

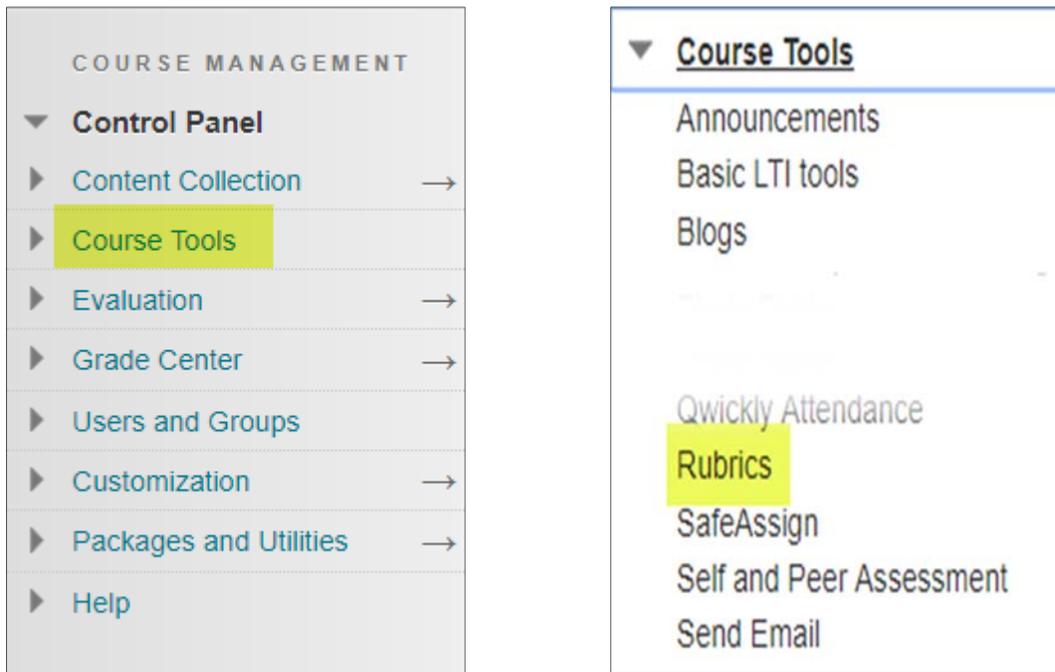
Using VALUE Rubrics in Blackboard

VALUE rubrics are located in Blackboard within the Content Collection, a repository for all of BW's Blackboard content. The rubrics are in the Institution folder in the Content Collection.

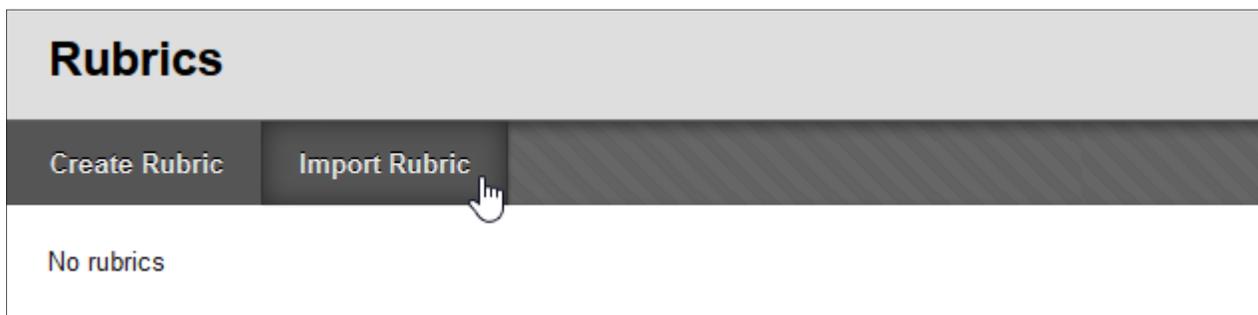
To use a VALUE rubric you will need to first import the rubric into your course from the Content Collection, and then associate it with a graded activity.

