

Assess and Grade Learners

Instructor Guide

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Document Change History

This version of the document replaces all previous versions. The following table describes the most recent changes to this document.

Revision Date	Summary of Changes
January 6, 2022	<p>Removed the Create an assignment using the classic experience topic.</p> <p>Removed the Align outcomes to assignments using the classic experience topic.</p> <p>Updated the Assess assignments with grade schemes topic to remove reference to Classic Assignment creation experience.</p> <p>Updated the Set release conditions and special access in Assignments topic to remove reference to Classic Assignment creation experience.</p> <p>Updated the Create assignments and assess submissions topic to remove reference to Classic Assignment creation experience.</p>
December 2, 2021	<p>Updated the Mapping outcome levels of achievement to rubric evaluation levels topic to clarify and update content.</p>
November 4, 2021	<p>Updated the Restricted File Extensions topic with the new warning message image.</p>
October 7, 2021	<p>Updated the Restricted File Extensions topic to update an incorrect image.</p> <p>Updated the steps in the Customize the submission view topic.</p> <p>Added the Preview assignments in Evaluation mode topic.</p> <p>Updated the Create a quiz topic.</p> <p>Updated the Assessing assignment submissions topic.</p> <p>Updated the Evaluate and add feedback to assignments topic.</p>

	<p>Updated the Create an assignment using the new create and edit Assignment experience topic.</p> <p>Updated the Assess assignments with grade schemes in the new assignment creation experience sub-topic.</p> <p>Updates throughout the guide to remove mention of the legacy Rubric experience, as it is no longer available in the Brightspace Learning Environment.</p>
September 2, 2021	<p>Updated the following topics to include information about creating new select box grade items in the new assignment creation experience: Create an assignment using the new create and edit Assignment experience and Assess assignments with grade schemes.</p> <p>Updated the Create assignments and assess submissions topic and Evaluate and add feedback to assignments topic to replace the list of file types that are supported by the annotation tool in Assignments with a link to the new File types supported by Annotations topic.</p> <p>Added the File types supported by Annotations topic.</p> <p>Added the Restricted File Extensions topic.</p> <p>Added the Copying and deleting a criterion group topic.</p> <p>Added the Navigating in the inline grading experience topic.</p> <p>Updated the Set up your grade book topic.</p> <p>Updated the Create a grade scheme sub-topic to include more information on the Ranges area.</p>
August 5, 2021	<p>Updated the New Assignment Evaluation Experience topic to indicate that it is no longer possible to opt out of the Consistent Evaluation Experience for Assignments.</p> <p>Updated the New Assignment Evaluation Experience topic with information about the attachments toolbar.</p> <p>Updated the New Assignment Evaluation Experience topic to include information about the Overall Score displaying to enable instructors to evaluate text-only rubrics.</p>

	<p>Updated the Assessing assignment submissions topic to include a link to How assistive technology interacts with the inline grading experience.</p> <p>Updated the Evaluate and add feedback to assignments topic to include a link to How assistive technology interacts with the inline grading experience</p> <p>Added the How assistive technology interacts with the inline grading experience topic.</p>
July 1, 2021	<p>Updated Add restrictions to a quiz topic to note that grace periods can now be set to 0 minutes.</p> <p>Updated Editing quizzes with learner attempts topic to include information about edits to quiz due dates and time limits.</p>
June 3, 2021	<p>Updated the Edit a rubric topic to include information about reordering criterion groups.</p> <p>Updated the Attach a rubric to an assignment topic to include the detach rubric warning.</p> <p>Updated the New Assignment Evaluation Experience topic to include the detach rubric warning.</p> <p>Updated the Evaluate an activity based on a predefined set of criteria topic to remove information about the Classic/Legacy Rubric Experience, which is no longer available.</p> <p>Removed the New/Edit Rubric - Properties Tab topic which described the Classic/Legacy Rubric Experience.</p> <p>Updated the Creating a Rubric topic to remove Classic/Legacy Rubric experience content.</p> <p>Updated the topics View Quizzes Attempt Logs and Add assessments to a quiz to include more detail.</p>
May 6, 2021	<p>Updated the New Assignment Evaluation Experience topic.</p> <p>Updated the Consistent evaluation experience in Assignments topic to remove mention of the Edit a Copy workflow, which has been replaced by adding the TXT to the file types supported by Annotations.</p> <p>Updated the Copy, Delete, or Share a rubric and Edit a rubric topics to include information about copying a</p>

