

# **RUBRICS: HOW-TO WITH AI**

**September 9, 2025**

# MEET THE TEAM



**Heather Rippetoe**

College of Education  
& Human Sciences

Whitson-Hester  
School of Nursing

College of Fine Arts



**Mallory Matthews**

College of Agriculture  
& Human Ecology

College of Business

College of Emerging  
and Integrative  
Studies



**Lacy Means**

College of  
Arts & Sciences



**Carrie Roberson**

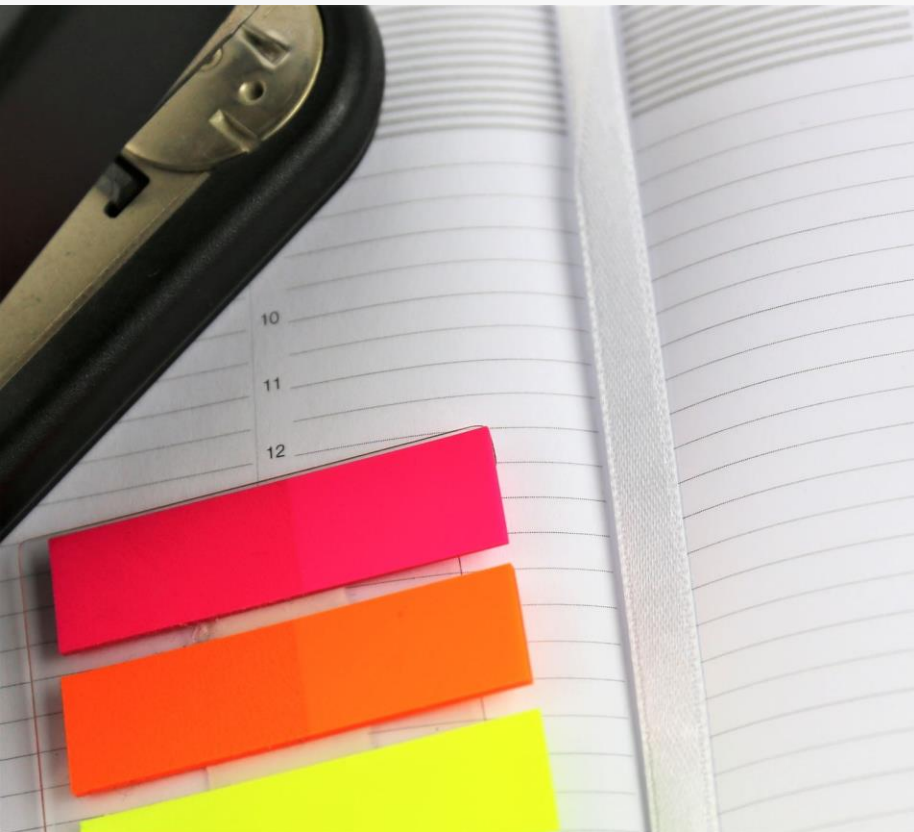
College of  
Engineering

# SESSION RESOURCES

- Session will be recorded.
- Slide deck will be shared.
- We will be in the chat to answer any questions.
- Book a consultation with a CITL member!



# AGENDA



- Who are rubrics for?
- How do I use Copilot for creating & improving rubrics?
- How do I share rubrics in iLearn?
- How do I grade with rubrics in iLearn?
- What do students see?

# WHO ARE RUBRICS FOR?

Instructors *and* Students

# RUBRICS ARE FOR EVERYONE

<b>Clarify</b>	Clarify expectations & reduce student questions before and after assessment
<b>Support</b>	Support grading consistency
<b>Streamline</b>	Streamline feedback to students
<b>Enhance</b>	Enhance transparency (make learning explicit/transparent)

# ILEARN RUBRIC TYPES

## ANALYTIC (MOST COMMON)

- Points: each criterion is worth the same number of points (e.g., 25)
- Custom points: each criterion is worth its own number of points (e.g., 25, 20, 15, 10, 5)

## HOLISTIC

- Provide a single overall score based on an overall impression of a student's work