Step 1 - Import a VALUE Rubric into a Course from the Content Collection

1. Navigate to the course Control Panel. Select Course Tools > Rubrics.



2. From the course Rubrics page, select Import Rubric



3. Select the Browse Content Collection tab.

Import Rubric

RUBRIC DEFINITION FILE

Attach File Browse My Computer **Browse Content Collection**

Cancel **Submit**

4. By default, the listed location will be the content folder for your course. Use the arrow to navigate up to the Location folder (you may need to navigate up a few times to reach this level).

Browse Content Collection

Browse Upload Advanced Search View List View Thumbnails

Location: Bb_Test_Course

Search Content... Search

Available Quota: **Unlimited**

No items found.

Cancel **Submit**

Once at the Location folder, double-click to open the Institution folder.

Browse Content Collection

Browse Upload Advanced Search View List View Thumbnails

Location: [Folder Icon]

Search Content... Search

Type	Name	Versions	Last Modified	Size
Folder	courses		Aug 7, 2017 9:27:41 AM	830.7 GB
Folder	institution		Aug 7, 2017 9:01:09 AM	1.2 MB
Folder	library		Sep 26, 2012 11:51:30 AM	41.5 MB

Cancel **Submit**

5. Select the VALUE rubrics folder.

The screenshot shows the 'Browse Content Collection' window. At the top, there are tabs for 'Browse', 'Upload', and 'Advanced Search'. Below these are navigation options: 'View List' and 'View Thumbnails'. A search bar is present with the text 'Search Content...' and a 'Search' button. The location is set to 'institution'. The available quota is 'Unlimited'. A table lists the following items:

Type	Name	Last Modified	Size
Folder	ServiceSupport Awards	Oct 28, 2016 2:56:01 PM	168.0 KB
Folder	VALUE_Rubrics	Aug 7, 2017 9:07:31 AM	66.5 KB
File	content_collection.pdf	Jul 26, 2017 3:24:20 PM	602.8 KB

Buttons for 'Cancel' and 'Submit' are at the bottom right.

6. Select the zip folder for your chosen rubric and Submit.

The screenshot shows the 'Browse Content Collection' window with the location set to 'VALUE_Rubrics'. The table lists the following items:

Type	Name	Last Modified	Size
File	ValueRubricGlobalLearning.zip	Aug 7, 2017 9:05:23 AM	4.55 KB
File	ValueRubricInformationLiteracy.zip	Aug 7, 2017 9:05:33 AM	4.03 KB

Buttons for 'Cancel' and 'Submit' are at the bottom right.

7. Verify that the rubric listed is the one you want to import to your course and Submit.

The screenshot shows the 'Import Rubric' window. It has a section for 'RUBRIC DEFINITION FILE' with the instruction 'Select file to import.'. There are two buttons: 'Browse My Computer' and 'Browse Content Collection'. The 'Selected File' field shows 'ValueRubricInformationLiteracy.zip' with a 'File Name' label. There is also a 'Do not attach' button. At the bottom, there are instructions: 'Click **Submit** to proceed. Click **Cancel** to go back.' and buttons for 'Cancel' and 'Submit'.

8. When the confirmation page displays, choose OK.

Rubric Import Result

The detail of rubric import result is
Aug 7, 2017 9:38:40 AM - Information: The rubric Information Literacy VALUE Rubric has been imported.
Aug 7, 2017 9:38:40 AM - Information: Invalid course links have been removed successfully.
Removed numbers:
Self-Referred: 0
Loop: 0
Aug 7, 2017 9:38:40 AM - Status: The operation import has completed.
Aug 7, 2017 9:38:40 AM - Information: The operation took 0.25 seconds to complete.

The process component.cresourceLinks took 0.00 seconds
The process Course Menu took 0.00 seconds
The process Learn Rubrics took 0.07 seconds
The process Cleanup took 0.02 seconds
The process McGraw-Hill Course Cx Component took 0.00 seconds

