





Analysis of online rubric platforms: advancing toward erubrics

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ABSTRACT


Rubrics play a crucial role in shaping educational assessment, providing clear criteria for both teaching and learning. The advent of online rubric platforms has the potential to significantly enhance the effectiveness of rubrics in educational contexts, offering innovative features for assessment and feedback through the creation of erubrics. This study presents a comprehensive analysis of 19 online rubric platforms structured around five research questions (RQs) examining the general platform features, rubric design features, rubric implementation features, identifying the stronger online rubric platforms available, and investigating if the platforms support the creation and implementation of erubrics. Our analysis of the design features revealed varying levels of customisation and flexibility across platforms, crucial for effective assessment. Regarding implementation features, we found a mix of online and offline capabilities, with a limited number of platforms offering more advanced features (e.g. collaborative options). Through a detailed scoring system, we identify the platforms that lead innovation in design and implementation. Unfortunately, the vast majority of platforms do not support features for the creation of erubrics. We provide a detailed list of implementation recommendations for teachers, researchers, and platform designers (Appendix F).

KEYWORDS

Rubrics; erubric; rubric design; rubric implementation

Rubrics are long-standing tools that have accompanied our educational systems for decades being now common at all educational levels (Andrade 2023). Rubrics have become internationally well-known and spread worldwide especially in the last couple of decades as shown by a couple of systematic reviews (Dawson 2017; Panadero et al. 2024). In general, rubrics are well received among students and teachers (e.g. Andrade and Du 2005; Chan and Ho 2019) probably due to

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their potential to obtain stronger summative and formative results (Jonsson and Svingby 2007; Panadero and Jonsson 2013).

Another aspect that has become present in classroom worldwide is online education (Yu 2021). These days, in most modern countries, educators of all educational levels take advantages of online resources to enhance their instructional designs (Beach and Willows 2014; Ulanday et al. 2021). These online resources range from just having materials and resources posted online to educational settings in which everything takes place online (i.e. online education). Rubrics, as the popular tools they are (Panadero et al. 2024), have benefited from this online shift and there are plenty of online resources to design and implement rubrics. A salient online tool is platforms aimed at helping teachers and students to use rubrics, such as Rubric Scorer or Smart rubric. However, there is not a systematic review on the qualities of such platforms. This might pose two problems. First, educators and researchers may not be informed about what are the features of these rubrics platforms or which are more effective. This limits their ability to select the most suitable tools for their pedagogical needs and research aims. Second, the lack of comparison and reflection about these platform characteristics may hinder the platforms designers from continuous improvement and adaptation to educational and research requirements. Our aim is to perform a systematic review as to analyse what are the main features of these platforms and whether they support erubrics while extracting conclusions for teachers, researchers and platforms designers.

Rubrics, their effects, design and implementation

A rubric can be defined as a tool that: ‘articulates expectations for student work by listing criteria for the work and performance level descriptions across a continuum of quality’ (Brookhart 2018, p.1). The most typical format of rubrics are tables or matrices, though there have been calls to design rubrics considering different elements (e.g. Grainger and Weir 2016). The assessment criteria are usually contained in the first column, while the subsequent columns representing levels of performance ranging from high to low quality or vice versa (Panadero et al. 2024).

While there is a debate about whether rubrics are positive for education (for a review Panadero and Jonsson 2020), the empirical evidence currently available shows their potential for both, summative and formative purposes. The empirical reviews show that rubrics can enhance the quality of summative assessment, such as increasing scoring reliability (Jonsson and Svingby 2007), and they can also increase students’ academic performance, metacognitive and self-regulatory strategies among others (Panadero et al. 2024). Based on these two purposes, we aim to explore whether online learning platforms incorporate features that support and potentially enhance rubrics formative and summative functions.

The design and implementation of rubrics are critical to their educational success (Panadero and Jonsson 2020). Consequently, these aspects need to be investigated within the context of online rubric platforms. First, the design of rubrics is an area that has received considerable attention (Brookhart 2013, 2018) and understandably so as it is the essence of the tool. Several authors have extensively explored this domain, from the development of taxonomies on elements to consider when designing a rubric (Dawson 2017), to practical guidelines for construction (Tierney and Simon 2004), and advisories on common pitfalls to avoid (Popham 1997). Moreover, recent work by Panadero et al. (2024) emphasises the importance of detailing rubric characteristics and their implementation in educational settings. It is then clear that attention to detail should be paid to all the design decisions and to the final rubric.

Second, regarding implementation, this has been less studied than rubric design (Brookhart 2018; Panadero and Jonsson 2020). This is a very relevant caveat for the rubric field as the implementation is probably even more important than the design as the implementation is obviously the main influence on how rubrics are used by the students. Nevertheless, there exist interesting

implementation propositions such as the pedagogical principles voiced by Andrade (2005, 2023), work on how teachers use them to evaluate their students (Postmes et al. 2023), or proposals with specific steps to follow (Jones et al. 2016). As design and implementation are crucial for rubric educational success, we analysed the features of the online platforms on these areas.

Erubric: evolution of rubrics in digital learning environments?

Importantly, it would be expected that rubrics when implemented in digital learning environments, would present some distinct features from 'traditional' rubrics (Ana et al. 2020). However, the literature on e-rubrics remains limited, highlighting a lack of consensus regarding their definition, probably because, to our knowledge there are not specific propositions on what an erubric should be.

Here we define an erubric, as a digital rubric that presents unique digital features that enhance its design and implementation. We believe it is crucial to differentiate an erubric from a digitised traditional rubric which merely converts a paper-based rubric into a digital format without additional enhancements. An erubric is a more powerful digital tool including more advanced features such as dynamic customisation to accommodate diverse learning trajectories, the integration of multimedia elements to enrich assessment criteria, or the facilitation of real-time feedback mechanisms to support iterative learning processes.

As just mentioned, one of the problems with the development of erubrics might be the lack of specific propositions on what feature they should entail. For that reason, we propose here nine features that online rubric platform should incorporate to reach full potential for the design and implementation of erubrics (see Table 1).

Importantly, erubrics hold potential for analytics-driven insights to inform both teaching and learning strategies representing a significant departure from traditional rubrics. Taking our theoretical propositions, we will explore in one of our research questions (RQs) whether the platforms support these features.

Table 1. Proposal of features for an erubric.

1. **Online access:** An erubric should be accessible online, meaning it can be integrated within a digital learning platform. If a rubric is merely available in digitised form but cannot be accessed or utilised directly through the learning platform, then it does not qualify as an e-rubric.
2. **Customisation and flexibility:** Allow educators to easily customise criteria, scales, and descriptions to fit various assignments, projects, and learning outcomes. Flexibility to adapt the rubric for different disciplines and levels of education is crucial.
3. **Peer and self-assessment capabilities:** Facilitate peer and self-assessment exercises to foster reflective learning practices and critical thinking skills among students.
4. **Interactive feedback:** It should allow for interactive feedback where students can not only see their grades but also understand the reasons behind the scores. This could include clickable comments, video feedback, or links to resources for improvement.
5. **Adaptive learning references:** Beyond static criteria, it could suggest personalised learning materials or activities based on the student's performance in specific areas. For instance, if a student struggles with a particular concept, the erubric could automatically recommend targeted resources.
6. **Real-time collaboration:** Enable real-time collaboration among educators and between educators and students. This feature would allow for immediate feedback, discussions, and clarifications, enhancing the learning and teaching process.
7. **Integration with digital tools:** Seamless integration with various educational tools and platforms, such as Learning Management Systems (LMS), digital portfolios, and plagiarism detection tools, would streamline the assessment process.
8. **Analytics and reporting:** Advanced analytics to track progress over time, identify trends, and provide insights into learning outcomes. This could help educators tailor their teaching strategies and provide targeted support where needed.
9. **(Optional) Gamification elements:** Incorporate elements of gamification, such as badges or levels, to motivate students and make the learning process more engaging.

Note: The features listed above are indicative. Not all features need to be present for a tool to qualify as an e-rubric.

Aim and research questions

Our aim is to perform a systematic review of online rubric platforms to analyse what are their main features, identify which platforms are more powerful, and whether they support erubrics while extracting conclusions for teachers, researchers and platforms designers. We explored five RQs:

RQ1. What are the general features of online rubric platforms?

RQ2. What features do the platforms offer for the design of rubrics?

RQ3. What features do the platforms offer for the implementation of rubrics?

RQ4. Which online rubric platforms are the most effective for educational use?

RQ5. What erubrics features are supported by the platforms?

Method

Search strategies

The platform search was carried out using two strategies. First, searches in Google, Android Market and AppStore were conducted using the following keywords and combinations of keywords: ('rubric'; 'rubric platforms'; 'rubric maker'; 'rubric examples'; 'rubrics for projects'; 'grading rubrics'; 'rubric schools'; 'designing rubrics'; 'design rubrics') + (self-assessment); + (peer-assessment); + (teacher assessment). Second, we consulted several rubrics experts for platform references.

The two strategies were used over several iterations from February 2023 to April 2023. In order to be included in the analysis, a platform should: (1) be available as webapp, app for android and/or apple devices; (2) be in English, Spanish, and/or German, languages spoken by the authors; (3) be available in the time period of the search, and (4) be accessible either (a) free to use, (b) through a demo version or (c) free access was given to us after contacting the administrators. A flow chart of the search process and inclusion of platforms can be found in [Figure 1](#). A total of 40 platforms were identified but after removing duplicates, 32 was the number of platforms evaluated for inclusion. From this 32, one was excluded after three attempts to contact the administrators to give access as the platform was under a paywall. At that point, we included and analysed 29 platforms. However, during the coding only 19 platforms worked properly so that is the final number of included platforms. We described the reasons why the other 10 platforms did not work in the section Platform categorisation.

Coding procedure

Operational status

While coding the platforms we identified four distinct operational statuses. First, we encountered nineteen platforms that were fully operational and proceed to analyse them. Second, we identified two platforms that were not working; thus, we were unable to investigate them. Third, we identified three platforms that were mostly rubric repositories. Two of these platforms also had a rubric creation function; thus, we analysed them. The other platform did not have such feature and was not analysed. Fourth, and last, eight platforms claimed to support the creation of rubrics but the tools they generated did not meet the criteria for rubrics, despite the use of the term. Specifically, five of these platforms limited users to merely creating and grading assignments without the capability to incorporate performance levels or their descriptors. Two platforms lacked the functionality to create performance level descriptors. Moreover, one platform was essentially a form creation tool, further deviating from the standard definition of a rubric. Therefore, none of these eight platforms was analysed.

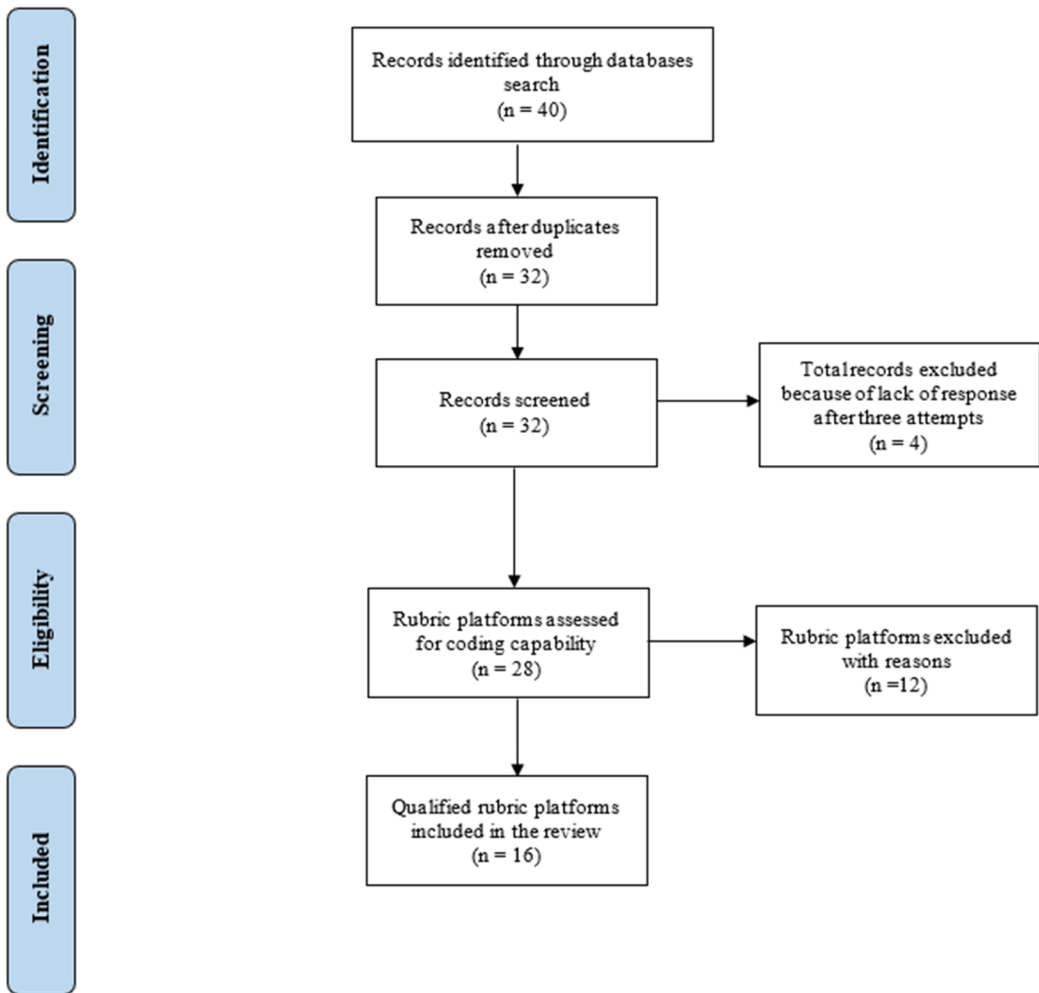


Figure 1. Flow chart of search process and inclusion of platforms.

Coding categories

A coding scheme was developed based on three main categories (features of websites and apps, rubric design and rubric implementation). Within these categories, several subcategories were created to code the different specifications. The subcategories were specified through a deductive process, based on predefined theoretical constructs. We utilised the review by Panadero and Jonsson (2020) as the theoretical basis for our study. Based on this foundation, we deductively included categories identified as relevant from their review when analyzing the platforms. The detailed coding scheme can be found in the [Supplementary Material \(Appendix A\)](#). Importantly, we only coded the rubric implementation section if the rubric, as designed in the platform, could be used online.

Quality scoring

We scored the platforms using the coding scheme presented in [Appendix A](#). Most categories were scored from 0 to 1 point in 0.25 intervals. A total score was computed for each platform representing the overall quality of the platform, ranging from 0 to 16 points. We coded four categories

nominally, as they were qualitative and not quantitatively scorable: (1) company or institution behind the platform, (2) type of institution (governmental vs. private), (3) aim of the platform, and (4) general layout (table vs. other). Coding of all platforms can be found in [Appendix B](#).