ANALYTIC  
POINTS

Sample Narrative Rubric

Course: Heather Rippetoe's Sandbox

Page 1 of 2  
for a total of  
100 points

Criteria	Excellent: 92-100 25 points	Very Good to Good: 85-91 21 points	Improvement Needed: 75-84 18 points	Weak: 74 and Below 0 points	Criterion Score
The narra- tive is well- written, properly or- ganized, and flows well.	Complete, well-written & demonstrates insight and originality.	Demonstrates good ideas, if not completely clear. Some grammatical errors.	Some incom- pleteness, dis- tracting gram- matical or for- matting errors.	Did not address/apply assignments. Careless with formatting and grammar.	/ 25
Shows an understand- ing of key instructional leadership issues.	Incorporates concepts and materials from the class and textbook.	Basic explana- tion of con- cepts and ma- terials form the class and textbook.	Little Explanation.	No Academic Understanding.	/ 25
8					



# ANALYTIC CUSTOM POINTS

Criteria	Excellent	Good	Developing	Needs Improvement	Criterion Score
Content Accuracy & Depth	25 points All posts/videos are factually accurate, directly connect to This Is So Awkward, and use age-appropriate explanations. Includes specific concepts from the book with strong clarity.	18.75 points Mostly accurate; few minor errors or missing details; some posts less tied to the book.	12.5 points Some inaccuracies; minimal connection to the book; explanations unclear or incomplete.	6.25 points Significant inaccuracies; little or no connection to the book; explanations confusing.	/ 25
Creativity & Engagement	20 points Highly original, visually/verbally engaging; excellent use of humor, storytelling, or graphics to connect with teens.	15 points Mostly original; good engagement with occasional predictable elements.	10 points Some originality; limited creativity or audience connection.	5 points Lacks originality; fails to engage the intended audience.	/ 20

# HOLISTIC

## Essay Draft Holistic Rubric

Course: Heather Rippetoe's Sandbox

Excellent 75 %	Proficient 50 %	Developing 25 %	Needs Improvement 0 %	Criterion Score
The draft provides a deep, thoughtful reflection that demonstrates strong critical thinking and personal insight. Writing is clear, well-organized, and free of major errors.	The draft provides a solid reflection with some evidence of critical thinking and personal insight. Writing is generally clear, with minor organizational or grammatical issues.	The draft provides limited reflection, with minimal evidence of critical thinking or personal connection. Writing may be unclear, disorganized, or contain frequent errors.	The draft provides little to no reflection. Work lacks insight, is incomplete, or has significant issues with clarity, organization, or mechanics.	/ 100

# HOW DO I USE COPILOT FOR CREATING & IMPROVING RUBRICS?

Use Copilot to generate and expand rubrics.

# GENERATE A RUBRIC FROM AN ASSIGNMENT DESCRIPTION

**Hi Heather, what can I help you with?**

Message Copied



 History

can you create a vtt file from a video

What's an updated version of "AI won't take your job. It's someone using AI that will take your job."

Generate a picture idea for this phrase: AI can be a safe space for students to practice with a knowledgeable tool that doesn't...

I often talk about teaching presence in online courses as being the connective tissue to the skeleton of the course itself. Is...

# EXPAND RUBRIC LEVELS AND/OR CRITERIA

WorkWeb

Criteria	Excellent (6–10 pts)	Developing (3–5 pts)	Needs Improvement (2 pts)
Writing Quality & Engagement	Writing is clear, engaging, and well-organized; grammar and mechanics are strong.	Writing is mostly clear; some issues with organization or grammar.	Writing is unclear, disorganized, or contains frequent errors.
Prompt Completion & Effort	Fully addresses all parts of the prompt with evident effort and thoughtfulness.	Addresses most parts of the prompt; effort is present but inconsistent.	Incomplete response; lacks effort or skips major parts of the prompt.

Total Points: 100

- Excellent: 85–100 points
- Developing: 65–84 points
- Needs Improvement: 0–64 points

Would you like this rubric formatted into a printable table or editable document (e.g., Word or Google Docs)?

✎

📄

🔗

👍

👎

🔊

Can you provide examples for each level?

How can I improve my rubric design?

