	Oral Communication Rubric 5 criteria 0 points possible	
CCT1000 196819F - Core Curriculum Training 3 rubrics	Teamwork Rubric 5 criteria 0 points possible	
SHELL1000 190053S - Koen DEV Shell 2 rubrics	Written Communication Rubric	
University of Houston 5 rubrics		

Criteria	Assessment
1.0 Civic Engagement Competency	Capstone4- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. Milestone3- Reflects on how own attitudes and beliefs are different

[Use This Rubric](#)

4. Click **Use This Rubric**.

5. Click the pencil icon – it will tell you that you can't edit the Core rubric (Click ok) BUT...

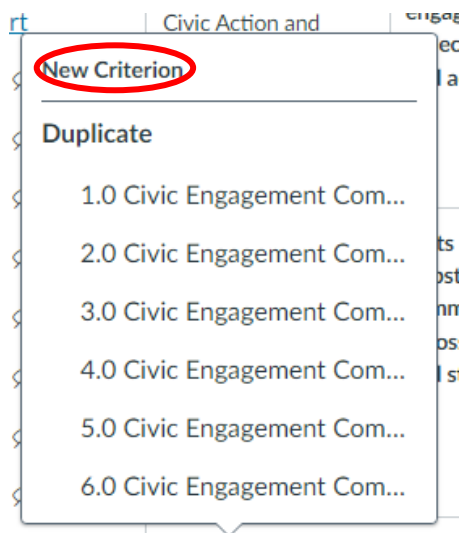
Civic Engagement Rubric						
Criteria	Ratings					Pts
1.0 Civic Engagement Competency Diversity of Communities and Cultures threshold: 2 pts	4 pts Capstone4- Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	3 pts Milestone3- Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	2 pts Milestone2- Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	1 pts Benchmark1- Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	0 pts No Evidence	--
2.0 Civic Engagement Competency Analysis of	4 pts Capstone4- Connects and extends knowledge (facts, theories, etc.) from one's own academic	3 pts Milestone3- Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline	2 pts Milestone2- Begins to connect knowledge (facts, theories, etc.) from one's own academic	1 pts Benchmark1- Begins to identify knowledge (facts, theories, etc.) from one's own	0 pts No Evidence	

Scroll to the bottom of the rubric.

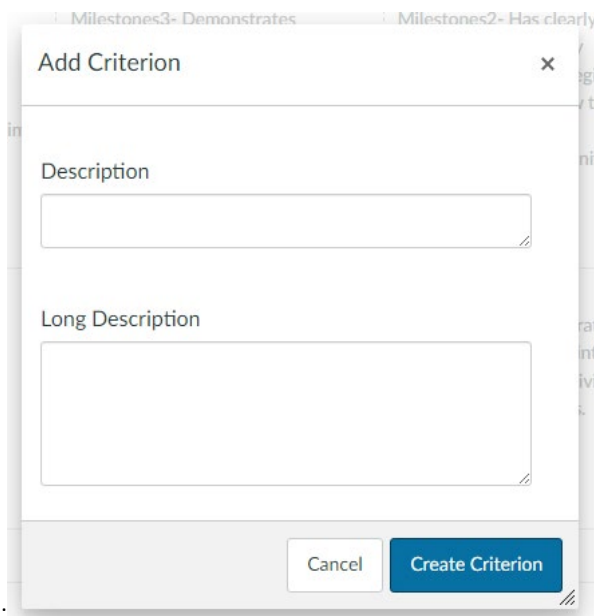
6. Click **+Criterion** on the bottom left.

Engagement Competency Civic Action and Reflection threshold: 2 pts	experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Evidence	4 pts
6.0 Civic Engagement Competency Civic Contexts/Structures threshold: 2 pts	4 pts Capstone4- Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	3 pts Milestones3- Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	2 pts Milestones2- Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	1 pts Benchmark1- Experiments with civic contexts and structures, tries out a few to see what fits.	0 pts No Evidence	4 pts
<div style="display: flex; justify-content: space-between; align-items: center;"> + Criterion Find Outcome Total Points: 0 </div>						
<input type="checkbox"/> I'll write free-form comments when assessing students <input type="checkbox"/> Remove points from rubric <input type="checkbox"/> Don't post Outcomes results to Learning Mastery Gradebook <input type="checkbox"/> Use this rubric for assignment grading <input type="checkbox"/> Hide score total for assessment results						
<div style="display: flex; justify-content: space-between;"> Cancel Update Rubric </div>						

7. Click **New Criterion**.



A window opens to allow you to manually enter the competency you want. You will have to name it and write a short description.



