



**MEASURING
AND
TRACKING
OUTCOMES
IN CANVAS**



RUBRICS IN CANVAS

BUILDING RUBRICS

STEPS IN BUILDING A RUBRIC

These steps are based on guidelines from the University of West Florida Center for University Teaching, Learning, and Assessment and work by Deandra Little of UVA.¹

1. Determine the elements or criteria that will be used to evaluate the work. (*Performance Elements*)

- List all of the criteria or traits that must be present in the student's work to ensure that it is high in quality.
 - OR
- Describe the major attributes of the work that will contribute to the overall evaluation.

2. Identify the difference between good work and weaker work. (*Performance Levels*)

- Use 3-5 levels. (See examples below.)

3. Describe the procedures used for making judgments (or assigning scores). (*Descriptors*)

- Write clear descriptions of the types of work that will be assigned to each category or level of achievement. These descriptions will help users apply the rubric consistently over time, increasing the reliability and perceived fairness of the evaluation process. Use:
 - Descriptions of the general characteristics of work assigned to each level of quality.
 - OR
 - Specific, concrete examples or telltale signs of what to look for at each level of performance.

Simple Grading Rubric

Criterion	Task	Level of Performance			Score
History Research Paper Rubric					
Criteria		Excellent	Good	Poor	
		3	2	1	
<i>Number of sources</i>	Ten to twelve	Five to nine	One to four		
<i>Historical accuracy</i>	No apparent inaccuracies	Few inaccuracies	Lots of historical inaccuracies		
<i>Organization</i>	Can easily tell from which sources information was drawn	Can tell with difficulty from where information came	Cannot tell from which source information came		
<i>Bibliography</i>	All relevant bibliographic information is included	Bibliography contains most relevant information	Bibliography contains very little information		

Descriptor

THE LANGUAGE OF RUBRICS



Standard:	Exceeds Standard 3 points	Meets Standard 2 points	Approaches Standard 1 point	Does Not Meet Standard 0 points
Prepares thoughtful and concise response to the Discussion Forum topic.	N/A	Posts are clearly written, easy to read and respond directly to the Discussion topic.	Posts are inconsistent—sometimes difficult to read or substantially off the Discussion topic.	Posts are poorly written, difficult to follow and do not address Discussion topic.
Contributes thoughtful responses to others' posts.	Posts are insightful and encourage other to reply.	Posts are insightful and responsive to developments in the forum.	Posts may be interesting but not terribly responsive to others' posts or questions.	Does not further the discussion in any substantial manner.
Makes connections between theory, life experience and, where possible, experience with the class exercises.	N/A	Demonstrates an understanding of the reading by the end of the forum and makes connections between theory and practical experience.	Misses some key understandings of the reading material by the end of the forum, or provides little connection between theory and practice.	Demonstrates little understanding of reading material by the end of the forum.
Participates throughout the duration of the Discussion Forum.	Posts on first day of Forum. Contributes 3 out of 4 days and meets minimum posting requirements	Contributes 3 out of 4 days and meets minimum posting requirements-meets standard.	Monitors the forum regularly and contributes 2 out of 4 days.	Does not monitor forum throughout its duration and contributes sparingly.

Scales that can be used to denote performance levels:

(1) Beginning; (2) Fundamental; (3) Practicing; (4) Inspiring (from David Dirlam)

(1) Unacceptable; (2) Developing; (3) Acceptable; (4) Exemplary

(1) Novice; (2) Developing; (3) Proficient; (4) Expert

(1) Rarely; (2) Sometimes; (3) Often; (4) Always (for behavioral elements)

(1) Does Not Meet Standard; (2) Approaches Standard; (3) Meets Standard; (4) Exceeds Standard

(1) Not Evident; (2) Developing; (3) Competent; (4) Masterful



Scoring rubric for participation in an online discussion session.



Rubric to evaluate critical thinking/analysis assignment

	Absent or incipient 1	Developing 2	Proficient 3	Mastery 4
Provides Evidence	The essay provides little evidence. Many sources may be irrelevant to the argument.	The essay provides insufficient evidence. Some sources may be irrelevant to the argument.	The essay provides specific, appropriate and adequate evidence in support of the argument.	The essay provides comprehensive and compelling evidence in support of a convincing overall argument.
Critical Analysis	Logical inconsistencies in the evidence are ignored, and/or conclusions do not follow from the evidence presented, or are missing entirely.	Analysis of evidence, or explanation of how the evidence supports the argument, is missing in part.	Evidence is critically analyzed and related to the argument. Conclusions follow logically from the evidence presented.	Range of evidence is extensive, and the evidence is thoroughly evaluated.