	<p>single criterion or deleting a single criterion from a rubric.</p> <p>Added the Printing or downloading a PDF of a rubric topic.</p> <p>Updated the Create a quiz topic.</p> <p>Updated the Add restrictions to a quiz topic.</p> <p>Updated the Creating grade items topic.</p>
<p>April 1, 2021</p>	<p>Updated the Creating Question Library questions topic to note that creating specific question types automatically filters out JavaScript and non-standard HTML.</p> <p>Updated the Create a quiz > Add restrictions to a quiz sub-topic to include information about the updated Timing area on the Special Access page.</p> <p>Updated the Overall Achievement Calculation Settings topic to include information about what information is included in calculations if you change and save the new method, and if you change, do not save, and revert to the previous method.</p> <p>Updated the following topics to include information about feature updates to the New Assignment Evaluation Experience: New Assignment Evaluation Experience, About anonymous marking, and Set release conditions and special access in Assignments.</p> <p>Updated the Associate learning outcomes / objectives with a quiz topic.</p> <p>Updated the Add assessments to a quiz topic.</p> <p>Updated the steps in the Customize the submission view topic.</p> <p>Updated the Overall Achievement Calculation Settings topic to move information about the activities used in overall achievement calculation into the Course Level Outcomes section of the Setting up Outcomes for use with Grade book Mastery View topic.</p>

Assess and grade learners

Instructors can assess and grade learners with the following tools:

- Create a grading system and grade book with the Grades tool
- Evaluate an activity based on a predefined set of criteria with the Rubrics tool
- Create quizzes with the Quizzes tool
- Create assignments and assess submissions with the Assignments tool

Create a grading system

As an instructor, you can determine how to set up your grade book to best reflect your approach to evaluation, including the grading system and grade scheme that is most appropriate for your course. You can select how grades display to learners, how they update in the grade book, and how you want to deal with ungraded items. You can create grade items for projects, assignments, discussions, quizzes, etc. to include in your grade book, and even associate them with other tools (e.g. Assignments, Quizzes, Discussions).

Grading concepts

Grade books

A grade book contains your grading system, grade calculations, grade scheme, grade items, and view and display options. Grade items in your grade book represent all the work that you want to evaluate users on in a course. You can evaluate specific tasks such as assignments, tests, and participation, and you can also create grade items and associate them with course objects such as assignments and quizzes.

You must set up a grade book before you can use the Grades tool. As you plan your grade book, consider:

- Which grade items you plan to evaluate.
- Which grading system is most appropriate for your course.
- How you will allocate points or weights across grade items.
- Which grade items you want to associate with course objects. Note that only numeric grade items can be associated with course objects.
- If you want to include a milestone grade at least once during the course.
- How you want to calculate final grades.

Making changes to a grade book's settings and calculation options after you begin tracking users' grades can significantly affect existing data.

Grading system

The grading system determines how the grade items in your grade book contribute to users' final grades. There are three options:

- Grade items can count as a percentage of a final grade worth 100%.
- Grade items can be worth a certain amount of points that are totaled for a final grade.
- You can define a custom formula for how grade items contribute to a final grade.

Grade items

Grade items in your grade book represent all the work that you want to evaluate users on in a course. Grade items can exist independently in your grade book, or you can associate numeric grade items with course objects such as discussions, quizzes, and assignments. Each grade item has an entry in the grade book, which you assign a grade to for each user. Depending on the grade item type you want to create, grade items can be graded numerically or based on a grade scheme. The grades and feedback you manually enter in your grade book for quizzes, assignments and discussions synchronize automatically with Quizzes, Assignments, and Discussions and appear in those tools as published feedback for learners to view. Review [Synchronizing your grade book with other tools](#) for more information.