🔗

Message Copilot

+

🔊

AI-generated content may be incorrect

# HOW DO I BUILD RUBRICS IN ILEARN?

We have a Rubrics how-to guide for that!

# BUILDING A RUBRIC

[Content](#) [Assignments](#) [Quizzes](#) [Discussions](#) [Grades](#) [YuJa Media](#) [Panorama](#) [Course Tools](#) [Course Management](#)

Demo Course 202480

Updates

6 New Assignment Submissions

Course Overview



No one has visited this course today.

No quizzes have been submitted today.

[Class Engagement](#)

[Course Access](#)

Announcements

## Mid-Semester Course Evaluation Survey

Posted Oct 23, 2024 11:08 AM

Hello, **Awesome!** Please fill out the [Mid-Semester Course Evaluation Survey](#). This helps me know how the course is going so far and what I need to change for the second half of the semester. I am looking for honest feedback!




# WHERE CAN I SHARE RUBRICS IN ILEARN?

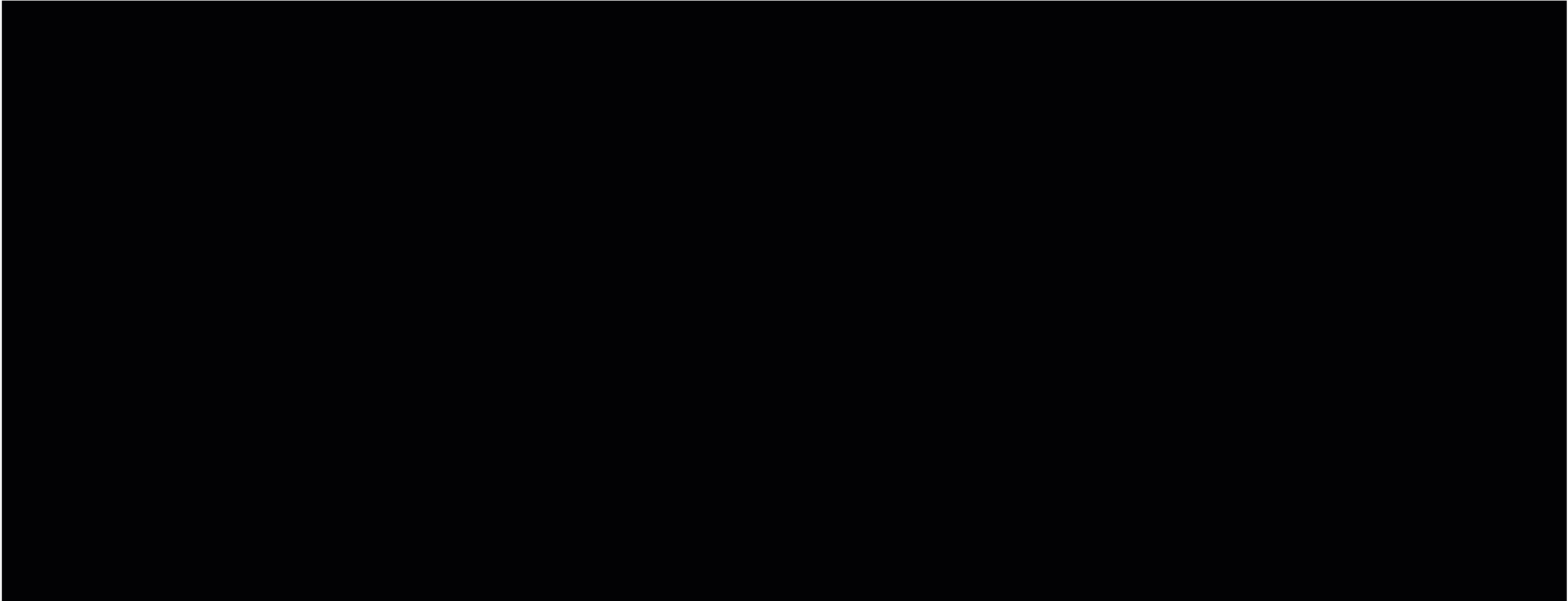
**Multiple locations!**



# SHARING RUBRICS

- Link in text in HTML page 
- Link to Assignment and Discussion tool
- Link to written response question in Quiz tool
- Link to grade item in Gradebook tool

# SHARING DEMONSTRATION



# HOW DO I GRADE WITH RUBRICS IN ILEARN?

Click assessment box, add feedback, change numbers if you wish, and let the math calculate!