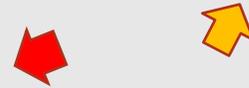
Rubric Design Resources

- AAC&U's [VALUE Rubrics \(Links to an external site.\)](#)
- Depaul University Teaching Commons, [Rubric Types \(Links to an external site.\)](#)
- Maryland Institute College of Art [Rubric Guide \(Links to an external site.\)](#)
- Jay McTighe, [Developing and Using Quality Rubrics to Evaluate and Improve Student Performance \(Links to an external site.\)](#), 2016
- John Mueller, [Authentic Assessment Toolbox \(Links to an external site.\)](#) (step-by-step web guide to building rubrics)
- Northern Illinois University, Faculty Development and Instructional Design Center [Rubric Guide \(Links to an external site.\)](#)
- Janice Orrell, [A Generic Learning Rubric](#)

THE LANDSCAPE OF RUBRICS

	Mastery	Proficient	Competent	Developing	Incomplete or Not attempted
Preparation					
Problem Solving					
Artifacts/Examples					
Integration of research into final project					
Completion of Final Project					

Scoring rubric for performance



Rubric to measure Critical Thinking and Research skills across multiple assignments

Fine Art or project-based assignment

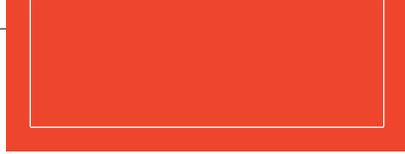
Student Services or Instructional Services Rubric

Criteria	Criteria				Points
	4	3	2	1	
Body language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
Eye contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	
Introduction and closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	
					Total

Assessment Rubric								
Student Name:					Class Period:			
Assignment/Problem:					Date Completed:			
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Superior	Justify below	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Composition and design – does it read well?	5		4	3	2	1		
Growth and progress – How does the work compare to previous work? Is there growth in thought?	5		4	3	2	1		
Impact – Is it daring? Does it extend from past work? Is it a theme of personal expression or if "borrowed" how did you change it?	5		4	3	2	1		
The problem – Is the student addressing the problem posed? Are variations made for a reason?	5		4	3	2	1		
Care/effort – Is the work appropriate to the style? attention to details – craftsmanship	5		4	3	2	1		
Work habits – efficient use of time, asking questions, recording thoughts, experimenting	5		4	3	2	1		
Grade:							Your Total	Teacher Total
Student Reflection:								
Teacher's Comments:								

	Not enough information for consideration	Minimal consideration	Some consideration	Will consider and prioritize	Should be acted upon immediately
Relates to the Mission of the University	Action may negatively impact mission, vision, or overarching academic goals.	Action may offer no improvement to mission, vision or overarching academic goals.	Action has the potential for limited improvement to mission, vision or overarching academic goals.	Action has the potential for improvement to mission, vision or overarching academic goals.	Action has the potential for significant improvement to mission, vision or overarching academic goals.
Student Success	Action does not contribute to student learning success.	Action has limited potential to improve student learning and success.	Action has the potential to improve student learning and success in two or more courses.	Action has the potential to improve student learning and success in a department or Division.	Action has the potential to significantly improve student learning and success across campus.

Figure 1: Adapted with permission from Bunker Hill Community College's Information Technology Committee 2013-14



OUTCOMES IN CANVAS

OUTCOMES IN CANVAS

CREATE A NEW OUTCOME

In the Canvas
Menu, click on
Outcomes

- Pages
- Files
- Syllabus
- Outcomes**
- Quizzes

To create a
new
Outcome



To find existing Outcomes or import
from existing sets. (This function is not
currently available at SDCCD.)



Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, checkout the menu bar along the top. Click on the New Outcome button to create a new outcome, or the New Group button to create a new group to organize your outcomes into. The Find button will allow you to use outcomes that have been created by your state or institution. As you create and use outcomes you will be able to use the panel to the left to navigate through your outcomes. You can drag and drop outcomes between the different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update your existing outcomes, please [follow the CSV format](#).

