

# Publisher

## 4.3: Working with Rubrics

The screenshot displays the Scholar Publisher interface. At the top, there is a navigation bar with icons for Notifications, Messages, Library, and a user profile for William Cope. Below this is the Scholar logo and navigation tabs for Community, Creator, Publisher, Analytics, and Bookstore. A search bar for publishers is also present.

The main content area is titled "EPS 431 SP16" and "Publisher Directory". It features a "SEARCH PROJECTS" section with a text input field for "Enter project name...". Below this is a "WORKS (SEARCH WORKS AND MEMBERS)" section and an "ACTIVE PROJECTS" section. The active projects are listed in a table:

| Name                                  | Phase    | Start        | Deadline     |
|---------------------------------------|----------|--------------|--------------|
| Educational Theory                    | Past due | Mar 15, 2016 | Apr 15, 2016 |
| Work 2A: Learning Practice Case Study | Started  | Apr 10, 2016 | May 5, 2016  |
| Work 2B: Learning Module Project      | Started  | Apr 10, 2016 | May 5, 2016  |

Below the table, there is a "Show: 10" dropdown and "Prev" and "Next" buttons. A "Create a New Project" button is located at the bottom left.

On the right side, there is a sidebar with a "Publishers" tab and a "Members" tab. The "Tools" section is active, showing "Info", "Rubrics", and "Survey" options. The "RUBRICS" section is expanded, showing a list of rubrics:

- Educational Theory**
- Educational Practice Case Study** (with edit and delete icons)

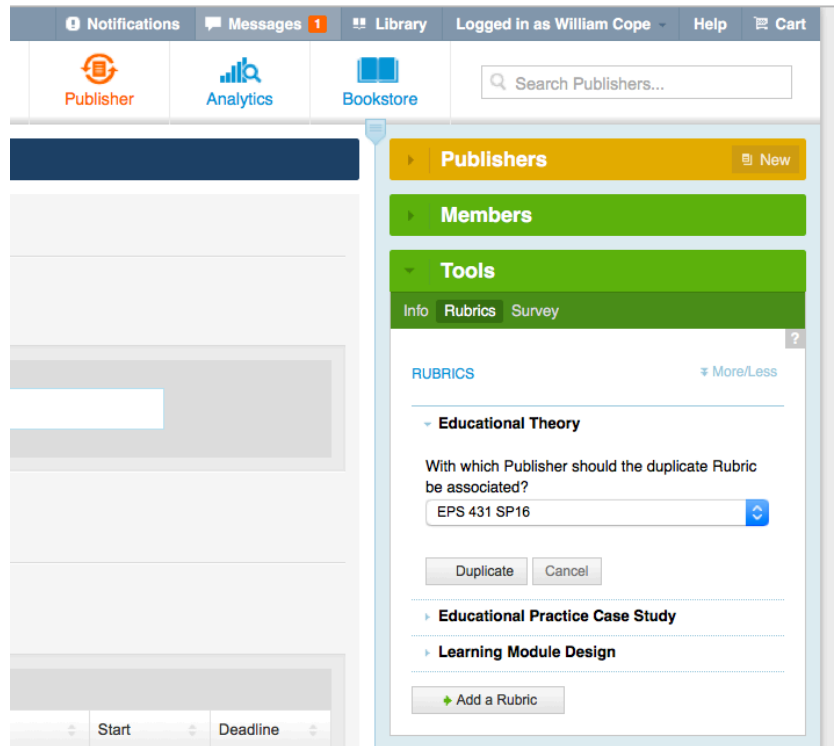
The "Educational Practice Case Study" rubric is selected, showing its details:

**The Educational Challenge**  
Describe the background to the development of this practice. What are the educational challenges that this practice intended to address? Reviewers: comment and suggest additional dimensions of the challenge.

**'Parse' the Educational Practice**  
How does this educational method, resource or technology work? Explain its structure and function from the point of view of teachers and learners. How does the way the practice works reflect its understanding of learning? Reviewers: If you believe more information is needed for a full interpretation and explanation of the method, resource or technology, suggest what.

**The Underlying Learning Theory**  
What is the underlying theory of learning that this educational practice reflects? Cite theory, including, if available and relevant, other course participants' theory works. Reviewers: comment and suggest possible additional theoretical perspectives and references.

4.3.1: Rubrics are created by community/publishing admins and used in projects for peer, admin, and self-reviews.



**4.3.2:** Admins can duplicate a rubric into a different publisher or edit an existing rubric. Select the “Duplicate” icon to the right of the title of the rubric you wish to duplicate into this or a different publisher. Rubrics can also be shared in learning modules (see Tutorial 5.4).

Notifications Messages 1 Library Logged in as William Cope Help Cart

Scholar Community Creator Publisher Analytics Bookstore Search Publishers...

EPS 431 SP16 Publishers New

Publisher Directory

SEARCH PROJECTS

Enter project name...

WORKS ( SEARCH WORKS AND MEMBERS )

ACTIVE PROJECTS

Filter: All Projects

| Name                                  | Phase    | Start        | Deadline     |
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Show: 10 1 to 3 (3) Prev Next

CLOSED PROJECTS

Create a New Project

PUBLISHERS

MEMBERS

TOOLS

Info Rubrics Survey

RUBRICS More/Less

Educational Theory

Educational Practice Case Study

Overview

Educational Practice Case Study

0 to 4

Criterion

The Educational Challenge

Describe the background to the development of this practice. What are the educational challenges that this practice intended to address? Reviewers: comment and suggest additional dimensions of the

Weight of 1x

Rating Descriptions

Rating 0

A routine challenge

Rating 1

A moderately important challenge

Rating 2

An important challenge

Rating 3

A very significant challenge.

4.3.3: When creating a new rubric or editing an existing rubric, provide the following information:

- An overview or name for the rubric
- Selection of the number of levels in the rating scale
- Review criteria: title and description
- Weighting of each review criterion
- Descriptions of each rating level—clear specification of rating levels ensures good inter-rater reliability, or consistency of rating between different raters