Monday, August 7, 2017 9:38:40 AM EDT

← OK

9. The imported rubric will appear in your course rubrics.

Rubrics

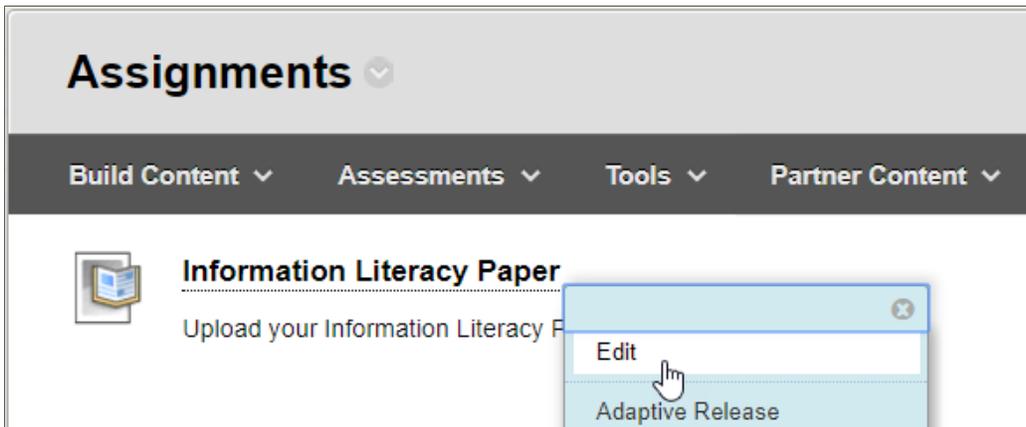
<input type="checkbox"/>	Name ▲	Description	Date Last Edited
<input type="checkbox"/>	Information Literacy VALUE Rubric	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.	August 7, 2017

Note:

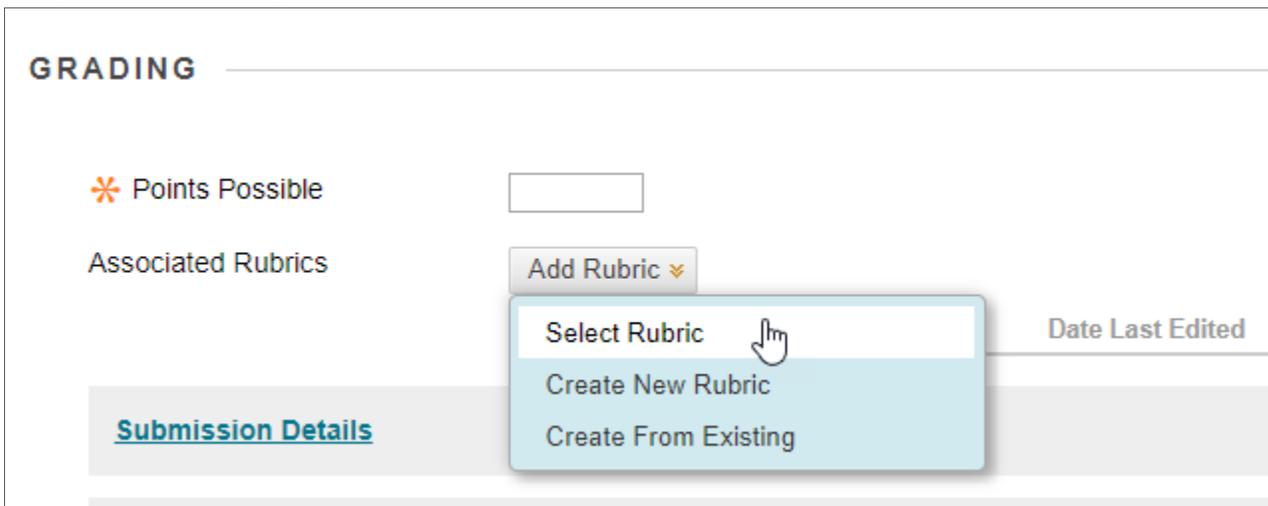
To associate this rubric with a graded Blackboard activity, edit the activity (Assignment, Blog, etc.), navigate to the Grading options and choose Add Rubric > Select Rubric. The VALUE rubric will be listed as an option along with any others you have added to the course.