Coding reliability

The second and third author scored independently the platforms in three rounds (five platforms analysed in each for a total of 15 out of the 19 final ones). The inter-judges reliability was 83.3% first round, 91.5% second round, and 93.5% in the last round. In all rounds, disagreements were discussed until consensus was reached.

Data analyses

We conducted descriptive analyses of the platforms based on our coding and scoring to rank them and derive conclusions. The coding book, an overview of all scorings and the computed frequencies can be found in Appendixes C, D, and E.

Results

RQ1. What are the general features of online rubric platforms?

Table 2 presents the distribution of frequencies associated with these features across the different platforms. To answer this RQ we analysed the 19 platforms in terms of the following eight features.

First, regarding the type of institutions supporting the platforms, 16 platforms (84.21%) were supported by private entities with only three platforms from public providers (15.79%). The public entities behind these three platforms were research centres from universities. Specifically, the (1) University of Pittsburgh's Learning Research and Development Centre, the (2) Centre for Research on Learning ALTEC from the University of Kansas, and the (3) MyLO MATE Team (part of the e-learning community of practice) of the University of Tasmania. Consequently, the majority of the platforms were provided by private entities associated with education.

Second, we analysed the type of access to the platforms, categorising them into three types: fully free, free basic with paid 'pro' upgrades, and paywall-exclusive. Six platforms were entirely free. Nine platforms offered a basic free version, with the option for a 'pro' upgrade providing additional features like more storage, improved sharing, and unlimited rubric creation (details in [Appendix B](#)). Four platforms required a subscription. Overall, 79% of platforms provide some level of free access.

Third, in terms of the aims the platforms are pursuing, the largest share ($n=9$) explicitly aimed to create and provide rubrics. Another six platforms positioned themselves as classroom management tools or, more broadly, as components of learning management systems. The remaining four platforms focused on peer assessment. Consequently, rubrics were not the primary focus of then platforms, illustrating their integration into broader instructional practices beyond stand-alone applications.

Fourth, we analysed whether the platforms were available *via* web browsing and/or as an application for mobile use. We found that most platforms ($n=14$) were only available *via* web browsing whereas three platforms were only available as apps. These were namely iRubric App, Rubric Scorer and Rúbrica Marcador. The remaining two platforms were both available in web and app format (Additio, Canvas). Importantly, we found that the features were similar between platforms offering the two types of access (web browsing and app) and the single access (web browsing or app). The main difference seemed to be that the app versions were adapted for

Table 2. Frequencies of the platforms' properties.

Platform name	Properties of websites and apps																									
	Tol		Aim			Type of format			App repository			Interface use			Data saving			Access			Documentation and help					
	Pv	Pu	RO	PAO	CM	Web	App	Both	PS	AP	Both	Nav	ETU	DtU	NtD	SO	SO-DO	Pay	Pay-Free	Free	No	One	Two	Three	Four	
Additio	1																									
Blackboard Learn	1																									
Canvas	1																									
EduFlow	1																									
iRubric App	1																									
iRubric	1																									
Kritik	1																									
Mobious	1																									
SLIP																										
MyLo Rubric	1																									
Peerceptiv	1																									
Quick Rubric	1																									
Rubistar	1																									
Rubric	1																									
Builder																										
Rubric Maker	1																									
Rubric Scorer	1																									
Rubrica	1																									
Marcador																										
Smart Rubric	1																									
Stile	1																									
Super Rubric	1																									
f	16	3	9	4	6	14	3	2	3	1	1	14	12	7	2	10	7	4	9	6	2	6	5	6	0	
%	8.21	15.79	47.37	21.05	31.58	73.68	15.79	10.53	15.8	5.3	5.3	73.7	63.16	36.84	10.53	52.63	36.84	21.05	47.37	31.58	10.53	26.32	31.58	6	0	

Tol: type of institution; Pv: private; Pu: public; RO: rubric oriented; PAO: peer assessment oriented; CM: classroom management; PS: PlayStore; AS: Apple store; Nav: non-available; ETU: easy to use; DTU: difficult to use; NtD: needs to be downloaded; SO: saved online; SO-DO: saved online and can be downloaded; Pay: payment is required; Pay-Free: Pro version but access is free

mobile devices screens as, when it comes to the features on the design and implementation of rubrics, they offered similar features to the web browsing versions.

Fifth, we investigated the app repositories for the five platforms with app versions. Of these, three were available on the Android Market (Canvas, iRubric App, Rúbrica Marcador), one was found in the App Store (Rubric Scorer), and one was only accessible in both the Android Market and the App Store (Additio). This distribution indicates a potential limitation: only one platform was multiplatform, suggesting that the use of these apps may require students and teachers to possess compatible mobile devices.

Sixth, in assessing interface usability, 12 of the 19 platforms were deemed easy to use, while the remaining seven were classified as difficult. This evaluation was anchored in Jakob Nielsen's 10 general principles for interaction design (Nielsen 1994). Criteria assessed for this categorisation are detailed in [Appendix A](#). Our findings suggest that the majority of platforms offered user-friendly interfaces, a factor vital for effective adoption in educational environments. Key usability challenges identified include navigation difficulties and complex, unstructured interfaces. Conversely, platforms that excelled in these areas were identified as easy to use.

Seventh, in terms of data saving capabilities, over half of the platforms ($n=10$) allowed users to save created rubrics online. Additionally, seven platforms offered both online saving and download options for rubrics, while two platforms only permitted downloads without online saving. This indicates that most platforms are primarily designed for, or at least support, online use.

Lastly, we assessed the documentation and help options available on the platforms. We distinguished between technical support availability for troubleshooting and the presence of different documentation options, namely video tutorials, text explanations and/or audio explanations. We found that two platforms lacked both documentation and help options. Six platforms offered one of these support features, five provided two, and another six had three features available. Notably, none of the platforms encompassed all four support features. Video and text explanations were the most common forms of assistance, suggesting these are the most sought-after types of support. Overall, nearly all platforms offered some level of help or documentation, indicating an awareness of the need for user support, particularly through text and video guides.

RQ2. What features do the platforms offer for the design of rubrics?

[Table 3](#) presents the distribution of frequencies associated with these features across the different platforms. To answer this RQ, we analysed the platforms in terms of the following eight features. First, regarding the layout, most platforms (17 out of 19) exclusively use a table format for rubrics, with criteria in rows and performance levels in columns. Only EduFlow and Peerceptiv offer alternatives: EduFlow uses separate tables per criterion with levels in rows, while Peerceptiv uses independent rating scales per criterion, both focusing on peer assessment. This shows a general trend towards traditional table layouts with limited variation. See [Appendix E](#) for visual comparisons of these innovative and traditional approaches.

Second, regarding the number of performance levels, three options were identified. First, six platforms allowed users to add as many performance levels as needed. Second, 11 platforms provided the option to select the number of performance levels within a certain range. Notably, these ranges varied significantly across platforms. For instance, Blackboard Learn, Kritik and Super Rubric permitted a range from 1 to 4 performance levels, whereas Additio and Rúbrica Marcador allowed for up to 20 performance levels. Lastly, two platforms prescribed a fixed number of performance levels: Rubric Builder with four and Mobious SLIP with five.

Third, concerning the labels of performance levels, 14 platforms (73.7%) allowed users to edit the labels as desired. This flexibility enables users to name the different performance levels in a manner that best aligns with instructional objectives and learning requirements. Notably, two

Table 3. Frequencies of rubric design features of the platforms.

Platform name	Rubric design																				Scoring				
	Layout		Performance level number				Performance level label				Performance level description				Assessment criteria label				Assessment criteria number				Qualitative feedback		
	Table	Other	NoEd**	EdRan	EdWan	NoEd	Sugg	EdWan	Sugg-EdWan	Fix	Sugg	EdWan-Lim	EdWan-Unlim	NoEd	Sugg	EdWan	Sugg-EdWan	NoEd	EdRan	EdWan	Yes	No	Teach Choose	TeachNo Choose	
Addito	1			1		1						1				1			1			1		1	
Blackboard Learn	1			1		1						1				1			1			1		1	
Canvas	1			1		1						1				1			1			1		1	
EduFlow		1		1		1						1				1			1			1		1	
iRubric App	1			1		1					1					1			1			1		1	
iRubric	1			1		1						1				1			1			1		1	
Kritik	1			1		1						1				1			1			1		1	
Mobious SLIP	1			1		1						1				1			1			1		1	
MyLo Rubric	1			1		1						1				1			1			1		1	
Peerceptiv	1			1		1						1				1			1			1		1	
Quick Rubric	1			1		1						1				1			1			1		1	
Rubistar	1			1		1						1				1			1			1		1	
Rubric Builder	1			1		1						1				1			1			1		1	
Rubric Maker	1			1		1						1				1			1			1		1	
Rubric Scorer	1			1		1						1				1			1			1		1	
Rubrica	1			1		1						1				1			1			1		1	
Marcador																									
Smart Rubric	1			1		1						1				1			1			1		1	
Stile	1			1		1						1				1			1			1		1	
Super Rubric	1			1		1						1				1			1			1		1	
f	17	2	2	11	6	3	0	14	2	0	0	1	18	0	0	15	4	0	6	13	8	11	12	7	
%	89.5	10.5	10.5	57.9	31.6	15.8	0.0	73.7	10.5	0.0	0.0	94.7	94.7	0.0	0.0	78.9	21.1	0.0	31.6	68.4	42.1	57.9	63.2	36.8	

NoEd: cannot be edited; EdRan: can be edited in a range; EdWan: can be edited as wanted; Sugg-EdWan: suggestions and can be edited as wanted; Fix: there are fixed options to choose; EdWan-Lim: can be edited as wanted with a limited text; EdWan-Unlim: can be edited as wanted with unlimited text; TeachChoose: the teacher can choose if there is implicit scoring or not; TeachNoChoose: the teacher cannot choose if there is explicit scoring or not

platforms, Kritik and Super Rubric, in addition to offering customisation, suggested labels for the rubric designer (e.g. beginning, developing, achieving and mastering). Conversely, three platforms (Mobious SLIP, Peerceptiv and Rubric Builder) implemented fixed labels. Among these, Peerceptiv and Rubric Builder utilised quantitative labels (Levels 1–4), while Mobious SLIP employed qualitative labels (very poor, poor, fair, good and excellent). Overall, the majority of platforms provided the flexibility to adapt the labels of performance levels to meet the needs of teachers and students.

Fourth, regarding performance levels description, all but one platform ($n = 18$; 94.7%) had unlimited space to write the specifications of each performance level while that other one had limited space. This feature makes the creation of the rubric flexible and accurate for each teacher and subject. Therefore, there was no platform with compulsory fixed descriptions for the performance levels, but rather all platforms were flexible.

Fifth, in regard to the number of assessment criteria, the majority of platforms ($n = 13$; 68.4%) provided users with the opportunity to add as many assessment criteria as necessary. In contrast, six platforms imposed a range for the inclusion of assessment criteria. As we found with performance levels, these ranges were quite heterogeneous. There were two platforms that offered a narrow range (1–4) (i.e. Blackboard Learn, Super Rubric), two others a medium range (1–10) (i.e. Rúbrica Marcador, iRubric App), and the two left a wide range (1–30 or 1–20) (i.e. Additio, Rubric Scorer). In sum, the tendency was to offer a considerable flexibility when it comes to assessment criteria.

Sixth, concerning labels for the assessment criteria, most platforms (15 out of 19) permit users to customise assessment criteria labels, supporting the creation of rubrics for various subjects and complexities. Four platforms, in addition to label customisation, provide suggestions to guide assessment focus, such as method justification in math or idea clarification in language, enhancing decision-making on what to assess. This demonstrates significant flexibility in criteria labelling across platforms.

Seventh, regarding the option to include qualitative feedback, while the majority of platforms (11 out of 19) lack a qualitative feedback feature, eight offer it through various methods. EduFlow and Rubric Scorer enable comments next to the rubric, while MyLo Rubric and SmartRubric incorporate a dedicated column for written feedback per criterion. Stile uniquely allows multimedia feedback, requiring online use, and Peerceptiv introduces an open question field for feedback or self-reflection. This variation highlights opportunities for enhancing rubric platforms with more formative, qualitative feedback options.

Eighth and last, we investigated whether the platforms allowed the user to add an explicit scoring strategy to the rubric. In the majority of platforms ($n = 12$; 63.2%) the user can decide if the score is explicitly included in the performance levels or not. Five platforms lack an option for explicit scoring strategies. Meanwhile, two platforms, specifically Blackboard Learn and Kritik, mandate an explicit scoring strategy within the rubric. Here, users have the freedom to assign specific scores to each assessment criterion; however, this scoring information is obligatory and cannot be omitted, though users may opt to input a '0' to nullify its impact. Overall, platforms predominantly provide users with the option to decide on the visibility of scoring to students.

RQ3. What features do the platforms offer for the implementation of rubrics?

Table 4 presents the distribution of frequencies associated with these features across the different platforms. To address RQ3, our analysis focused on three distinct features of the platforms: (a) hybrid implementation, (b) online cocreation and (c) assessment types.

First, regarding hybrid implementation, we found that eight platforms (42.11%) allowed only offline implementation, five allowed (26.32%) only online implementation and six (31.58%) allowed both offline and online implementation. Hence, a majority of the rubric platforms allowed online implementation, which is crucial in online education environments. Unfortunately, there is

Table 4. Frequencies of implementation of rubrics in the platforms.

Platform name	Implementation								
	Implementation			Cocreation		Assessment			
	Off**	On	Off&On	Yes	No	NotEs	One	Two	Three
Additio			1	1					1
Blackboard Learn		1			1		1		
Canvas	1				1	1			
EduFlow		1			1		1		
iRubric App	1				1	1			
iRubric	1			1			1		
Kritik			1		1		1		
Mobious SLIP		1			1		1		
MyLo Rubric	1				1	1			
Peerceptiv		1			1		1		
Quick Rubric	1				1	1			
Rubistar	1				1	1			
Rubric Builder	1				1	1			
Rubric Maker	1				1	1			
Rubric Scorer			1		1		1		
Rúbrica Marcador			1		1		1		
Smart Rubric		1		1			1		
Stile			1	1					1
Super Rubric			1		1		1		
f	8	5	6	4	15	7	10	0	2
%	42.11	26.32	31.58	21.05	78.94	36.84	52.63	0	10.53

Acronyms used and categories description. Off: only can be implemented offline; On: only can be implemented online; Off&On: can be implemented online and offline; NotEs: it is not specified; One: the platform promotes only one assessment type (self-assessment, peer assessment or teacher assessment); Two: the platform promotes two assessment types (self-assessment, peer assessment or teacher assessment); Three: the platform promotes three assessment types (self-assessment, peer assessment and teacher assessment)

a small number of platforms that support both types of implementations, essential for flexible use in real classrooms where internet access might be problematic.