More importantly, Canvas allows you to add outcomes to your grading rubrics so that you can evaluate mastery as you grade assignments. Once you've set up outcomes, click Manage Rubrics to start using your outcomes for grading.

List of Outcomes you
have created or
imported



Describe the
Outcome



Establish
criteria for
successful
completion



Name this Outcome

Name this outcome:

Friendly name (optional):

Describe this outcome:

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points

Mastery at:

Calculation Method:

Last Item:

Between 1% and 99%

Calculation Meth... 65/35 Decaying Average

Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6

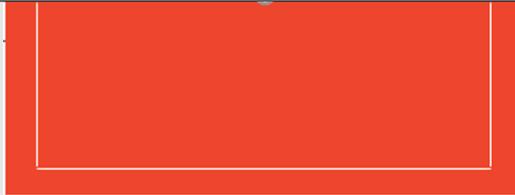
2- Final score: 4.95

Cancel Save

SAVE



Assign a Rubric to an Outcome



[+ Outcome](#)
[+ Group](#)
[↑ Import](#)

[Manage Rubrics](#)

[Aesthetics](#)
[Historical Context](#)
[Production](#)

Setting up Outcomes

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Once you have established your Outcomes, click on the Manage Rubric button.

Course Rubrics

Critical Essay--Capstone
8 criteria
80 points possible

Exam 1, question 1--Aesthetics
4 criteria
20 points possible

Weekly discussions--Production
3 criteria
15 points possible

Select the rubric you want to attach to the Outcome (rubrics should already be created for assignments)

Find Outcomes

[Aesthetics](#)
[Historical Context](#)
[Production](#)

Select the outcome

Exam 1, question 1--Aesthetics

Criteria	Ratings				Pts
Significance of film to time period is clearly defined. Range <input type="text"/>	5.0 pts Mastery	4.0 pts Proficiency	2.0 pts Competent	0.0 pts Insufficient or no submission	5.0 pts
Contrast between films is thoroughly explored. Range <input type="text"/>	5.0 pts Mastery	4.0 pts Proficiency	2.0 pts Competent	0.0 pts Insufficient or no submission	5.0 pts
Historical Context view longer description threshold: 3.0 pts	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations		5.0 pts
Aesthetics view longer description threshold: 3.0 pts	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations		5.0 pts

[+ Criterion](#)

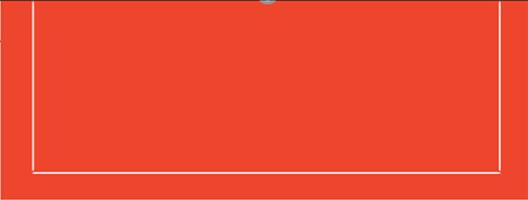
Total Points: 20.0

Click Edit Rubric

Click Find Outcome

After adding the Outcome, make sure to update your Rubric

Tracking Student Outcomes



You'll go to your Gradebook to access Learning Mastery information. Use the drop-down menu to move to Learning Mastery.

View Student Mastery of Learning Outcomes based on the Rubrics you have created for assignments.

Gradebook ▾	View ▾	Actions ▾
Learning Mastery...	Critical Essay Submis... Out of 50	Exam 1 Out of 25
Individual View...	64	22
Gradebook History...	-	-



Course average ▾	3/3 ■	3/3 ■	1.95/3 ■
Learning Outcome	Production	Aesthetics	Historical Context
Kristan Clark	3/3 ■	3/3 ■	1.95/3 ■
Valri Nesbit			



To return to the Gradebook, click on the Learning Mastery menu on the right side of the Gradebook.

Learning Mastery ▾

- Gradebook...
- Individual View...**
- Gradebook History...

■ E
■ Meets mastery
■ Near Mastery
■ Well Below Mastery

- ❖ Create a blank assignment (no details need) and name it the same as your rubric. Click *SAVE*.
- ❖ Add the rubric to the assignment. Click *SAVE*.
- ❖ Share to **COMMONS** and **TAG** it with key words to help others find it.

Sharing Your Rubric

Uploading to Commons so that the materials are available to everyone in your department.

RESOURCES

[KATIE PALACIOS' VIDEO
ON RUBRICS AND
OUTCOMES IN CANVAS](#)

[CANVAS
COMMUNITY](#)

[ALIGNING AN OUTCOME WITH A RUBRIC](#)



THANK YOU FOR COMING!

FOR QUESTIONS OR FURTHER
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