# GRADING DEMONSTRATION

Heather Rippetoe's Sandbox




 Heather Rippetoe

Content
Assignments
Quizzes
Discussions
Grades
YuJa Media
Panorama
Course Tools
Course Management

# Discussions

Settings
Help

Discussions List
Subscriptions
Group and Section Restrictions
Statistics

New
More Actions

Filter by: Unread Unapproved
Collapse All Forums

Community

Topic	Threads	Posts	Last Post
<b>Ask a Question, Answer a Question</b> <p>I wanted to create a centralized space where we can post general questions that could impact all of you.. This post can serve as a hub for exchanging ideas, seeking clarification, and anything else that might pop up!</p> <p>Feel free to reply to this post to ask any questions or share your insights and answers.</p>	0	0	
<b>Introductions and question responses</b> <p>Includes assessment. Must post first.</p> <p>This is our introduction to each other assignment. First, identify yourself by name and then tell us what middle school/junior high/intermediate school you attended and what it was like. Next, notice that there are 11 students described at the end of MST Chapter 1. You will select three students for the following questions: 1. Which one do you most identify with and why? 2. Which one is closest to friends you had in middle school and what specifically makes</p> <p>them alike? 3. Which one would you have most liked to have actually been like? What kept you from being the way you see this student?</p>	1	1 (1)	Student Ariana just now

Module 1

# **SHOW ME A STUDENT VIEW.**

Students can view and print iLearn rubrics.

# A RUBRIC PRE-GRADING

## Discussions

Settings Help

Discussions List Subscriptions

Filter by: Unread

Collapse All Forums

### Community

Topic	Threads	Posts	Last Post
<b>Ask a Question, Answer a Question</b>			
I wanted to create a centralized space where we can post general questions that could impact all of you.. This post can serve as a hub for exchanging ideas, seeking clarification, and anything else that might pop up! Feel free to reply to this post to ask any questions or share your insights and answers.	0	0	
<b>Introductions and question responses</b>			
Must post first. This is our introduction to each other assignment. First, identify yourself by name and then tell us what middle school/junior high/intermediate school you attended and what it was like. Next, notice that there are 11 students described at the end of MST Chapter 1. You will select three students for the following questions: 1. Which one do you most identify with and why? 2. Which one is closest to friends you had in middle school and what specifically makes them alike? 3. Which one would you have most liked to have actually been like? What kept you from being the way you see this student? You must start a thread before you can read and reply to other threads			

### Instructions for Module Discussions

Reading questions are designed to foster critical thinking and further exploration of the concepts and ideas in the text. Some answers will be brief, others more in-depth, but formal papers are not expected. While no formal APA citations are required, you should provide page numbers and text references where appropriate within your discussion so that



# A GRADED RUBRIC



Updates

 69 Quizzes Not Attempted

Microsoft Teams

Announcements

[We're curious about AI!](#)

Hello, Student,

We're curious about what you already know and do with AI tools such as ChatGPT, Gemini, Claude, and Copilot. Please complete [this 5-question, anonymous AI survey](#) so we can learn more about how to support your AI literacy in this course.

Best,

Professor Eagle

✓ [Your Input Matters: Midterm Course Survey for EDUB 6000-6001-7000-7001](#)

Welcome, Student, to the Asynchronous Instructional Diagnostic! Learn more about this anonymous midterm feedback opportunity by watching this video (3m34s):

Content Navigator

Calendar

# SUMMARY

Rubrics are for everyone

AI helps generate and improve rubrics

We can help you practice building, linking, and grading with rubrics







**Questions,  
Comments,  
Concerns?**

## **Resources:**

[iLearn Rubrics](#) (This how-to guide addresses creating, attaching, and grading with rubrics in iLearn)

# Thank you!

[Feedback Survey](#)

Next Week's Session:

Quick(ish) Changed to Make Your Course  
More Accessible (September 16)

[Register](#)