Second, regarding online rubric cocreation, we found that only four platforms (Additio, iRubric, Smart Rubric and Stile) supported this feature. Hence, the vast majority (78.94%) of platform only supported one person (i.e. account) to design the rubric, not providing the option to design in a collaborative manner. This could be an area of improvement as allowing the teacher to opt in or out of this collaboration could be an important feature as cocreating rubrics with colleagues and students can be beneficial.

Third, regarding assessment types, we analysed if platforms focused on one or more specific types of assessment (i.e. self-assessment, peer-assessment, or teacher-assessment). Seven platforms (36.84%) did not specify for which type of assessment the rubrics were meant to be used. Ten platforms (52.63%) focused on one type of assessment, and only two platforms (10.53%) focused on all three types of assessment (i.e. the most flexible use). Out of the ten platforms that specified one assessment type, six were constructed for teacher assessment, four focused mainly on peer-assessment, and no platform specifically focused only on self-assessment. In conclusion, if there is a specification for an assessment type, it is mainly only one assessment type, and this type is often teacher assessment.

RQ4. Which online rubric platforms are the most effective for educational use?

To identify the most effective online rubric platforms, we employed a scoring system based on the three critical aspects analyses in the previous RQs: (1) Features of Websites and Apps, focusing on usability and technical features; (2) Rubric Design, assessing the flexibility and depth of rubric customisation options; and (3) Implementation, evaluating the platforms' support for both online and offline use as well as collaborative features. Scores for each aspect were computed

Table 5. Total scores of the platforms.

Platform	Total score (out of 16)
Additio	12.75
Blackboard Learn	6.25
Canvas	9
EduFlow	9.5
iRubric App	5.75
iRubric	9.75
Kritik	9.75
Mobious Plus	7.25
MyLo Rubric	8.25
Peerceptiv	6.75
Quick Rubric	7.25
Rubistar	7.25
Rubric Builder	4.75
Rubric Maker	7.25
Rubric Scorer	11.25
Rúbrica Marcador	9.5
Smart Rubric	10.25
Stile	12.75
Super Rubric	9.75

and subsequently aggregated to reach a global score for each platform (see Table 5). We will first examine the individual aspects before presenting the overall scores.

Regarding Features of websites and apps, the scores ranged from 1.5 to 5.25, with an average score of 2.92. The highest scored platform was Additio, followed by Canvas and then Rubric scorer. These three were more accessible and easier to use than the rest.

Regarding Rubric design, the scores ranged from 2.75 to 6.5, with an average score of 4.79. The highest-scoring platform was Stile, followed by Smart Rubric and Super Rubric. These three platforms showed the highest level of customisation in the design of rubrics. This type of flexibility allows the rubric designers to employ more performance levels, label those levels in different ways, or make additional edits to the rubrics.

Regarding Implementation, the scores ranged from 0 to 3, with an average score of 0.97. The two highest-scored platforms were Additio and Stile. These two platforms were the most advanced in offering different types of implementation (online and offline), cocreation of rubrics and allowing different types of assessment.

Finally, regarding the global scores, these ranged from 9.5 to 22.5. The highest-scored platforms were Additio and Stile, both number one for either Features of websites and apps, or Rubric design, and they were tied in terms of Implementation. Another highly scored platform was Rubric scorer. Finally, there is a group of seven platforms ranging from 19.5 to 17.5.

RQ5. What erubrics features are supported by the platforms?

As can be seen in Table 6, to answer this research question, we explored the nine features proposed in Table 1 at the theoretical framework. The main criterion threshold for coding the platforms in terms of the erubrics features was if the platform supported online access to the rubric, as to be considered an erubric the instrument needs to have online capabilities to integrate the rest of the features. Eleven platforms supported online access to the rubric.

When it comes to the rest of the features, a clear pattern emerges: most of the features are not supported by most of the platforms. Actually, there is not a single platform that supported all the features. There is only a, so to speak, foundational feature being that the 11 platforms allow for rubric design customisation. However, for the rest of the features the landscape is more varied. The two most usual features were online peer assessment and self-assessment, and analytics and reporting. Others like gamification, integration with digital tools, or adaptive learning references are vastly unavailable.

Table 6. Screening of the features supported in the platforms for the design and implementation of erubrics.

Platform	OA*	C&F	OPASA	IF	ALR	RTC	IDT	A&R	GE
Stile**	Yes	Yes	Yes	-	-	-	-	-	-
Smart rubric	Yes	Yes	No	Only qualitative feedback	No	No	No	Possibility to view and compare grading with other teachers	No
Rúbrica marcador	Yes	Yes	No	Only qualitative feedback	Only with subscription	Only through email	No	Possibility to have a summary of the grades of the students	No
Rubric Scorer/Rubric Scorer 2	Yes	Yes	No	Audios and photos can be implemented	No	No	Scores can be added to an App called Teacher Aide	Possibility to see statistics and how grades are distributed	No
Peerceptiv	Yes	Yes	PA	No	Help Resources can be implemented and will automatically distribute to students who score below a set threshold	No	Yes	Possibility to get an overview about who has given feedback to peers, has received feedback from peers, is graded, etc.	No
Mobius Plus	Yes	Yes	PA	No	No	No	No	No	No
Kritik	Yes	Yes	PA	No	No	No	No	No	No
iRubric(Web) only pro version online	Yes	Yes	No	No	No	Only with pro version	No	Only with pro version	No
Eduflow	Yesok	Yes	PA	Text, videos, audios, info block, scales can be implemented	No	No	No	No	No
Blackboard Learn**	Yes	Yes	No	-	-	-	-	-	-
Addito	Yes	Yes	Yes	No	No	No	No	No	No

*Acronyms used. OA: Online Access; C&F: Customisation and Flexibility; OPASA: Online Peer and Self-Assessment Capabilities; IF: Interactive Feedback; ALR: Adaptive Learning References; RTC: Real-time collaboration; IDT: Integration with Digital Tools; A&R: Analytics and Reporting; GE: Gamification Elements

**These two platforms were not accessible without purchasing them. For the first round of analysis (RQ1-4) we were granted a trial by the platforms administrators. Unfortunately, we were not granted access for RQ5 coding (03/2024).

Discussion

Our aim was to review the existing online rubric platforms to analyse their main features and extract conclusions for researchers, teachers, and designers. We explored five research questions (RQs) to evaluate the characteristics of the 19 selected platforms.

RQ1. What are the general features of online rubric platforms?

Our results showed that most platforms are private enterprises; two thirds are behind a paywall either entirely or for full functionality; around half were fully devoted to rubrics while the other half combined it with other assessment interventions or belonged to a larger management system; most are only available *via* web browsers, and the five that have an app are largely represented on Android market; most of them were easy to use; the most usual way to save the rubric is online which requires the use of the rubric within the platform; and that there is room for improvement when it comes to documentation and help. Next, we will discuss these aspects individually fusing them with recommendations and reflections on what it means for the field. Next, we discussed these in detail.

The clear dominance of private initiative points to a strong influence of market dynamics. The use of paywalls suggests that many of them rely on user subscriptions for revenue. Importantly, we see two risks here. First, this subscription-based model introduces a barrier to equitable access (Stan, Dobrota, and Ciobotea 2022). Schools with lesser funding, particularly in economically disadvantaged areas, may be unable to afford these resources. This disparity could exacerbate existing educational inequalities, as affluent institutions gain further advantages through access to superior assessment tools (Gustafsson 2003). And second, the necessity for these platforms to remain profitable may inadvertently shift their focus from the quality and pedagogical soundness of the rubrics to features that are more marketable and profitable. While innovation driven by competition can lead to improvements, there is a risk that the core educational values might be compromised in pursuit of features designed more to attract users and subscriptions than to enhance educational outcomes (Regele 2020).

The versatility displayed by platforms integrating rubrics with other assessment tools or becoming part of larger systems reveals a flexible and dynamic ecosystem. This adaptability shows an understanding of the diverse preferences and needs of educators and institutions (Pillai et al. 2019), making these platforms more versatile and useful within the broader educational landscape, and it also shows how important rubrics have become in our educational systems (Panadero et al. 2024).

Regarding technology, the fact that these platforms mainly operate through web browsers and are prevalent on the Android market for apps reflects current trends. It aligns with the widespread use of internet connectivity accessible even from basic computers and the popularity of the Android operating system (StatCounter 2023), making these platforms easily accessible to a broad user base. Importantly, the use of web browsers for platform access is beneficial in terms of universal accessibility to education (Kurt 2019). Web browsers are ubiquitous across various devices and operating systems, making these platforms readily accessible to a wide range of users. This approach does not necessitate the downloading of specific apps, which can be advantageous for users with limited storage space or those using shared or public computers. However, relying solely on web browsers, has its drawbacks (Parker 2021). Web applications might not offer the same level of user experience, performance, and offline accessibility as native mobile apps, in particular in the eyes of the users (Andersson 2018). Especially in situations where internet connectivity is unreliable or unavailable, the utility of web-based platforms can be significantly hindered. Thus, developing native apps for both Android and iOS can enhance user experience and accessibility. Mobile apps generally offer better performance, offline access, and are optimised for the device's hardware. This can be particularly beneficial for users who primarily access content on mobile devices. Nevertheless, the development of native apps for multiple operating systems does involve higher costs and

resources. This includes not only the initial development but also ongoing maintenance, updates, and support for different versions. For many organisations, especially smaller ones, these costs can be prohibitive. They have to weigh the potential benefits against the financial and resource investment required. It seems then that more public support for online rubric platforms would be recommended, as to ensure a more equitable access to these tools.

The positive aspect of most platforms being user-friendly is crucial for a good overall experience. This ease of use minimises barriers for educators and institutions (Kurt 2019), ensuring a smooth adoption process. However, the preference for saving rubrics online within the platform raises questions about potential limitations for offline use, something that should be considered, especially in settings with limited internet access.

Lastly, the areas identified for improvement in documentation and help serve as valuable pointers for future enhancements. Addressing these issues not only improves the platforms' user-friendliness but also demonstrates a commitment to supporting users in maximising the benefits of these tools (Kurt 2019).

RQ2. What features do the platforms offer for the design of rubrics?

Our findings reveal a dominant preference for table-based rubrics, with EduFlow and Peerceptiv as notable exceptions offering alternative layouts. Performance levels varied widely across platforms, with some allowing unlimited levels and others offering a fixed or variable range. Most platforms provided flexibility in labelling performance levels, catering to diverse instructional needs. In describing performance levels, nearly all platforms allowed unlimited text, offering considerable flexibility. For assessment criteria, a majority permitted adding as many as needed, while others set a range, reflecting significant variability. Label customisation for assessment criteria was also widely supported, with a few platforms offering additional suggestions. On the qualitative feedback front, opinions were split; some platforms included this feature, with diverse implementation methods, while others did not. Lastly, in terms of scoring strategies, options varied from user-defined scoring to fixed or non-displayed scores, reflecting a general trend towards customisable scoring in rubrics. Next, we discussed these in detail.

The prevalent use of table-based rubrics, as seen in most platforms, aligns with traditional rubric use (Brookhart 2018), offering familiarity and ease of understanding for users. EduFlow and Peerceptiv stand out with their innovative layouts, suggesting a growing trend towards diversifying rubric designs to cater to different pedagogical needs. These alternative formats may enhance engagement and clarity in assessment, fostering a more dynamic and intuitive evaluation process, but it is crucial that there is a pedagogical gain behind these innovations.

The variability in performance levels across platforms highlights a key consideration in educational assessment: the balance between standardisation and customisation. Platforms allowing unlimited levels afford educators the flexibility to tailor assessments to specific learning outcomes and student capabilities. However, this flexibility must be tempered with considerations of clarity and practicality, as too many levels can lead to confusion and difficulty in consistent grading (Humphry and Heldsinger 2014).

In a similar vein, labelling performance levels is another critical feature where flexibility seems paramount. Allowing educators to customise labels provides opportunities to align assessment criteria closely with instructional objectives and learning outcomes (Brookhart 2018). This adaptability is essential in addressing the diverse needs across educational contexts, ensuring that rubrics remain relevant and effective (Brookhart 2018).

In terms of qualitative feedback, the split in platform features reflects a broader debate in educational assessment between summative and formative purposes. Platforms incorporating qualitative feedback mechanisms acknowledge the importance of providing detailed, constructive feedback with rubrics, which is vital for learning and improvement (Andrade 2005; Wollenschläger et al. 2016). The platforms incorporating scoring options might help teachers to

evaluate and students to see a clearer connection between their performance and the score, while enhancing scoring reliability (Jonsson and Svingby 2007). However, the varied implementation methods suggest a lack of consensus on the optimal approach to integrating feedback in digital rubrics, in line with the summative vs. formative debate (Wiliam 2011).

Finally, the variety of scoring strategies observed underscores the ongoing evolution in thinking about assessment in education. The move towards customisable scoring indicates a shift from traditional, rigid scoring methods towards more flexible, learner-centred approaches. This flexibility can empower educators to design assessments that are more aligned with learning objectives and student needs, potentially leading to more meaningful and accurate evaluations.

RQ3. What features do the platforms offer for the implementation of rubrics?

Our findings revealed a varied landscape in implementation strategies. A significant portion of platforms were geared either towards exclusive online or offline implementation, with only a few supporting the versatile hybrid approach, crucial for flexible educational environments. The concept of online cocreation, which fosters collaborative rubric development, was notably underrepresented, with most platforms limiting rubric creation to individual effort. This is particularly intriguing given the collaborative potential of rubrics in formative educational processes. Finally, regarding the types of assessments supported, there was a clear tendency for platforms to focus on a single assessment type, primarily teacher assessment. This shows a limited embrace of the multifaceted potential of rubrics, as very few platforms accommodated a comprehensive range of assessment types, including self, peer and teacher assessments. Next, we discussed these in detail.

The predominance of platforms dedicated to either online or offline implementation, with limited adoption of a hybrid model, reveals a gap in catering to the evolving needs of modern educational settings. Hybrid implementation is pivotal in an era where education straddles digital and traditional realms, offering necessary flexibility to educators and learners alike (Raes et al. 2019). This inflexibility in implementation could hinder the adaptability and responsiveness of educational practices to diverse learning environments.

The scarcity of platforms supporting online cocreation of rubrics is a noteworthy finding. Collaborative rubric development is not only a tool for assessment but also an educational strategy that can promote academic performance and self-regulated learning (e.g. Fraile, Panadero, and Pardo 2017). The limited focus on this aspect suggests a missed opportunity in harnessing the full pedagogical potential of rubrics. Encouraging more platforms to incorporate collaborative features could significantly enhance the formative aspects of educational processes.

Furthermore, the tendency of platforms to specialise in single types of assessment, primarily teacher-led, indicates a narrow interpretation of rubrics' utility. This approach overlooks the richness and depth that multifaceted assessments, involving self and peer evaluations, can bring to the learning experience (Andrade, Du, and Wang 2008; Panadero et al. 2024). Broadening the scope to include diverse assessment types can provide a more holistic view of student learning and progress.

RQ4. Which online rubric platforms are the most effective for educational use?

