

RECORDING AND RESOURCES

[Professional Development -- Building Better Rubrics with AI.mp4](#)

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The video recording link above walks through the full session: the prompt formula, two examples, and the quality checklist for reviewing what AI gives you. It runs about 35 minutes.

Important Links Below:

- The PowerPoint from the session: [Build Better Rubrics with AI PowerPoint.pptx](#)
- Nikki Chandler's Brightspace Learning Outcomes guide (PDF): [Brightspace Mastery Learning Outcomes Guide.pdf](#)

If you don't have time to watch the full recording, here's a tip: upload the transcript ([Building Better Rubrics with AI Transcript.docx](#)) to any AI tool (Claude, ChatGPT, Perplexity, etc.) and ask it for a summary. You'll get the key takeaways in about 30 seconds. But I'd still recommend watching it!

THE PROMPT FORMULA

This is a key part of the session. Copy and paste this into any AI tool and fill in your own details:

Create a [number]-level rubric for [assignment type] that assesses the following Course Learning Outcome: [paste your CLO]

The assignment requires students to [specific requirements]

The assignment is worth [total points] points across [number] criteria.

Use the levels [your level names]. Include specific, observable descriptors for each level that clearly differentiate performance.

The rubric should measure the student's reasoning and depth of thinking, not just completion or production quality.

HOW TO EARN YOUR CERTIFICATE

Complete these steps at your own pace and email everything to dominic.phillips@easternwv.edu. I'd encourage you to try this ASAP while the session is still fresh; it takes about 30 minutes once you have your CLO.

1. Choose one CLO from one of your courses. You can find your CLOs on your syllabus. Just pick one; this doesn't have to be complicated.

2. Choose one assignment (existing or new) that serves as the summative assessment for that CLO. This is the assignment where students demonstrate that they've actually met the outcome. It can be something you already use or something you're designing from scratch.

3. Use any AI tool to generate a rubric using the prompt formula above. Claude, ChatGPT, Perplexity, Gemini; whatever you're comfortable with. They all work.

4. Review the rubric against the quality checklist from the session. The five things to check: CLO alignment, observable descriptors, level differentiation, thinking over output, and assignment fit. If something's off, tell the AI what to fix and regenerate. You'll probably go back and forth a couple of times; that's normal.

5. Email the following to dominic.phillips@easternwv.edu:

Dominic needs enough context to understand what your rubric is for, so please include:

- **Your rubric (paste it into the email or attach it)**
- **The course and CLO it's tied to**
- **A brief description of the assignment (what students are doing, what you're asking them to produce, etc.)**
- **Whether this is a new assignment or a revision of an existing one**
- **A short reflection (one paragraph) on the process: What worked? What did you change from the AI's output? What would you do differently next time?**

The reflection doesn't need to be formal! A few sentences about your experience is fine. The goal is to show that you thought critically about what the AI gave you rather than just accepting the first draft.

EXAMPLE SUBMISSION

Here's what a completed submission looks like, using the ENL 102 Socratic video discussion rubric from the video. You can use this as a template for formatting your own.

Course and CLO:

ENL 102 — CLO 2: Development and Support – Students will explore ideas in detail and use a range of evidence to support them.

Assignment Description:

Socratic video discussion board. Students post an initial video presenting an arguable thesis with research evidence, respond to two peers with counterarguments, and then post a rebuttal video defending their original position. The assignment assesses depth of reasoning and quality of argument across three rounds.

New or Revised:

New assignment designed for this course.

Reflection:

You can do this yourself!!!!

Rubric:

Socratic Video Discussion Board — ENL 102

20 points total | 4 criteria | 5 points each

Levels: Exceeding (5) | Achieving (4) | Approaching (3) | Emerging (1)

Criterion	Exceeding (5 Points)	Achieving (4 Points)	Approaching (3 Points)	Emerging (1 Point)
Thesis Clarity (Initial Video) (5 Points)	Specific, arguable thesis that signals the paper's line of reasoning; shows intellectual complexity beyond the obvious	Clear, arguable thesis with a recognizable position; full nuances may not yet be explored	Thesis is too broad or only partially arguable; identifies a topic but lacks specificity for sustained argument	No identifiable thesis, or statement is a topic announcement rather than an argument
Evidence & Support (Initial Video) (5 Points)	Multiple credible sources tied to specific claims; explains why each piece of evidence matters and how it advances the argument	At least two sources support the thesis; link between evidence and claim is clear but not always fully explained	Evidence is vague or loosely connected to the thesis; may rely on a single source without explaining relevance	Little or no evidence offered; claims are unsupported or sources mentioned without connection to argument
Counterargument (Peer Videos) (5 Points)	Specific, logically grounded; targets substance of peer's thesis; introduces contradicting evidence or exposes assumptions	Recognizable counterargument that challenges the peer's position; relevant and clearly stated	Restates the peer's point without challenging it, or expresses disagreement without explaining reasoning	Responses are absent, limited to agreement, or do not constitute an argument
Defense & Rebuttal (Rebuttal Video) (5 Points)	Directly addresses specific counterarguments; acknowledges valid objections while explaining why position holds; may refine thesis	Defends original thesis clearly; reasoning is on-topic though may address objections in general terms	Largely reasserts original thesis without engaging the counterargument; may dismiss objection without explanation	Does not respond to counterarguments or simply restates thesis without acknowledging challenges

A NOTE ABOUT BRIGHTSPACE

You do not need to set anything up in Brightspace to earn your certificate. This is just about building the rubric and thinking through the process. If you want to take the next step and actually attach your rubric to an assignment in Brightspace, Nikki's guide (attached) walks you through part of it, and Dominic can help with the specifics for your courses.

If you have questions about the prompt formula, the quality checklist, or anything from the session, feel free to email me anytime!

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