Step 2 – Associate a VALUE Rubric with a Graded Activity

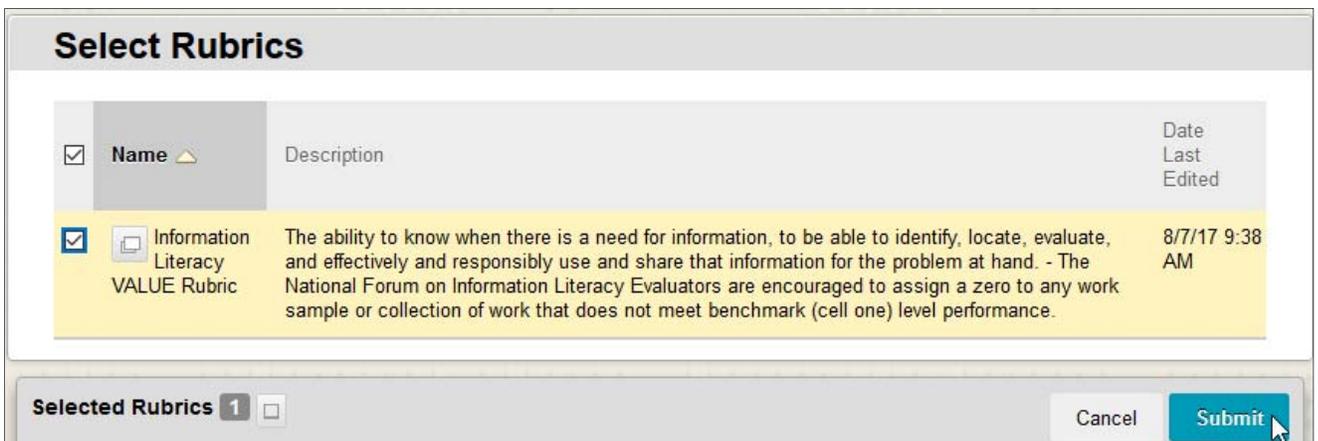
1. Create a new graded activity (Assignment, Blog, Discussion, etc.) or Edit an existing activity in Blackboard.



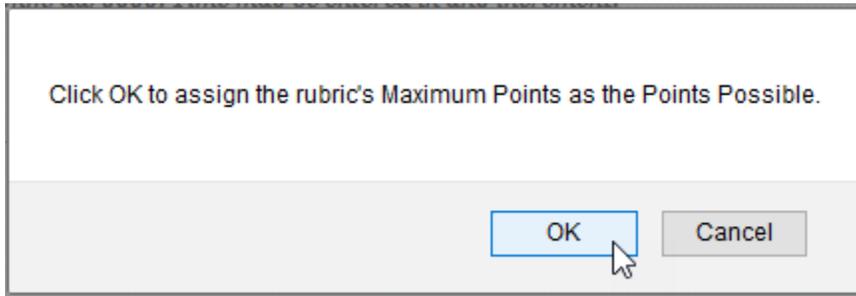
2. Navigate to the Grading options section and choose Add Rubric > Select Rubric.