Our findings revealed that platforms varied significantly in their offerings, with some standing out in specific areas. In terms of website and app general features, platforms like Additio and Canvas stood out, showcasing superior accessibility and ease of use. For rubric design, platforms such as Stile and Smart Rubric emerged as top contenders, offering remarkable customisation options that allow for a wide range of performance levels and labelling flexibility. When it came to implementation, Additio and Stile were again notable for their robust offerings in

both online and offline implementations, cocreation of rubrics, and diverse assessment types. The cumulative global scores, which integrated all these aspects, highlighted Additio and Stile as the front runners, excelling in multiple dimensions. Additionally, platforms like Rubric scorer also scored highly, indicating a competitive field with several strong options available for different user needs and preferences. In conclusion, our analysis underscores the diverse strengths and specialties of various platforms but also reveals Additio and Stile as exemplary models at the current moment, combining superior functionality in design and implementation with user-friendly interfaces, thereby setting a benchmark for future developments in this evolving field.

RQ5. What erubrics features are supported by the platforms?

Our results lead to a clear conclusion: current online rubric platforms have yet to fully embrace the potential of e-rubrics and their implementation. Many of the features we propose (see [Table 1](#)) remain largely unexplored, suggesting a gap in the design and implementation of erubrics. This may stem from the absence of a clear, widely accepted definition of erubrics and an understanding of the digital features that could significantly enhance their educational efficacy. Our study addresses this gap by offering both a precise definition of erubrics and a comprehensive list of features designed to unlock their full potential in educational settings. We hope that our findings will resonate with the three key stakeholders in the erubric ecosystem – teachers, researchers and platform designers – encouraging them to adopt and further explore our recommendations. We have elaborated a list of practical recommendations for these three actors that can be found in [Appendix F](#).

Limitations

Our study has several limitations. First, its findings are temporally bound as the analysis spans from Spring 2023 to March 2024, capturing only a transient view of the evolving online rubric platforms. This period saw some platforms discontinue and others change names, highlighting the sector's fluidity. Second, without collaboration with platform designers, our study may lack depth and overlook the full potential and nuances of the platforms. Third, the absence of empirical testing with end-users like teachers and students means we did not evaluate the platforms' practical usability and effectiveness in real educational settings. Finally, we deliberately excluded generative AI platforms, which, while advanced, do not focus on rubric construction and lack specialised features for it. However, the rapid advancement of this technology suggests potential future integration of AI functionalities into these platforms.

Conclusions

Our study of 19 online rubric platforms highlights a rapidly evolving landscape with varying features and designs catering to diverse educational needs. While these platforms demonstrate potential, they still lack in areas such as implementation flexibility, collaborative design and the integration of various assessment types. Notably, platforms like Additio and Stile perform well against several criteria, but the optimal choice depends on specific educational goals and rubric applications. The effectiveness of these platforms relies significantly on the user's ability to design and implement effective rubrics, emphasising the need for continuous development in both platform design and user expertise. This research not only sheds light on the current state of online rubric utilisation but also sets the stage for future advancements in educational assessment technologies *via* a clear definition of erubric, a proposal of its features, and specific recommendations for teachers, researchers and designers ([Appendix F](#)).

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Appendix A.

ANALYSIS OF RUBRICS ONLINE PLATFORMS CODING SCHEME

SCORING CRITERIA

Ernesto Panadero, Alazne Fernández, Rebecca Krebs & Julian Roelle

CATEGORIES	SUBCATEGORIES	SCORE
Features of websites and apps		
Company/institution behind the platform		Not scored
Type of institution		Not scored
Aim of the platform		Not scored
Type of platform: Format	Web or App	0.5
	Both	1
App repository	Non-available	0
	Play store (Android) or Appstore (Apple)	0.5
	Both	1
Web/Software interface: Use *Assessed criteria below	Difficult to use	0
	Easy to use	1
Web/Software interface: Data saving	Rubric design needs to be downloaded	0
	Rubric design is saved online	0.5
	Rubric design is saved online and can be downloaded	1
Access	Payment is required	0
	Pro version, but access is free	0.5
	Free access with all the features	1
Documentation and help	0 features	0
	1 feature	0.25
	2 features	0.5
	3 features	0.75
	4 features (all)	1
Rubric Design		
General layout		Not scored
Performance Level: number	Cannot be edited	0
	Can be edited in a range	0.5
	Can be edited as wanted	1
Performance Level: label	Cannot be edited	0
	There are suggestions	0.5
	Can be edited as we want	0.75
	There are suggestions and can be edited as we want	1
Performance Level: description	There are fixed options to choose	0
	There are suggestions	0.5
	Can be edited as wanted and limited text	0.75
	Can be edited as wanted and unlimited text	1
Assessment Criteria: label	Cannot be edited	0
	There are suggestions	0.5

	Can be edited as wanted	0.75
	There are suggestions and can be edited as wanted	1
Assessment Criteria: number	Cannot be edited	0
	Can be edited in a range	0.5
	Can be edited as wanted	1
Space to write qualitative feedback	No	0
	Yes	1
Scoring aspects: Explicit	Teacher cannot choose about the explicitness of the score	0
	Teacher can choose whether to make the score explicit	1
Rubric Implementation Only analyzed when rubric is used online		
Hybrid implementation	Rubric can only be implemented offline	0
	Rubric can only be implemented online	0.5
	Rubric can be implemented online and offline	1
Cocreation online <small>*edition feature is needed</small>	No	0
	Yes	1
Online use	Not specified	0
	1 assessment type	0.5
	2 assessment types	0.75
	3 assessment types	1
ERubric Characteristics Only analyzed when rubric is used online		
Online access		Not scored
Customization and flexibility		Not scored
Peer and self-assessment capabilities		Not scored
Interactive feedback		Not scored
Adaptive learning references		Not scored
Real-time collaboration		Not scored
Integration with digital tool		Not scored
Analytics and reporting.		Not scored
(Optional) Gamification elements		Not scored

Appendix B.

Filled coding sheets for all included platforms

Name of the platform: Additio		Additional descriptions/notes	#
Date of access and evaluation: 24 th of March 2023			
Features of websites and apps			
Company/institution behind the platform	It is a platform created by 2 teachers from Girona.		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	The platform is aimed at school and class management. It also allows the creation and implementation of rubrics but its not the principal function.		-
Type of platform: Format	<input type="checkbox"/> Web <input type="checkbox"/> App <input checked="" type="checkbox"/> Both		1
App repository	<input checked="" type="checkbox"/> Play store (Android) <input checked="" type="checkbox"/> Appstore (Apple) <input type="checkbox"/> Non-available		1
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric can be saved online and downloaded <input type="checkbox"/> Rubric design is only saved online <input type="checkbox"/> Rubric design needs to be downloaded		1
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of 10.99 € annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____		0.5
Documentation and help	<input checked="" type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support		0.75
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 1 to 20 levels <input type="checkbox"/> Cannot be edited		0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted		0.75

	<input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 1 to 30 levels <input type="checkbox"/> Cannot be edited		0.5
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		1
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline	There is the option of downloading the rubrics in PDF for offline implementation	1
Cocreation online <small>*edition feature is needed</small>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Online use	<input checked="" type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified	Only pro version Only pro version Free version	1
*Assessed criteria for Web/Software interface: Use			
Visibility of system status		No	
Mach between system and real world		Yes	
Error prevention		Yes	
Recognition rather the recall		Yes	
Aesthetic and minimalist design		Yes	
Help and documentation		Yes	

Name of the platform: Blackboard Learn		Additional descriptions/notes	#
Date of access and evaluation: 14 th of September 2023			
Features of websites and apps			
Company/institution behind the platform	Blackboard Learn		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	Learning Management Tool		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use		0
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input type="checkbox"/> Free <input type="checkbox"/> Pro version cost of monthly <input type="checkbox"/> Monthly cost of _____ <input checked="" type="checkbox"/> Annual cost of depending on individual subscription <input type="checkbox"/> Other: _____		0
Documentation and help	<input checked="" type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support		0.75
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from 1 to 4 levels <input type="checkbox"/> Cannot be edited		0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from <u> 1 </u> to <u> 4 </u> levels <input type="checkbox"/> Cannot be edited		0.5
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input checked="" type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		0.5
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	No		
Match between system and real world	No		
Error prevention	Yes		
Recognition rather than recall	No		
Aesthetic and minimalist design	No		
Help and documentation	Yes		

Name of the platform: Canvas Rubrics		Additional descriptions/notes	#
Date of access and evaluation: 28 th of March 2023			
Features of websites and apps			
Company/institution behind the platform	Instructure		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	It is a class management software that gives the option to create rubrics		-
Type of platform: Format	<input type="checkbox"/> Web <input type="checkbox"/> App <input checked="" type="checkbox"/> Both		1
App repository	<input checked="" type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input type="checkbox"/> Non-available	The option of creating rubrics is not available in the app.	0.5
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input checked="" type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____		1
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support		0.5
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1

Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ___ to ___ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline		0
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Mach between system and real world	Yes		
Error prevention	Yes		
Recognition rather the recall	Yes		
Aesthetic and minimalist design	Yes		

Help and documentation	Yes
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Name of the platform: Eduflow – SPECIAL CASE - READ CAREFULLY		Additional descriptions/notes	#
Date of access and evaluation: 29 th of March 2023			
Features of websites and apps			
Company/institution behind the platform	EduFlow		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	This is a platform focused on peer assessment development but allows the creation and implementation of rubrics. Not in the traditional way.		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of from 50\$ to 650\$ monthly <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	Low storage and only 10 users available. The bigger the price the more storage and users in the platform it allows.	0.5
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support	The text explanations are supported with pictures to make easier the understanding.	0.5
Rubric Design			
General layout	<input type="checkbox"/> Only table <input checked="" type="checkbox"/> Other: The rubric is presented vertically	You can create individual tables with one unique assessment criteria where you can add the performance level description. This performance levels will be displayed vertically. You can add as	-

		many individual tables as you want.	
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ___ to ___ levels <input type="checkbox"/> Cannot be edited		1
Performance Level: label	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited	There is no specific place for performance level label. but it can be written in the same place as the description is.	0.75
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ___ to ___ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The rubric editing tool has an option in which the teacher could add a specific place where qualitative feedback is given.	1
Scoring aspects: Explicit	<input type="checkbox"/> Scoring scale is explicit in the rubric <input checked="" type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input checked="" type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		0.5
Cocreation online *edition feature is needed	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0

Online use	<input type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Match between system and real world	Yes		
Error prevention	Yes		
Recognition rather than recall	Yes		
Aesthetic and minimalist design	Yes		
Help and documentation	Yes		

Name of the platform: iRubric - App		Additional descriptions/notes	#
Date of access and evaluation: 4 th of April 2023			
Features of websites and apps			
Company/institution behind the platform	EducaSoft		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	Creation of rubric		-
Type of platform: Format	<input type="checkbox"/> Web <input checked="" type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input checked="" type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input type="checkbox"/> Non-available		0.5
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use		0
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input checked="" type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____		1
Documentation and help	<input type="checkbox"/> Video tutorials <input type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support	No documentation or help is found	0
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 2 to 10 levels <input type="checkbox"/> Cannot be edited		0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Unlimited space for writing <input checked="" type="checkbox"/> Limited text		0.75
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 2 to 10 levels <input type="checkbox"/> Cannot be edited		0.5
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input type="checkbox"/> Scoring scale is explicit in the rubric <input checked="" type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline	The app takes a screenshot of the rubric you are creating. that is what you can use later.	0
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	No		
Match between system and real world	No		
Error prevention	No		
Recognition rather than recall	No		
Aesthetic and minimalist design	No		
Help and documentation	No		

Name of the platform: iRubric - Web		Additional descriptions/notes	#
Date of access and evaluation: 23th of March 2023			
Features of websites and softwares			
Company/institution behind the platform	Rcampus		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	Platform done for creation of rubrics		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Playstore (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> None-available		0
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of 4.95\$ monthly or 44.55\$ annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	With the free version rubrics can be used offline. With the pro version teachers can assess with the rubrics online	0.5
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support	The information available is copied from the Wikipedia.	0.25
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from _____ to _____ levels		1

	<input type="checkbox"/> Cannot be edited		
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale	You can decide if the scoring appears or not. but the model that appears recommends you to the explicit use of scoring	1
Rubric Implementation Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline	In the pro version. In the free version.	0
Cocreation online *edition feature is needed	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1

Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified	In the pro version the teacher is the one using the rubric to assess.	0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Match between system and real world	Yes		
Error prevention	Yes		
Recognition rather the recall	Yes		
Aesthetic and minimalist design	No		
Help and documentation	Yes		

	<input checked="" type="checkbox"/> Can be edited in a range from 1 to 7 levels <input type="checkbox"/> Cannot be edited		
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		1
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		1
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ___ to ___ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		1
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Match between system and real world	Yes		
Error prevention	Yes		
Recognition rather than recall	Yes		

Aesthetic and minimalist design	Yes
Help and documentation	Yes

Name of the platform: Mobious Plus		Additional descriptions/notes	#
Date of access and evaluation: 5 th of April 2023			
Features of websites and apps			
Company/institution behind the platform	SOCIAL LEARNING SOLUTIONS™		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	It is a platform aimed at peer assessment but there is an option to create and implement rubrics		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input checked="" type="checkbox"/> Other: You have to ask for a demo so that you can use it.		1
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support		0.5
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____	The layout of the rubric is a table but when creating the rubric, it does not appear as a table. Instead, each criterion appears as an individual rubric.	-

Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input checked="" type="checkbox"/> Cannot be edited		0
Performance Level: label	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input checked="" type="checkbox"/> Cannot be edited		0
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ level <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input type="checkbox"/> Scoring scale is explicit in the rubric <input checked="" type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input checked="" type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		0.5

Cocreation online *edition feature is needed	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status			Yes
Match between system and real world			No
Error prevention			Yes
Recognition rather than recall			Yes
Aesthetic and minimalist design			No
Help and documentation			Yes

Name of the platform: MyLO Rubric Generator		Additional descriptions/notes	#
Date of access and evaluation: 03.04.2023			
Features of websites and apps			
Company/institution behind the platform	MyLO MATE team. Kevin Lyall and Connor Deckers University of Tasmania		-
Type of institution	<input checked="" type="checkbox"/> Governmental <input type="checkbox"/> Private	University	-
Aim of the platform	Learning Management System		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> Software <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input type="checkbox"/> Rubric design is saved online <input checked="" type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0
Access	<input checked="" type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____		1
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support		0.25
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1

Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline		0
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Match between system and real world	Yes		
Error prevention	Yes		

Recognition rather than recall	Yes
Aesthetic and minimalist design	Yes
Help and documentation	Yes