Grade categories

Grade categories organize and group related grade items into sections in your grade book, for example, a Writing Assignments grade category to group assignment items and a Class Participation grade category to group discussion items. Grade categories display in Manage Grades.

Calculated final grade

The final grade calculated by the grade book. You cannot adjust the final grade without adjusting grade item scores.

Adjusted final grade

You can manually change the final grade calculation without affecting grade item scores.

Grading schemes

A grade scheme enables you to organize users' performances on grade items into levels of achievement. A grade scheme can include any number of achievement levels. Each achievement level has its own range of acceptable grades and a symbol, such as a numeric value, letter, or text description, to represent it. You can create your own grade schemes or use schemes set up by your organization.

Grade scheme	Example
Letter	F, D, C, B, A, A+
Numeric	2.0, 2.5, 3.0, 3.5, 4.0
Text	Below Expectations, Meets Expectations, Exceeds Expectations

Create a grade scheme

To create a grade scheme

1. On the navbar, click **Grades**.
2. On the **Schemes** page, click **New Scheme**.
3. In the **General** area, enter the scheme **Name**.
4. In the **Ranges** area, define the ranges in your grade scheme.
 - Symbols and start percentages are required for each range. Symbols can be individual letters such as A+ or B- or words and phrases such as Needs Improvement or Excellent.
 - In the **Start %** column, start with the lowest level and work your way up.
 - To associate a color with each range in the grade scheme, click the **Color** context menu and select the color. Associating colors with grade scheme ranges provide learners with a visual indicator of their achievement. These color associations display in your grade book.
 - In the **Assigned Value %** field, enter the numeric grade you want learners to achieve when you evaluate them using the grade scheme. If you do not assign a value in the **Assigned Value %** field, the **Start %** is used as the default.
5. To add more ranges to your scheme, click **Add Ranges** and complete the fields for the additional ranges.
6. To delete a range in your grade scheme, click the **Delete** icon alongside the range you want to delete.
7. Click **Save and Close**.

About grade scheme ranges and assigned grade value

A Grade scheme range is used when an activity uses a numerical grade item. If the assessed number falls within the defined range, the learner sees the associated grade scheme and color where applicable. For example, in a Quiz, a learner receives 72%. The Grade range for a B is 70-80%; therefore, the learner sees a B wherever they can see grade schemes.

An Assigned Grade value is used when an activity uses a Selectbox grade item. When selecting a scheme range from the selectbox grade item dropdown, the **Assigned value** percentage is recorded in the gradebook and the learner sees that value where applicable. For example, in an Assignment for 20 points, a learner receives a B. The Assigned Value for the B scheme range is

75%. In the gradebook, the learner sees 15/20 points and/or 75% as the numerical equivalent of a B.

Grading systems

Selecting a grading system is the first step in setting up your grade book.

Weighted

The weighted system calculates grade items as a percentage of a final grade worth 100%. The maximum points you assign to individual grade items can be any value, but their contribution towards the category they belong to and the final grade is the percentage value (weight) assigned to them.

Grade items in a category count as a percentage of that category, not of the final grade. Therefore, grade items in a category should combine to a weight of 100%.

For example, if you have a category worth 10% of the final grade with two equally weighted grade items, the weight of each grade item is 5%, (its contribution to the category), not 5% (its contribution to the final grade).

Since it's a category's weight and not an individual grade item's weight that counts toward the final grade, the final grade is inaccurate until all the items in the category are graded. If you want to release final grades to users before all the items are graded, you can drop ungraded items from the calculation until the end of the course when you want all grade items to be considered. Otherwise, the final grades might be misleading.

If your grade items do not add up to 100%, you will receive a warning message. You can ignore this message if you choose; a balanced grade book is not required. If the weights assigned to grade items do not sum to 100%, the tool adjusts the weight of each item. For example, if you have three grade items with a weight of 25% each, each item is actually calculated as 33%. This is true for categories and the final grade.

Points

Use the points system when you want the maximum points assigned to a grade item to be equal to its contribution to the final grade. Final grades are calculated by adding a user's score on all grade items together and dividing by the sum of the maximum points values. The sum of the maximum points values for all grade items does not need to equal 100.