8. Click **Create Criterion**.

Your new criterion will appear at the bottom of the rubric.

9. Click the **pencil icon** in the first performance level box.

<p>Critical thinking Student is able to identify important information in a civic communication. Range <input type="checkbox"/></p>	<p>5 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>5 pts</p>
<p>+ Criteria - End Outcome</p>			<p>Total Points: 5</p>

Now you can change the rating score, title, and description if you wish. These can match your original rubric or the performance levels on the Core rubric, or something else.

Edit Rating ×

Critical thinking

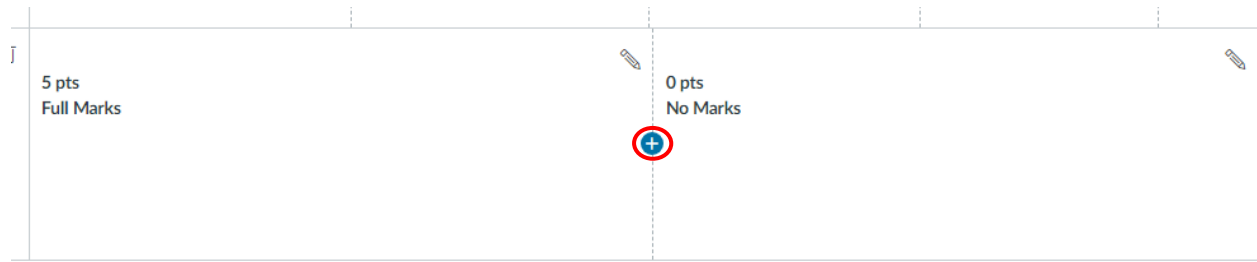
Rating Score
 pts

Rating Title

Rating Description

10. Click **Update Rating**.

11. Click the  to add the performance levels you want.

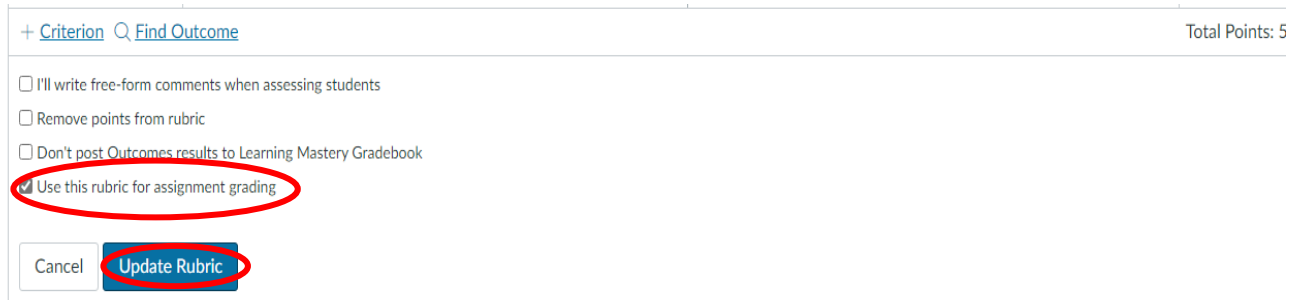


Again you can change the rating score, title, and description as needed.

12. Click **Update Rating** after each addition.

13. Click the box for "**Use this rubric for assignment grading**".

14. Click **Update Rubric**.

A screenshot of a rubric settings dialog box. The dialog box has a title bar with "+ Criterion" and "Find Outcome" on the left, and "Total Points: 5" on the right. Below the title bar, there are four checkboxes:

- I'll write free-form comments when assessing students
- Remove points from rubric
- Don't post Outcomes results to Learning Mastery Gradebook
- Use this rubric for assignment grading

The "Use this rubric for assignment grading" checkbox is circled in red. At the bottom of the dialog box, there are two buttons: "Cancel" and "Update Rubric". The "Update Rubric" button is also circled in red.

Now your rubric with additional criteria is ready for use with SpeedGrader.