Name of the platform: Peerceptiv		Additional descriptions/notes	#
Date of access and evaluation: 23th of March 2023			
Features of websites and softwares			
Company/institution behind the platform	University of Pittsburgh's Learning Research and Development Center		-
Type of institution	<input checked="" type="checkbox"/> Governmental <input type="checkbox"/> Private		-
Aim of the platform	Focused on peer assessment		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
Type of platform: Repository	<input type="checkbox"/> Playstore (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use		0
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input checked="" type="checkbox"/> Other Not free	Not free: The teachers have to pay for sits for students or students themselves have to pay for them to enter the course and to use the rubrics.	0
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support		0.5
Rubric Design			
General layout	<input type="checkbox"/> Only table <input checked="" type="checkbox"/> Other: Each assessment criteria is presented independently as a rating scale.		-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 10 to 3 levels <input type="checkbox"/> Cannot be edited		0.5
Performance Level: label	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input checked="" type="checkbox"/> Cannot be edited		0

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	In the beforehand created rubrics, it seems that qualitative feedback can be given. but we cannot assure as we cannot access as students	1
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input checked="" type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		0.5
Cocreation online *edition feature is needed	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Mach between system and real world	Yes		
Error prevention	No		
Recognition rather the recall	No		
Aesthetic and minimalist design	No		
Help and documentation	Yes		

Name of the platform: Quick Rubric	Additional descriptions/notes	#
Date of access and evaluation: 27 of March 2023		
Features of websites and apps		
Company/institution behind the platform	Clever Prototypes	-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private	-
Aim of the platform	The aim of the platform is the creation of rubrics	-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both	0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available	0
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use	0
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded	0.5
Access	<input checked="" type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	1
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support	0.25
Rubric Design		
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____	-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 3 to 8 levels <input type="checkbox"/> Cannot be edited	0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited	0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale	We can only edit the maximum and minimum score of the whole rubric but the scores of each performance levels are given by the app. You can decide whether the score is given.	1
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline		0
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status			No
Match between system and real world			Yes
Error prevention			No
Recognition rather than recall			Yes
Aesthetic and minimalist design			No
Help and documentation			Yes

Name of the platform: Rubistar	Additional descriptions/notes	#
Date of access and evaluation: 27 of March 2023		
Features of websites and apps		
Company/institution behind the platform	The Center for Research on Learning ALTEC – University of Kansas	-
Type of institution	<input checked="" type="checkbox"/> Governmental <input type="checkbox"/> Private	-
Aim of the platform	Platform based on creation of rubrics	-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both	0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available	0
Web/Software interface: Use <small>*Assessed criteria below</small>	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use	0
Web/Software interface: Data saving	<input type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input checked="" type="checkbox"/> Rubric is saved online and can be downloaded	1
Access	<input checked="" type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	1
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support	The explanation is given with text supported with images of the website to help the user follow how to use it. style="text-align: center;">0.25
Rubric Design		
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____	-
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited	1
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited	0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input type="checkbox"/> Scoring scale is explicit in the rubric <input checked="" type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline		0
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status			No
Match between system and real world			Yes
Error prevention			No
Recognition rather than recall			No
Aesthetic and minimalist design			No
Help and documentation			Yes

Name of the platform: Rubric Builder		Additional descriptions/notes	#
Date of access and evaluation: 28 th of March 2023			
Features of websites and apps			
Company/institution behind the platform	The rubric builder		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	The aim of the platform is the creation of rubrics		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use		0
Web/Software interface: Data saving	<input type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input checked="" type="checkbox"/> Rubric is saved online and can be downloaded	Exploration of platform for free in the demo version but when you are going to download your rubric it replaces every 3 words with the word “demo”	1
Access	<input type="checkbox"/> Free <input type="checkbox"/> Pro version cost of _____ monthly / annual <input type="checkbox"/> Monthly cost of _____ <input checked="" type="checkbox"/> Annual cost of 23\$ <input type="checkbox"/> Other: _____	You can explore the platform for free in the demo version but when you are going to download your rubric it replaces every 3 words with the word “demo”	0
Documentation and help	<input type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support		0.25
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input checked="" type="checkbox"/> Cannot be edited		0
Performance Level: label	<input type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions		0

	<input checked="" type="checkbox"/> Cannot be edited		
Performance Level: description	<input checked="" type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		1
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input type="checkbox"/> Scoring scale is explicit in the rubric <input checked="" type="checkbox"/> There is no explicit scoring scale		0
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline		0
Cocreation online *edition feature is needed	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status			No
Mach between system and real world			No
Error prevention			No
Recognition rather the recall			No
Aesthetic and minimalist design			No
Help and documentation			Yes

Name of the platform: Rubric Maker	Additional descriptions/notes	#	
Date of access and evaluation: 27 of march 2023			
Features of websites and apps			
Company/institution behind the platform	Tech4Learning		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	The aim of the platform is the creation of rubrics		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use		0
Web/Software interface: Data saving	<input type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input checked="" type="checkbox"/> Rubric is saved online and can be downloaded		1
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of between 20\$ and 350\$ annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	20\$ will be the personal account which allow exporting rubrics in excel, adding columns and use templates 350\$ is for course or school accounts which let additional users in and share the rubrics for edition	0.5
Documentation and help	<input type="checkbox"/> Video tutorials <input type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support	There is no help or documentation	0
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 1 to 4 levels <input type="checkbox"/> Cannot be edited	Pro versions Free version	0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		1
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ___ to ___ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale	The scoring of the assessment criteria is explicit but not the scoring of each performance level	1
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input checked="" type="checkbox"/> Rubric can only be implemented offline		0
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input type="checkbox"/> No	There is the option of sharing the rubric in the pro version. We don't know if this sharing implies editing	0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input type="checkbox"/> Teacher assessment <input checked="" type="checkbox"/> Not specified		0
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	No		
Match between system and real world	Yes		
Error prevention	No		
Recognition rather than recall	No		
Aesthetic and minimalist design	No		
Help and documentation	No		

Name of the platform: Rubric scorer/ Rubric scorer 2	Additional descriptions/notes	#
Date of access and evaluation: 5 th of April 2023		
Features of websites and apps		
Company/institution behind the platform	Glen Botha	-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private	-
Aim of the platform		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> Software <input type="checkbox"/> Both	0.5
App repository	<input type="checkbox"/> Play store (Android) <input checked="" type="checkbox"/> Appstore (Apple) <input type="checkbox"/> Non-available	0.5
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use	1
Web/Software interface: Data saving	<input type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input checked="" type="checkbox"/> Rubrics is saved online and can be downloaded	1
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of 4.99 euro monthly / 35.99 euro annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	3 rubrics for one class 1 week free trial 0.5
Documentation and help	<input checked="" type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support	0.75
Rubric Design		
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____	-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 1 to 10 levels <input type="checkbox"/> Cannot be edited	0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited	0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from <u> 1 </u> to <u> 20 </u> levels <input type="checkbox"/> Cannot be edited		0.5
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		1
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		1
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	But can be connected with the app Teacher Aide	0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified	Mainly used for supporting teachers with their grading	0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status		Yes	
Match between system and real world		Yes	
Error prevention		Yes	
Recognition rather than recall		Yes	
Aesthetic and minimalist design		Yes	
Help and documentation		Yes	

Name of the platform: Rúbrica marcador		Additional descriptions/notes	#
Date of access and evaluation: 4 th of April 2023			
Features of websites and apps			
Company/institution behind the platform	It is an app created by a teacher		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	It is an app aimed at creation of rubrics		-
Type of platform: Format	<input type="checkbox"/> Web <input checked="" type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input checked="" type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input type="checkbox"/> Non-available		0.5
Web/Software interface: Use *Assessed criteria below	<input type="checkbox"/> Easy to use <input checked="" type="checkbox"/> Difficult to use		0
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded		0.5
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of 4,29€ monthly or 35,99€ annual <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	<p>The free version only allows 1 group class and 3 rubrics.</p> <p>The annual subscription allows 20 groups and 100 rubrics each group.</p>	0.5
Documentation and help	<input checked="" type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input type="checkbox"/> Technical support		0.5
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 2 to 20 levels <input type="checkbox"/> Cannot be edited		0.5

Performance Level: label	<input checked="" type="checkbox"/> Can be edited as we want <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 2 to 10 levels <input type="checkbox"/> Cannot be edited		0.5
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		1
Rubric Implementation Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		1
Cocreation online <small>*edition feature is needed</small>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment		0.5

	<input type="checkbox"/> Not specified		
*Assessed criteria for Web/Software interface: Use			
Visibility of system status		No	
Match between system and real world		No	
Error prevention		No	
Recognition rather than recall		No	
Aesthetic and minimalist design		No	
Help and documentation		Yes	

Name of the platform: Smart Rubric	Additional descriptions/notes	#
Date of access and evaluation: 29 th of March 2023		
Features of websites and apps		
Company/institution behind the platform	Pinemarten Education	-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private	-
Aim of the platform	This platform is a course management tool that allows creation of rubrics	-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both	0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available	0
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use	Even if the criteria we are using is in the platform, the tool for creation of rubrics is not easy to follow. 1
Web/Software interface: Data saving	<input checked="" type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input type="checkbox"/> Rubric is saved online and can be downloaded	0.5
Access	<input checked="" type="checkbox"/> Free <input checked="" type="checkbox"/> Pro version cost of 5\$ monthly <input type="checkbox"/> Monthly cost of _____ <input type="checkbox"/> Annual cost of _____ <input type="checkbox"/> Other: _____	0.5
Documentation and help	<input checked="" type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support	0.75
Rubric Design		
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____	-
Performance Level: number	<input type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Can be edited in a range from 1 to 9 levels <input type="checkbox"/> Cannot be edited	0.5
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted	0.75

	<input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		
Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ____ to ____ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Scoring aspects: Explicit	<input checked="" type="checkbox"/> Scoring scale is explicit in the rubric <input type="checkbox"/> There is no explicit scoring scale		1
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input checked="" type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline	Pro version Free version	0.5
Cocreation online <small>*edition feature is needed</small>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Pro version	0
Online use	<input type="checkbox"/> Self-assessment <input type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		0.5
*Assessed criteria for Web/Software interface: Use			
Visibility of system status	Yes		
Mach between system and real world	No		
Error prevention	Yes		
Recognition rather the recall	No		
Aesthetic and minimalist design	Yes		

Help and documentation	Yes
------------------------	-----

Name of the platform: Stile	Additional descriptions/notes	#	
Date of access and evaluation: 12 th of September 2023			
Features of websites and apps			
Company/institution behind the platform	Stile Education (Australia)		-
Type of institution	<input type="checkbox"/> Governmental <input checked="" type="checkbox"/> Private		-
Aim of the platform	This platform is a course management tool that allows creation of rubrics		-
Type of platform: Format	<input checked="" type="checkbox"/> Web <input type="checkbox"/> App <input type="checkbox"/> Both		0.5
App repository	<input type="checkbox"/> Play store (Android) <input type="checkbox"/> Appstore (Apple) <input checked="" type="checkbox"/> Non-available		0
Web/Software interface: Use *Assessed criteria below	<input checked="" type="checkbox"/> Easy to use <input type="checkbox"/> Difficult to use		1
Web/Software interface: Data saving	<input type="checkbox"/> Rubric design is saved online <input type="checkbox"/> Rubric design needs to be downloaded <input checked="" type="checkbox"/> Rubric is saved online and can be downloaded		1
Access	<input type="checkbox"/> Free <input type="checkbox"/> Pro version cost of 5\$ monthly <input type="checkbox"/> Monthly cost of _____ <input checked="" type="checkbox"/> Annual cost of depending on individual subscription of the school <input type="checkbox"/> Other: _____	Costs can vary based on a few different factors such as the number of year levels subscribed.	0
Documentation and help	<input checked="" type="checkbox"/> Video tutorials <input checked="" type="checkbox"/> Text explanations <input type="checkbox"/> Audio explanation <input checked="" type="checkbox"/> Technical support		0.75
Rubric Design			
General layout	<input checked="" type="checkbox"/> Only table <input type="checkbox"/> Other: _____		-
Performance Level: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from to levels <input type="checkbox"/> Cannot be edited		1
Performance Level: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75

Performance Level: description	<input type="checkbox"/> There are suggestions <input type="checkbox"/> There are fixed options to choose <input checked="" type="checkbox"/> Can be edited as wanted <input checked="" type="checkbox"/> Unlimited space for writing <input type="checkbox"/> Limited text		1
Assessment Criteria: label	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> There are suggestions <input type="checkbox"/> Cannot be edited		0.75
Assessment Criteria: number	<input checked="" type="checkbox"/> Can be edited as wanted <input type="checkbox"/> Can be edited in a range from ___ to ___ levels <input type="checkbox"/> Cannot be edited		1
Space to write qualitative feedback	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Scoring aspects: Explicit	<input type="checkbox"/> Scoring scale is explicit in the rubric <input checked="" type="checkbox"/> There is no explicit scoring scale		1
Rubric Implementation			
Only analyzed when rubric is used online			
Hybrid implementation	<input checked="" type="checkbox"/> Rubric can be implemented online and offline <input type="checkbox"/> Rubric can only be implemented online <input type="checkbox"/> Rubric can only be implemented offline		1
Cocreation online <small>*edition feature is needed</small>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		1
Online use	<input checked="" type="checkbox"/> Self-assessment <input checked="" type="checkbox"/> Peer-assessment <input checked="" type="checkbox"/> Teacher assessment <input type="checkbox"/> Not specified		1
*Assessed criteria for Web/Software interface: Use			
Visibility of system status			Yes
Match between system and real world			Yes
Error prevention			Yes
Recognition rather than recall			Yes
Aesthetic and minimalist design			Yes
Help and documentation			Yes

Appendix C

Interpreting the Scoring and Analysis Codes for Platforms

Coding book	
Criteria	Acronym
Type of institution	ToI
Private	Pv
Public	Pu
Aim of the platform	Aim
Rubric oriented	RO
Peer assessment oriented	PAO
Classroom management	CM
Type of format	ToF
Web	Web
App	App
Both	Both
App repository	AR
PlayStore	PS
App store	AS
Both	Both
Non-available	Nav
Interface use	InU
Easy to use	EtU
Difficultu to use	DtU
Data saving	DS
Needs to be downloaded	NtD
Saved online	SO
Saved online and can be downloaded	SO-DO
Access	Acc
Payment is requiered	Pay
Pro version but access free	Pay-Free
Free	Free
Documentation and help	D&H
0 features	No
1 features	One
2 features	Two
3 features	Three
4 features	Four
Layout	LO
Table	Table

Another layout	Other
PL number	PLN
Cannot be edited	NoEd
Can be edited in a range	EdRan
Can be edited as wanted	EdWan
PL label	PLL
Cannot be edited	NoEd
There are suggestions	Sugg
Can be edited as we want	EdWan
Suggestions and can be edited as we want	Sugg-EdWan
PL description	PLD
There are fixed options to choose	Fix
There are suggestions	Sugg
Can be edited as wanted and limited text	EdWan-Lim
Can be edited as wanted and unlimited text	EdWan-Unlim
AC label	ACL
Cannot be edited	NoEd
There are suggestions	Sugg
Can be edited as we want	EdWan
Suggestions and can be edited as we want	Sugg-EdWan
AC number	ACN
Cannot be edited	NoEd
Can be edited in a range	EdRan
Can be edited as wanted	EdWan
Qualitative Feedback	QF
Yes	Yes
No	No
Scoring	Sc
Teacher can choose	TeachChoose
Teacher cannot choose	TeachNoChoose
Implementation	Im
Only be implemented offline	Off
Only be implemented online	On
Implemented online and offline	Off&On
Cocreation	CoCr
Yes	Yes
No	No
Assessment	Ass
Not specified	NotEs