With the points system you do not specify a category's weight or total points. It is the maximum points assigned to an individual grade item that counts toward the final grade.

Make sure the maximum points assigned to grade items reflect how much you want them to be worth. For example, don't grade each of your 20 homework assignments out of 50 points and then your final exam out of 80 points.

Another option in the point system is to exclude an item from the final grade calculation. This enables you to evaluate a grade category, numeric grade item, selectbox grade item, or pass/fail

grade item without including the grade in users' calculated or adjusted final grades. The **New/Edit Item** page and the **New/Edit Category** page both include an **Exclude from Final Grade Calculation** check box.

You can achieve similar functionality in the weighted system by setting the grade item or category's weight to 0%.

Formula

Use the formula system when you want to calculate final grades using a custom formula that allows for conditions. The formula system is based on the points system, but allows you to set conditions around grade items to determine the final grade. For example, you could require that users receive at least 50% on their midterm and final exam to pass a course.

The formula system might not be available at your organization. If you do not have this option, you can release the adjusted final grade and calculate your custom formula manually, or you can contact your site administration about getting access to this functionality.

Set up your grade book

In the Grades tool, if a grade book is not set up or imported for your course, you will see the **Grades Setup Wizard** page when you first navigate to the tool. **Note:** If you cannot select the **Automatically release final grade** option, contact your administrator and request that they grant you permission.

1. On the navbar, click **Grades**.
2. Click **Setup Wizard**.
3. On the **Grades Setup Wizard** page, click **Start**.
4. Select your [Grading System](#) (**Weighted**, **Points**, or **Formula**), then click **Continue**.
5. If you want users' final grades to be released automatically when you create them, select **Automatically release final grade**, then click **Continue**.
Note: If an instructor changes the final grade value after the final grade is automatically released, the final grade is not released again with the new value. This might occur if an instructor grades an additional item that changes the calculated final grade item. Student final grades that already have a value are not automatically released when this variable is turned on. The grades are only released the first time a Final Grade is calculated from Null to a final grade value.
6. Choose how you want to treat ungraded items. If you selected **Automatically release final grade**, D2L recommends that you select **Drop ungraded items** so that the released grades better reflect the users' current grades throughout the term.
7. If you want final grades to automatically adjust after changing a grade item or calculation option, select **Automatically keep final grade updated**.
8. Click **Continue**.
9. Choose your default grade scheme and then click **Continue**.
10. In the **Number of decimal places to display** field, enter the number of decimal places to display to users who enter grades using the grade book.
11. Click **Continue**.

12. Select your learner view display options and then click **Continue**.
13. On the **Grades Setup Summary** page, review your selections.
14. Do one of the following:
 - To make changes to your grade book setup, click **Go Back**.
 - Click **Finish**.

Creating grade items

Build your grade book by creating grade items.

The grades you manually enter in your grade book for quizzes, discussions, and assignments grade items are automatically synchronized back to Quizzes, Discussions and Assignments.

Note: Quizzes grades are not synchronized when the tool is updated by the Brightspace API or when you import your grade book. Discussions and Assignments grades do synchronize when using the Brightspace API and when importing the grade book. Review [Synchronizing your grade book with other tools](#) for more information.

Create calculated grade items

You can use a calculated grade item to display a user's cumulative achievement across multiple grade items. Unlike the calculated final grade, calculated grade items do not recognize grade category settings of the grade items they evaluate, such as exclusion or distribution options. They can belong to a category but they cannot contribute to the calculated final grade. Note that you cannot associate calculated grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create calculated grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Calculated**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, do any of the following:
 - If you want users' grades to be able to exceed the maximum points specified for the item, select the **Can Exceed** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - In the **Grade Item to Include** list, select any grade items you want to include in the calculated grade item.
 - Select your calculation method (not available when using a Points grading system).
 - To attach a rubric to the grade item, click **Add Rubric**.
6. In the **Display Options** area, do any of the following:
 - **Under Student View:**
 - To allow users to see the class average on the item, select the **Display class average to users** checkbox.