3. Select the imported VALUE rubric and Submit.

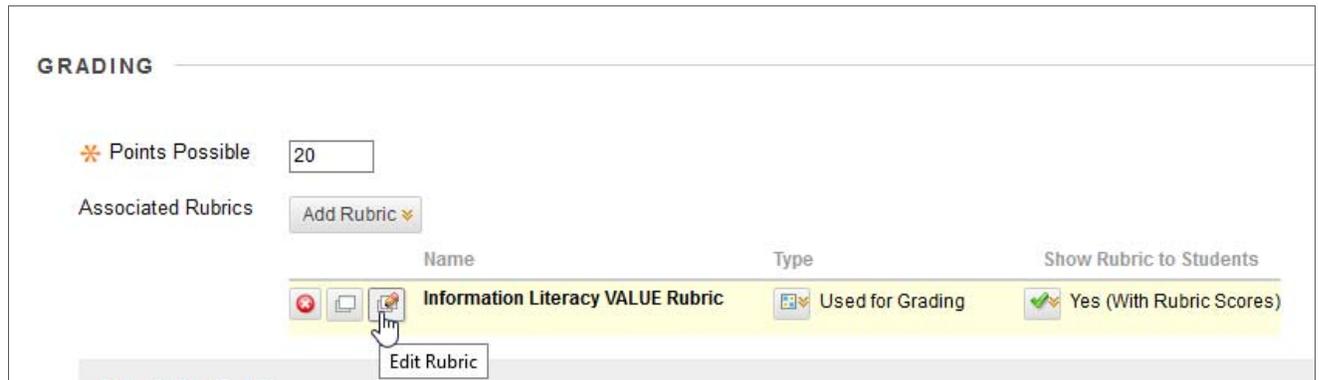


4. To use the default point values in the rubric, select OK

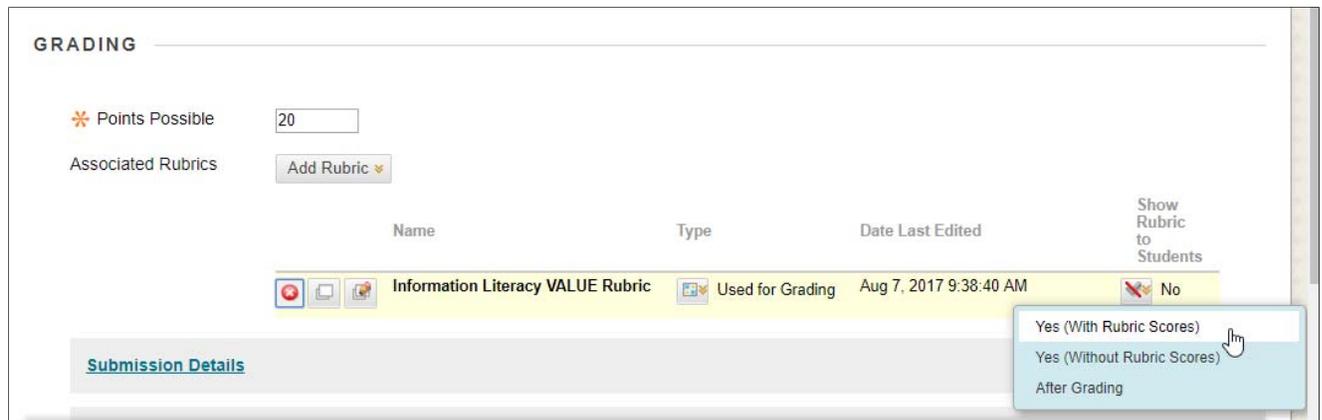


OR

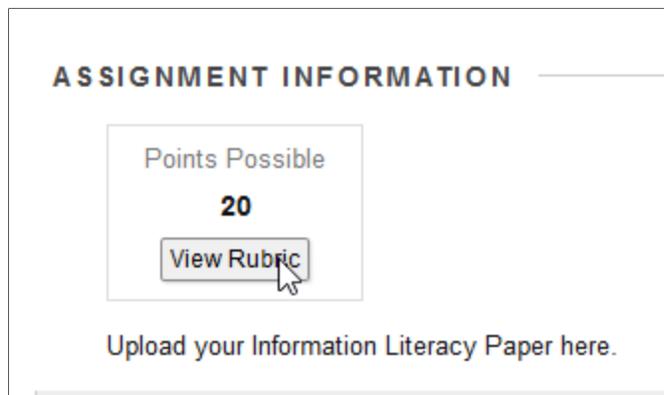
You can also edit the rubric to change the point values. To Edit the point values, select CANCEL when presented with the message above, and use the Edit Rubric tool to change the points or make other changes to the rubric.



We recommend allowing students to view the rubric along with possible scores.



Students will be able to see the rubric when viewing assignment details.



Rubric Detail

Select [Grid View](#) or [List View](#) to change the rubric's layout. [More Help](#)

Name: **Information Literacy VALUE Rubric**

Description: **The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy**
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Exit

[Grid View](#) | [List View](#)

	Capstone	Milestones	Milestones	Benchmark
Determine the Extent of Information Needed	4 (20%) Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	3 (15%) Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	2 (10%) Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	1 (5%) Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	4 (20%) Accesses information using effective, well-designed search strategies and most appropriate information sources.	3 (15%) Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	2 (10%) Accesses information using simple search strategies, retrieves information from limited and similar sources.	1 (5%) Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	4 (20%) Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	3 (15%) Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	2 (10%) Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	1 (5%) Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	4 (20%) Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	3 (15%) Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	2 (10%) Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	1 (5%) Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	4 (20%) Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	3 (15%) Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	2 (10%) Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	1 (5%) Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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Description: **The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy**
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Exit