1 assessment type	One
2 assessment types	Two
3 assessment types	Three

Appendix D

Scoring features of the platforms

Platform name	Features of websites and apps					
	ToF	AR	InU	DS	Acc	D&H
Additio	1	1	1	1	0.5	0.75
Blackboard Learn	0.5	0	0	0.5	0	0.75
Canvas	1	0.5	1	0.5	1	0.5
EduFlow	0.5	0	1	0.5	0.5	0,5
iRubric App	0.5	0.5	0	0.5	1	0
iRubric	0.5	0	1	0.5	0.5	0.25
Kritik	0.5	0	1	1	0.5	0.75
Mobious Plus	0.5	0	1	0.5	1	0.5
MyLo Rubric	0.5	0	1	0	1	0.25
Peerceptiv	0.5	0	0	0.5	0	0.5
Quick Rubric	0.5	0	0	0.5	1	0.25
Rubistar	0.5	0	0	1	1	0.25
Rubric Builder	0.5	0	0	1	0	0.25
Rubric Maker	0.5	0	0	1	0.5	0
Rubric Scorer	0.5	0.5	1	1	0.5	0.75
Rúbrica Marcador	0.5	0.5	0	0.5	0.5	0.5
Smart Rubric	0.5	0	1	0.5	0.5	0.75
Stile	0.5	0	1	1	0	0.75
Super Rubric	0.5	0	1	0	0.5	0.25

Scoring rubric design

Platform name	Rubric design						
	PLN	PLL	PLD	ACL	ACN	QF	Sc
Additio	0.5	0.75	1	0.75	0.5	0	1
Blackboard Learn	0.5	0.75	1	0.75	0.5	0	0
Canvas	1	0.75	1	0.75	1	0	0
EduFlow	1	0.75	1	0.75	1	1	0
iRubric App	0.5	0.75	0.75	0.75	0.5	0	0
iRubric	1	0.75	1	0.75	1	0	1
Kritik	0.5	1	1	1	1	0	0
Mobious Plus	0	0	1	0.75	1	0	0
MyLo Rubric	1	0.75	1	0.75	1	1	0
Peerceptiv	0.5	0	1	0.75	1	1	0
Quick Rubric	0.5	0.75	1	0.75	1	0	1
Rubistar	1	0.75	1	0.75	1	0	0
Rubric Builder	0	0	1	1	1	0	0
Rubric Maker	0.5	0.75	1	1	1	0	1
Rubric Scorer	0.5	0.75	1	0.75	0.5	1	1
Rúbrica Marcador	0.5	0.75	1	0.75	0.5	1	1
Smart Rubric	0.5	0.75	1	0.75	1	1	1
Stile	1	0.75	1	0.75	1	1	1
Super Rubric	0.5	1	1	1	0.5	1	1

Scoring rubric implementation

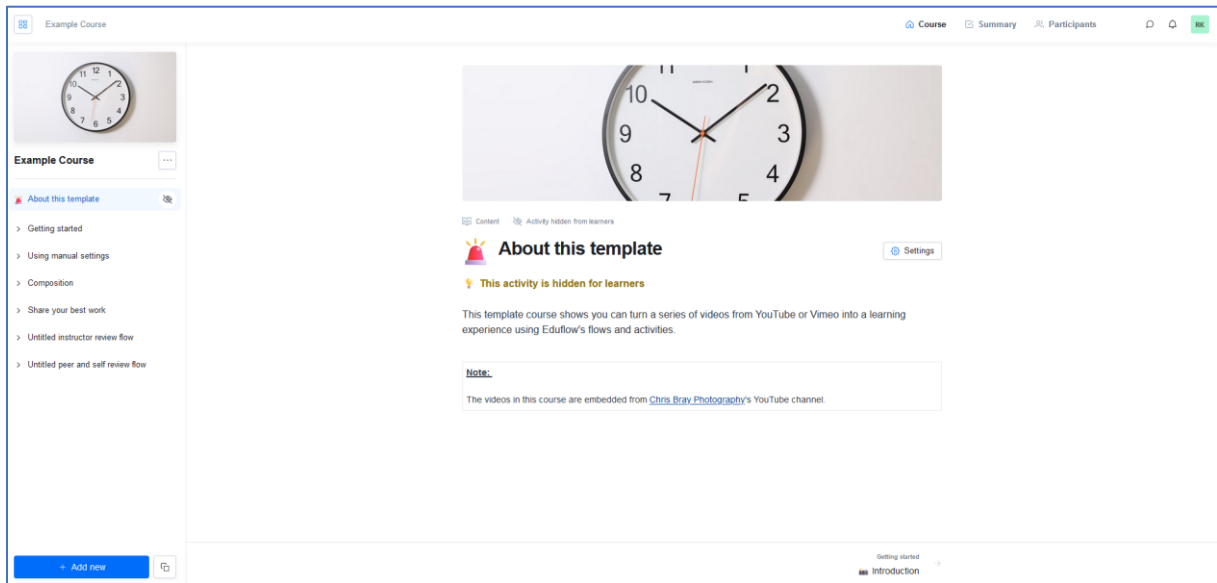
Platform name	Implementation			TOTAL SCORE (out of 16)
	Im	CoCr	Ass	
Additio	1	1	1	12.75
Blackboard Learn	0.5	0	0.5	6.25
Canvas	0	0	0	9
EduFlow	0.5	0	0.5	9.5
iRubric App	0	0	0	5.75
iRubric	0	1	0.5	9.75
Kritik	1	0	0.5	9.75
Mobious Plus	0.5	0	0.5	7.25
MyLo Rubric	0	0	0	8.25
Peerceptiv	0.5	0	0.5	6.75
Quick Rubric	0	0	0	7.25
Rubistar	0	0	0	7.25
Rubric Builder	0	0	0	4.75
Rubric Maker	0	0	0	7.25
Rubric Scorer	1	0	0.5	11.25
Rúbrica Marcador	1	0	0.5	9.5
Smart Rubric	0.5	0	0.5	10.25
Stile	1	1	1	12.75
Super Rubric	1	0	0.5	9.75

Appendix E

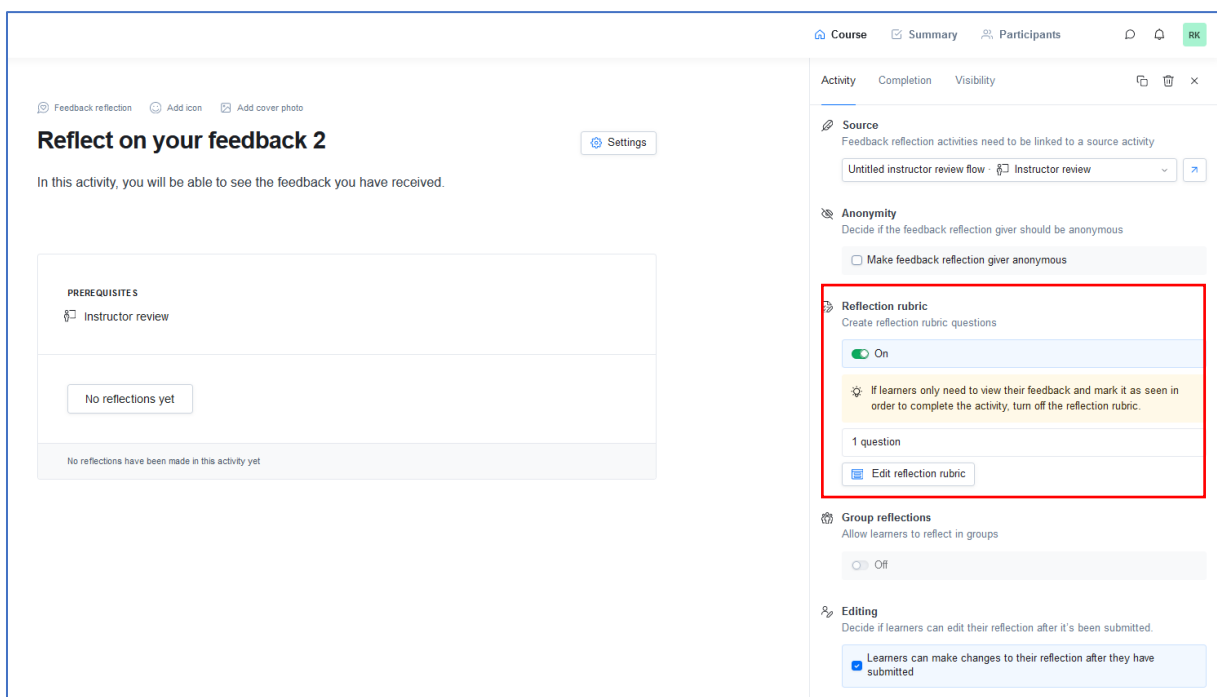
Platforms visualization: two with innovative features (Eduflow and Peerceptiv) and a traditional platform (iRubric)

Snapshots from Eduflow

Home page of Eduflow.



Eduflow provides the possibility to implement customized rubrics into tasks (right side in the menu, red box).



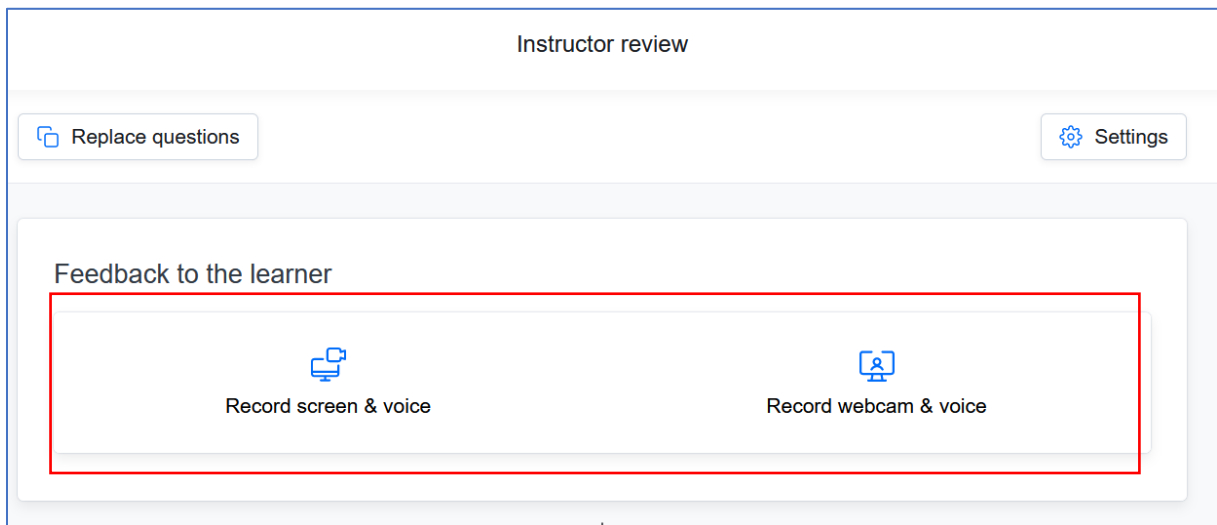
Here, the teacher or learner can create a customized rubric with different features.

The screenshot shows an 'Instructor review' interface. At the top, there are two buttons: 'Replace questions' and 'Settings'. Below these is a large container for a question. The question text is 'The essay contains all relevant information.' To the right of the text are three icons: a trash can, a copy icon, and a blue checkmark. Below the text is a 'Question type' dropdown menu set to 'Number' and a 'Range' section with two dropdown menus set to '1' and '6', with the text 'only whole numbers allowed' to the right. Below the range section is an 'Additional options' section with two radio buttons: 'Optional question' and 'Require additional comment'. At the bottom of the container is a plus sign.

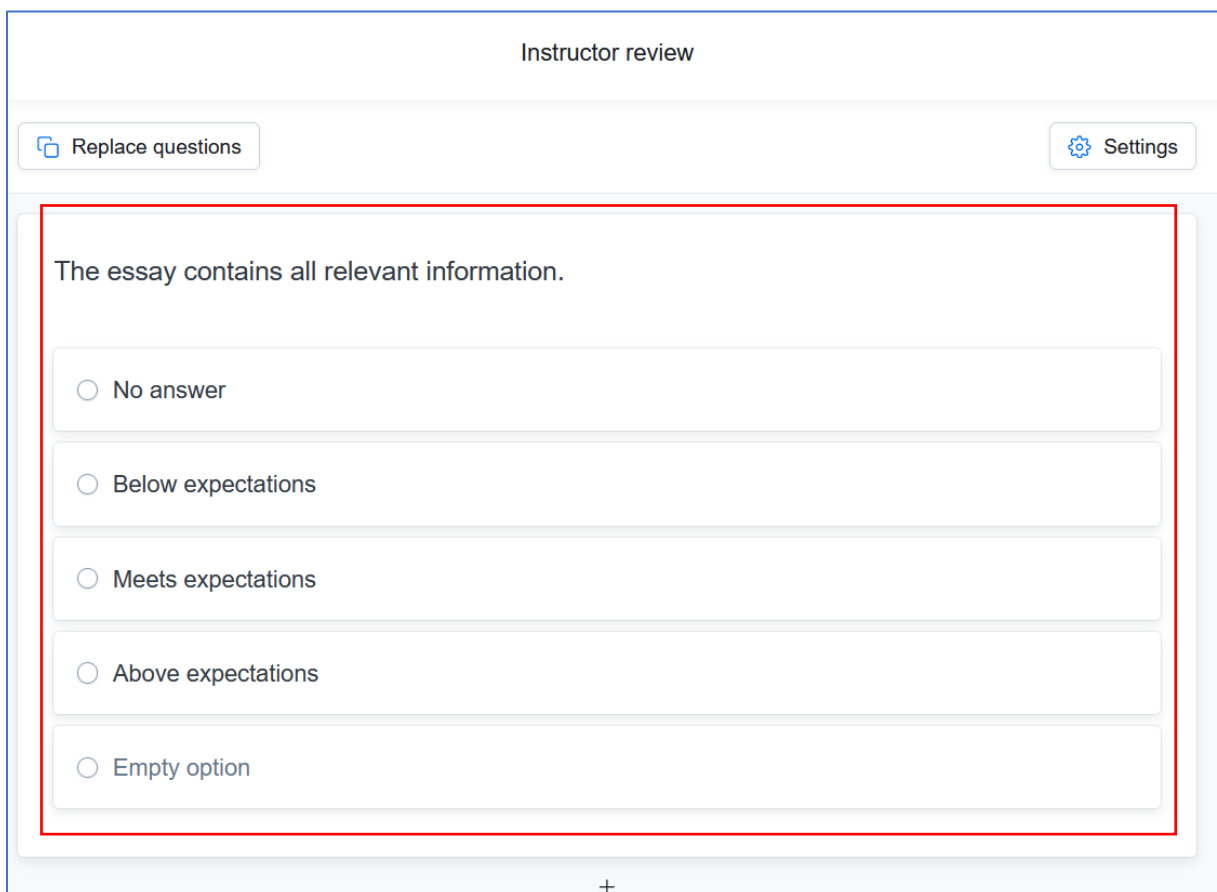
Example of possible options - open writing space with scale of numbers.

The screenshot shows an 'Instructor review' interface. At the top, there are two buttons: 'Replace questions' and 'Settings'. Below these is a large container for feedback. The title is 'Feedback to the learner'. Below the title is a horizontal scale with six boxes numbered 1 to 6. Below the scale is a text input field with the label 'Additional comment is required'.

Example of possible options - recording of screen and voice or webcam and voice.

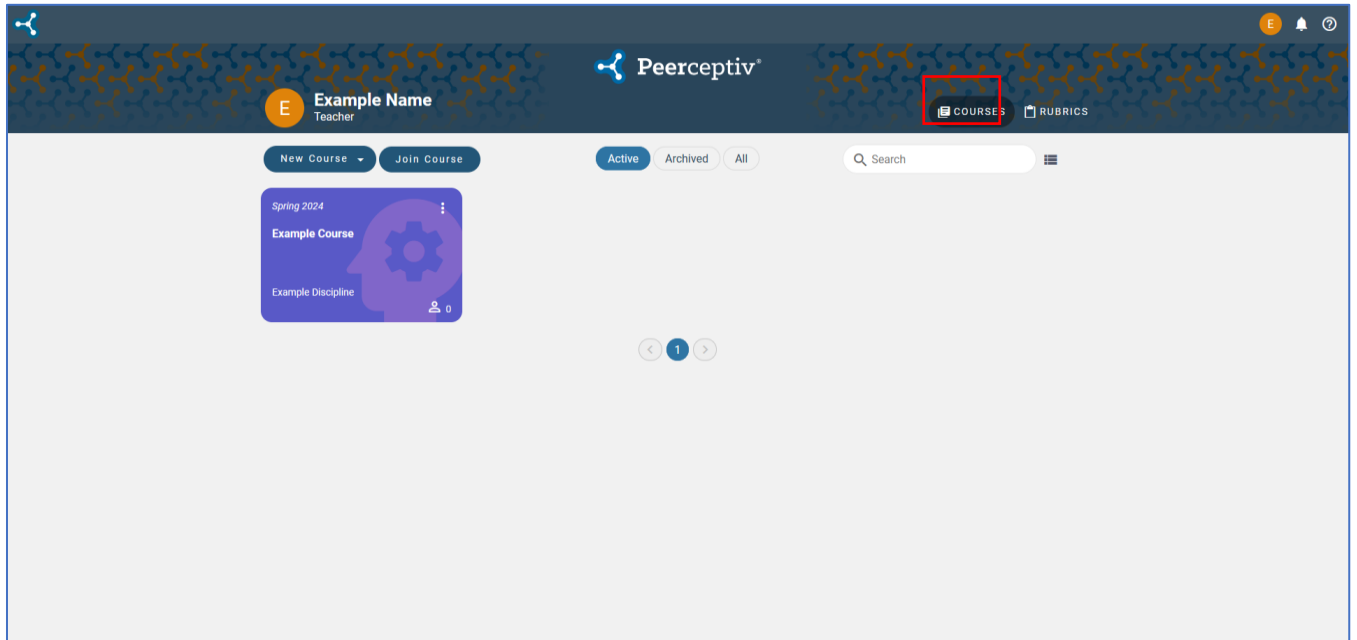


Example of possible options – customized text and ticking boxes.

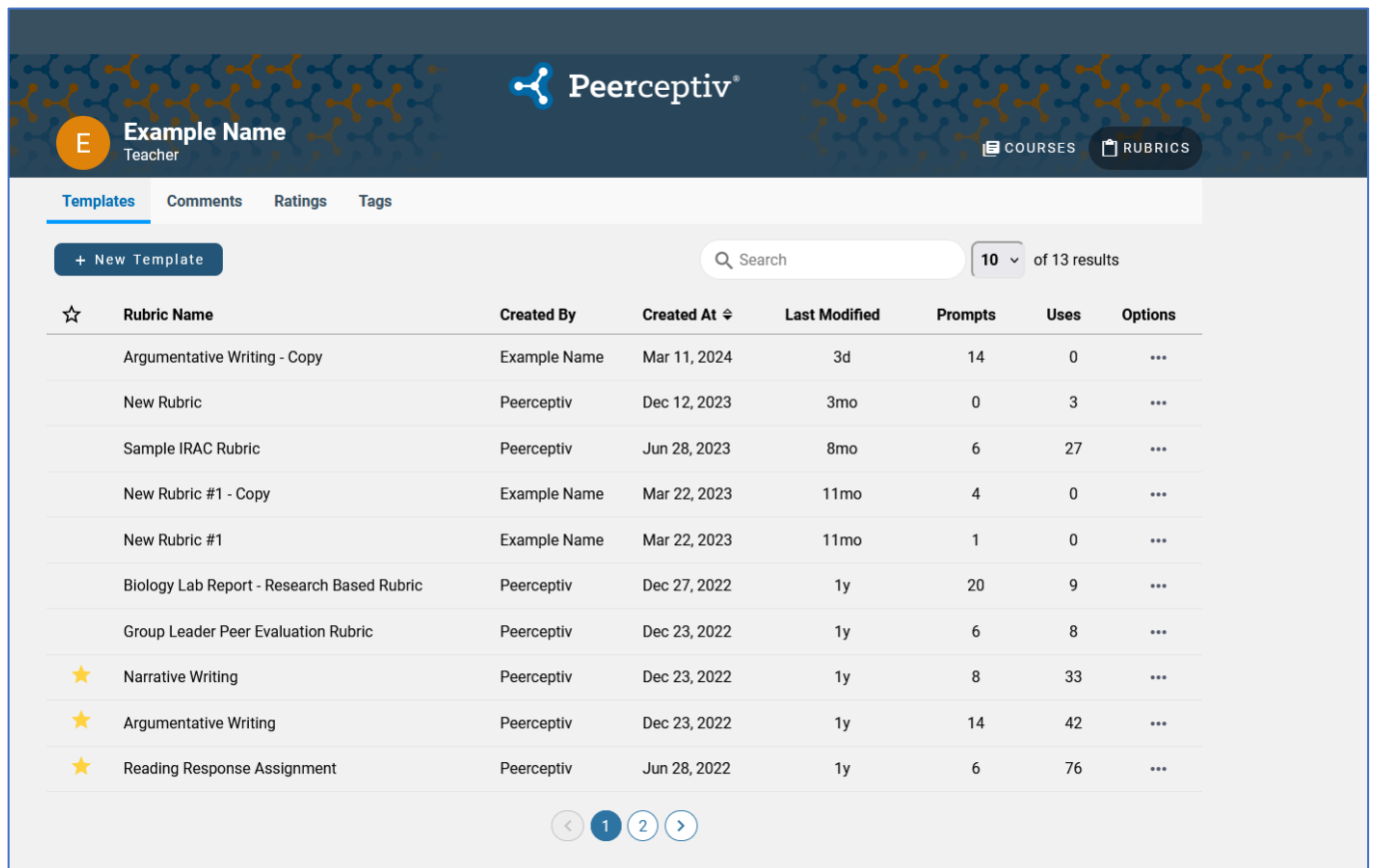


Snapshots from Peerceptiv

Home page of Peerceptiv. Top right the user can click on “Rubrics”.



Here, the user has access to self-created rubrics and samples rubrics from Peerceptiv and other users.



Example of a rubric created with Peerceptiv: in Peerceptiv, when opening a rubric or creating a new one, the user has lots of options to create a customized rubric

Short Essay Assignment
11 Prompts Last Modified: 2022-06-28 15:43 Search Prompts

Content and Organization (Comment Prompt)
1 Comment
Use the questions below to provide helpful feedback on the essay. Make sure to identify strengths and explain how specific aspects of the essay's content and organization could be improved.

- Are the ideas presented clearly?
- Does the way the ideas are organized make the essay stronger?
- Are there any ideas that should be developed more fully?

– Show Less

Thesis Statement (Rating Prompt)
1-4 Rating Scale
The central claim of the essay is stated in the introduction and developed throughout the essay.

- 4 There is a thesis statement that the essay develops.
- 3 There is a thesis statement, but it does not state the central cl...
- 2 There is a thesis statement, but it may not be fully developed i...
- 1 There is no thesis statement, or the body of the essay does no...

+ Show Full

Relevancy (Rating Prompt)
1-4 Rating Scale
The ideas in the essay address the writing prompt.

- 4 All the ideas are relevant to the prompt.
- 3 Most of the ideas are relevant.
- 2 Some of the ideas are relevant but others are off-topic.
- 1 The central argument does not address the writing prompt.

+ Show Full

Development of Ideas (Rating Prompt)
1-4 Rating Scale
The ideas in the essay are fully developed.

- 4 All the ideas are well-developed.
- 3 Most of the ideas are well-developed.
- 2 Some of the ideas are developed but not as fully as they shou...
- 1 Ideas are mentioned but not developed.

+ Show Full

Organization of Ideas (Rating Prompt)
1-4 Rating Scale
Ideas are organized and connected in a way that supports the author's argument.


- 4 All the ideas are organized and connected to provide clear and...
- 3 Most of the ideas are organized and connected to provide clea...
- 2 There is some organization and connections, but these are not...
- 1 The essay lacks organization or connections between ideas.


+ Show Full

Clarity and Formatting (Comment Prompt)
1 Comment
Use the questions below to provide helpful feedback to the author. Make sure to identify strengths and explain how specific aspects of

Here, the user can insert prompts, create different criteria, etc.

Short Essay Assignment

11 Prompts Last Modified:2022-06-28 15:43 


 **Content and Organization** Comment Prompt

1 Comment

Use the questions below to provide helpful feedback on the essay. Make sure to identify strengths and explain how specific aspects of the essay's content and organization could be improved.

- Are the ideas presented clearly?
- Does the way the ideas are organized make the essay stronger?
- Are there any ideas that should be developed more fully?

– Show Less

 **Thesis Statement** Rating Prompt

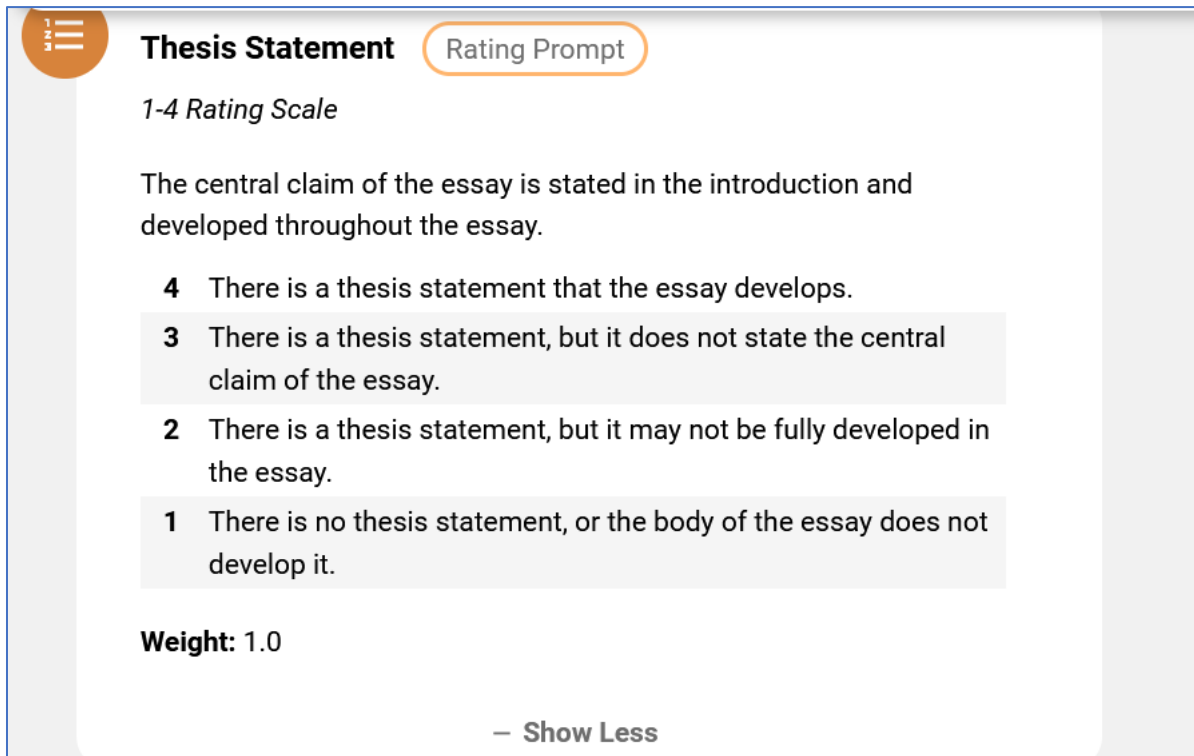
1-4 Rating Scale

The central claim of the essay is stated in the introduction and developed throughout the essay.

- 4 There is a thesis statement that the essay develops.
- 3 There is a thesis statement, but it does not state the central cl...
- 2 There is a thesis statement, but it may not be fully developed i...
- 1 There is no thesis statement, or the body of the essay does no...

+ Show Full

Ratings can also be weighted.



Thesis Statement Rating Prompt

1-4 Rating Scale

The central claim of the essay is stated in the introduction and developed throughout the essay.

- 4** There is a thesis statement that the essay develops.
- 3** There is a thesis statement, but it does not state the central claim of the essay.
- 2** There is a thesis statement, but it may not be fully developed in the essay.
- 1** There is no thesis statement, or the body of the essay does not develop it.

Weight: 1.0

– Show Less

Snapshot from iRubric

Home page of iRubric.

The screenshot shows the iRubric home page. At the top left is the Rcampus logo. At the top right, it says "Hello Example" followed by icons for messages, notifications, user profile, and a grid menu, and a "log out" link. Below this is a navigation bar with tabs for "home", "organizer", "classroom", "eCommunities", "ePortfolios", "matrices", "rubrics", "surveys", and "more...". Under the "organizer" tab, there are sub-links for "at a glance", "quick links", "calendar", and "to do".

The main content area is titled "at a glance" and contains several sections:

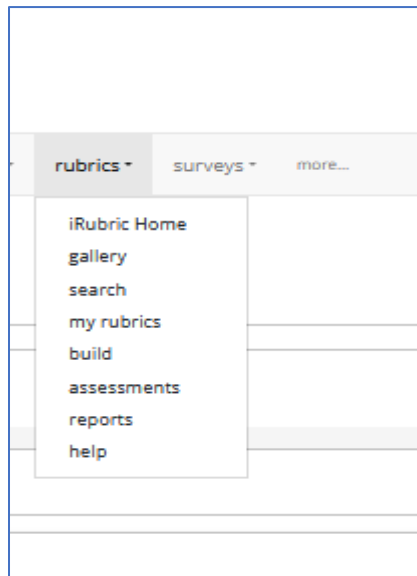
- unread messages:** A box stating "There are no messages to view" with a "my messages" link.
- upcoming coursework:** A table with columns for "Type", "Coursework", "Due date", and "Possible Points". The due date range is "03/13/24 to 03/27/24". Below the table, it says "There are no coursework to display..." with a "go to coursework" link.
- my classes:** A table with columns for "class", "teacher", "ticket", "class id", and "access code". Below the table, there is a "Please Add Class" section with an "IMPORTANT: To use the message board, grading, and many other services, please first create a class for this term" message and a "go to classes" link.
- my groups:** A table with columns for "group" and "moderator". Below the table, there is a "go to my groups" link.

On the right side of the page, there are several notification boxes:


- A "create your website today" button.
- An "Important Notice" box: "If you are not receiving message notifications, daily alerts, or our response to your support questions, click here".
- A "What would you like to do?" box: "Need help finding your way around? Click here for quick links to the frequently used pages".
- A "communicate" box: "Post messages regularly, post coursework, and post grades online".

At the bottom, there is a footer with columns for "About", "Education", "Sites & Communities", "My Account", "Support", and "Enterprise", each containing links to various resources.

Here, the user can click on the “Rubrics”-Button.



Example of a rubric created with iRubric

Criterion 				
	Poor 40 pts	Fair 60 pts	Good 75 pts	Exceeds 100 pts
Content & Development 50 %	<p>Poor</p> <ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear and /or persuasive. 	<p>Fair</p> <ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought. 	<p>Good</p> <ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses course concepts. - Content and purpose of the writing are clear. 	<p>Exceeds</p> <p>In addition to "Good" criteria...</p> <ul style="list-style-type: none"> -Information is creative, clear and concise. - Information added above what was taught in class or required for assignment. -Introduction effectively incorporates portions of the KW section of the KWL chart. -Conclusion includes portions of the L section of the KWL chart as well as team reflections.
Organization & Structure 20 %	<p>Poor</p> <ul style="list-style-type: none"> - Organization and structure detract from the message of the writer. - Introduction and/or conclusion is missing. - Paragraphs are disjointed and lack transition of thoughts. 	<p>Fair</p> <ul style="list-style-type: none"> - Structure of the paper is not easy to follow. - Introduction is missing or, if provided, does not preview major points. - Paragraph transitions need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper. 	<p>Good</p> <ul style="list-style-type: none"> - Structure of the paper is somewhat clear and easy to follow. - Introduction provides most of the background on the topic and lightly introduces major points. - Paragraph transitions are present and logical but need a few adjustments to maintain the flow of thought throughout the paper. - Conclusion is logical and needs a few minor adjustments to improve flow from the body of the paper. 	<p>Exceeds</p> <ul style="list-style-type: none"> - Structure of the paper is clear and easy to follow. - Introduction provides sufficient background on the topic and previews major points. - Paragraph transitions are present and logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.
Format 10 %	<p>Poor</p> <ul style="list-style-type: none"> - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length. 	<p>Fair</p> <ul style="list-style-type: none"> - Paper follows many guidelines. - Paper provides citations, but they are incorrectly prepared. - Paper is over/ under word length. 	<p>Good</p> <ul style="list-style-type: none"> - Paper follows most guidelines. - Paper is the appropriate length as described for the assignment. 	<p>Exceeds</p> <ul style="list-style-type: none"> - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment.
Grammar, Punctuation & Spelling 20 %	<p>Poor</p> <ul style="list-style-type: none"> - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone. 	<p>Fair</p> <ul style="list-style-type: none"> - Paper contains few grammatical, punctuation and spelling errors (no more than 5 errors total). - Language lacks clarity or includes the use of some jargon or conversational tone. 	<p>Good</p> <ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed with no more than 2 errors; spelling is correct with no more than 1. - Language is clear and but not precise; sentences are a little varied in structure. 	<p>Exceeds</p> <ul style="list-style-type: none"> - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.

Appendix F.

Practical recommendations for teachers, researchers, and rubrics platforms designers

For teachers

Develop a strong foundation in rubric design and implementation
Design rubrics to ensure effectiveness and manageability
Select the most appropriate online rubric platform aligned with instructional needs
Conceptualize rubric design as an evolving process
On hybrid context select platforms that seamlessly transition between online and offline modalities

For researchers

Conduct comparative studies and platform efficacy
Explore user experience and interface design
Investigate erubric features effects (e.g., as proposed here Table 1)

For online rubric platforms designers

Prioritize flexibility and customization in their design
Support hybrid implementation
Facilitate collaborative rubric design.
Inclusion of qualitative feedback options and interactive feedback
User-centered design approach
Form strong alliances with researchers and teachers.
Incorporate the use of research instruments (e.g., [instrument](#))
Leverage research for platform enhancement
Balance between innovation and simplicity
Integrate assessment capabilities

For detailed explanations read below

Practical recommendations for teachers

Rubric design and implementation expertise. Teachers need to develop a strong foundation in rubric design and implementation (Andrade, 2005, 2023; Brookhart, 2013, 2018; Panadero et al., 2020, 2024). This expertise is previous to and pivotal for effectively leveraging online rubric platforms. Teachers should aim to enhance their understanding of rubric construction, including the selection of appropriate criteria, the establishment of performance levels, and the clear articulation of expectations. Furthermore, familiarity with various implementation strategies, both online and offline, will enable teachers to utilize these tools in diverse educational settings, ensuring that assessments are not only aligned with learning objectives but also cater to the unique needs of their students. By building this core knowledge, teachers can make more informed decisions when choosing and using online rubric platforms, ultimately leading to more meaningful and impactful assessments.

Rubric design optimization. Teachers should consider adopting a strategic approach when designing rubrics to ensure their effectiveness and manageability (Tierney & Simon, 2004). Firstly, establishing a specific range for the number of performance levels in a rubric is advisable. Too many levels can create excessive breadth, potentially reducing the precision of assessments and complicating both the design and evaluation processes. Simplicity and clarity should guide the determination of these levels to enhance the rubric's accuracy and ease of use. Secondly, it is important to be mindful of the number of assessment criteria. An overly extensive rubric can result in a high cognitive load for assessors and an unnecessarily burdensome assessment process. Striking a balance between comprehensive evaluation and manageable complexity is key. These strategies not only facilitate more efficient assessment but also contribute to clearer, more accessible rubrics that better serve educational objectives (Brookhart, 2018; Panadero & Jonsson, 2020).

Selection of platforms. Teachers face the crucial task of selecting the most appropriate online rubric platform that aligns with their instructional needs. We suggest this selection process begins with a thorough evaluation of their specific requirements, be it the type of assessments they frequently conduct or the degree of customization they desire in a platform. For this we strongly recommend two actions. First, use the complementary materials on this publication (appendixes) to visualize our coding of the different platforms as to locate the most relevant one. Second, we suggest the use of an instrument created to design and implement rubrics available at [this OSF link](#). This tool can be used by teachers to become clearer about the characteristics of their own rubric and to reflect these as effectively as possible in the design. Additionally for a more informed decision, teachers can benefit from experimenting with several platforms, getting a hands-on feel for their interfaces and capabilities. And finally, we strongly recommend that teachers engage in training or professional development sessions about rubrics design and implementation as these will be highly beneficial.

Engagement in rubric design. For teachers, the design of assessment rubrics is not just a task, it is an evolving process that requires careful alignment with specific learning objectives and outcomes (Andrade, 2005; Brookhart, 2013). Utilizing the customization features of online rubric platforms, teachers can tailor these assessment tools to accurately reflect the skills and knowledge being evaluated. An integral part of this process is involving students in the creation of rubrics. This

collaborative approach demystifies the assessment criteria, fostering a deeper understanding and engagement among students. Moreover, teachers should view rubric design as a dynamic, ongoing process, open to revisions based on student feedback and performance. This iterative approach ensures that rubrics remain relevant, effective, and finely tuned to the evolving educational landscape.

Hybrid implementation. Teachers working on hybrid context should strategically select platforms that seamlessly transition between online and offline modalities. This versatility ensures that students can access and engage with rubrics and feedback in any learning setting, be it in the classroom or remotely. Moreover, maintaining consistency in assessment criteria and feedback across these diverse formats is vital. Such uniformity not only upholds the integrity of the evaluation process but also provides a stable, reliable framework within which students can track and understand their progress.

Practical recommendations for researchers

Comparative studies and platform efficacy. The field needs in-depth comparative studies that rigorously evaluate online rubric platforms effects and impact on teaching and learning outcomes (Panadero et al., 2020, 2024). Such studies should not only compare the various features and functionalities of the platforms as we have done here, but also examine their effectiveness in diverse educational settings. By analyzing data on user experiences, both from educators and students, researchers can gain valuable insights into the platforms' practical implications (e.g., Chan & Ho, 2019). These insights, combined with the ones in our study, could then guide educators in selecting platforms that best meet their pedagogical needs. Furthermore, this research should extend to understand the long-term impact of using these platforms on student learning outcomes, thus providing a comprehensive overview of their efficacy.

User experience and interface design. Another critical area for research lies in the user experience and interface design of online rubric platforms. This aspect is pivotal as it directly affects the adoption and usability of the platforms. Researchers can explore how intuitive and user-friendly these platforms are and how these characteristics influence the likelihood of their adoption in educational settings. This exploration might include studying the learning curve associated with each platform and identifying potential barriers that could hinder effective usage. Research in this area can

provide valuable feedback to designers, informing future design and updates that enhance usability and accessibility.

erubric, future trends and technological advancements. Researchers need to start investigating the erubric features effects proposed here (Table 1). We hope our proposal shows a clear path of potential features that could revolutionize how we design and implement rubrics. Importantly, the landscape of educational technology is continually evolving (e.g., eruption of Generative AI). Investigating how emerging technologies such as artificial intelligence, machine learning, and blockchain could revolutionize online rubric platforms is crucial. Researchers can explore how these technologies might enhance the capabilities of rubric platforms, from providing more sophisticated analytics and feedback mechanisms to enabling more secure and transparent assessment processes. Furthermore, understanding these future trends will empower researchers to anticipate the needs and challenges that may arise in educational assessment, guiding the development of next-generation rubric platforms that are more adaptive, efficient, and aligned with future educational paradigms.

Practical recommendations for online rubric platforms designers

Next, we delve in ten crucial recommendations for designers. Importantly, they verse around the concept of erubric we presented earlier, which we believe to be the next innovation that should be implemented in the platforms.

Enhancing flexibility and customization. We encourage designers of online rubric platforms to prioritize flexibility and customization in their design. This means creating platforms where users have a wide range of options to tailor rubrics to their specific needs. By enabling educators to modify the layout, adjust performance levels, and define varied assessment criteria, platforms can cater to a diverse array of educational scenarios. This level of customization not only makes rubrics more adaptable to different subjects and grading standards but also enhances their relevance and effectiveness in assessing student performance.

Supporting hybrid implementation. Another key area for designers to focus on is the support for hybrid implementation. Given the varied nature of educational settings, platforms should offer robust functionality for both online and offline use. This dual capability ensures that educators operating in environments with varying levels of digital access can still leverage the benefits of rubric-

based assessments. Supporting hybrid implementation is especially crucial in contexts where internet connectivity is inconsistent or where traditional classroom settings are preferred.

Facilitating collaborative rubric design. The development process for rubrics can be significantly enriched through collaboration. Designers should, therefore, incorporate features that enable multiple users – teachers, students, or educational administrators – to collaboratively create and refine rubrics online. This collaborative approach not only democratizes the rubric creation process but also encourages a deeper understanding and buy-in from all stakeholders involved in the educational process.

Inclusion of qualitative feedback options and interactive feedback. In addition to quantitative assessments, qualitative feedback plays a critical role in formative assessment. Designers should focus on incorporating or enhancing features that allow for detailed, descriptive feedback within rubrics. This capability can provide students with richer, more constructive insights into their performance, facilitating a more holistic learning and growth process. An even further step will be supporting the option for interactive feedback.

User-centered design approach. Adopting a user-centered design approach is paramount. This involves regular engagement with users to gather feedback, understand their challenges, and identify areas for improvement. By iterating based on actual user experiences and needs, designers can ensure their platforms remain relevant, user-friendly, and effective in meeting the evolving demands of education technology.

Forming strong alliances with researchers and teachers. Designers of online rubric platforms should actively seek and establish robust partnerships with educational researchers and teachers. These alliances are crucial for a multitude of reasons. Firstly, they enable designers to stay abreast of the latest educational research and trends, ensuring their platforms are aligned with current educational needs and best practices. Teachers and researchers can provide invaluable insights into what features are most effective in classroom settings, what challenges need to be addressed, and what opportunities exist for innovation. In these collaborations, designers can explore the new erubric features and enhancements we have proposed (Table 1), ensuring that any updates or new

functionalities are grounded in solid educational research and practice. Such a partnership ensures that platforms evolve in ways that are both technologically advanced and pedagogically sound.

Incorporating the use of research instruments. To further strengthen these alliances, designers can utilize tools like the research instrument previously mentioned and available at [this OSF link](#). This specific instrument offers a structured and systematic way to evaluate and enhance rubric platforms. By using such resources, designers can gain detailed, research-based feedback on their platforms' performance, usability, and educational impact. This, in turn, can guide them in refining their platforms, ensuring they meet the highest standards of educational technology and provide real value to educators and learners alike. This approach ensures a symbiotic relationship between platform development and educational research, creating a dynamic where technology and pedagogy inform and enhance each other continuously.

Leverage research for platform enhancement. Designers should use the coding and results from comprehensive reviews of existing rubric platforms as a guide to enhance or develop new platforms. This research provides valuable insights into the strengths and weaknesses of current offerings, enabling designers to focus on areas that need improvement and to integrate features that are most appreciated by users.

Balance between innovation and simplicity. It is crucial for designers to strike a balance between incorporating “cool features” and maintaining simplicity in their platforms. While innovative features can make a platform stand out, they should not overcomplicate the user experience. Simplicity is often key, especially for teachers who may prefer straightforward, easy-to-navigate platforms that fulfill their basic needs without unnecessary complexity.

Integrated assessment capabilities. A highly recommended feature is to ensure that the assessment process, not just rubric creation, can be completed entirely within the platform. This integration simplifies the process of scoring and evaluation, making it more efficient for educators. Platforms should be designed not just as tools for creating rubrics but as comprehensive assessment systems that facilitate the entire evaluation process, from rubric creation to scoring and providing feedback.