- To allow users to see a graph showing how grades are distributed between different percentiles, select the **Display grade distribution to users** checkbox.
 - To allow graded users to view grade information for this item differently from other items in the grade book, select the **Override display options for this item** checkbox.
 - Select **Points**, **Grade scheme symbol**, or **Grade scheme color**.
 - Under **Managing View**:
 - To view grade information for this item differently from other items in your grade book, select the **Override display options for this item** check box.
 - Select either **Points**, **Grade scheme symbol**, or **Grade scheme color**.
7. To associate a learning objective with the grade item, click the **Objectives** tab, and then **Associate Learning Objectives**.
 8. Click **Save and Close**.

Create formula grade items

Use formula grade items to automatically grade users using a custom formula based on achievements in other grade items.

The following limitations apply to formula grade items: Formula grade items can belong to a category; you must create all of the grade items you want to include in the formula grade item before you create the formula item; and Formula grade items do not contribute to the calculated final grade in a points-based or weighted-based grade book. You can only calculate the final grade with formula grade items using the Formula grading system.

Note that you cannot associate formula grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

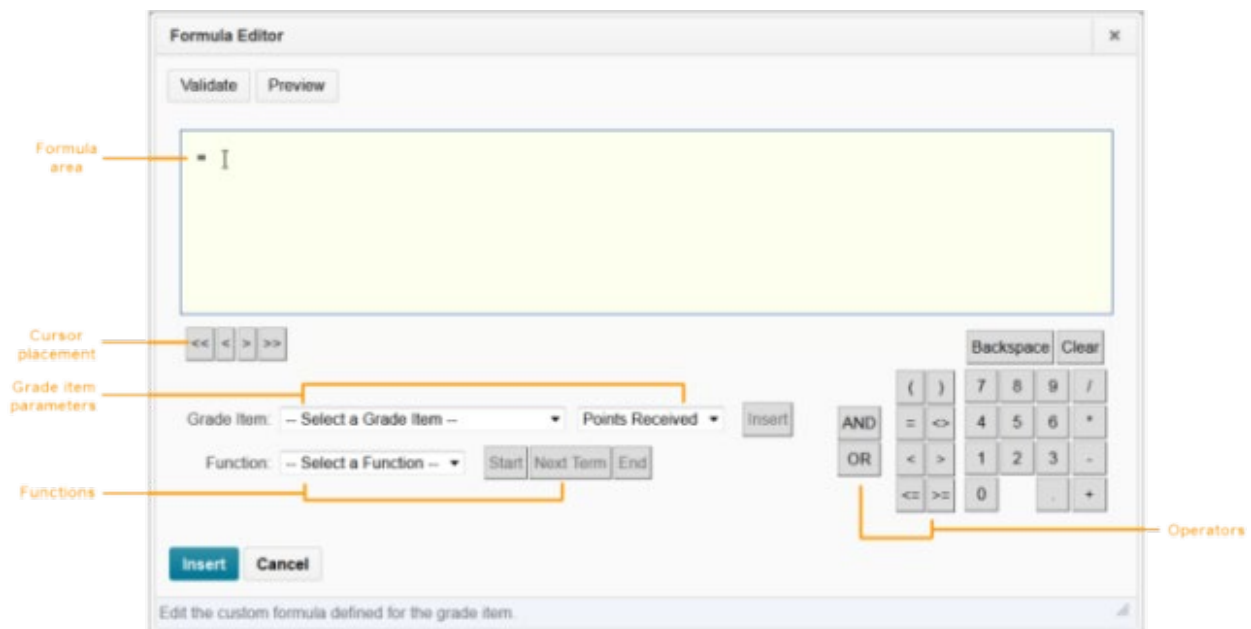
To create formula grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item > Formula**.
3. In the **General** area, enter your grade item details.
4. In the **Grading** area, enter the **Maximum Points** for the grade item. Then, do any of the following:
 - To define the formula for your grade item, click the **Edit Using the Formula Editor** link. In the **Formula Editor** window, enter your formula and click **Insert**.
 - If you want users' grades to be able to exceed the maximum points specified for the item, select the **Can Exceed** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.
5. In the **Display Options** area, do any of the following:
 - **Under Student View**:
 - To allow users to see the class average on the item, select the **Display class average to users** checkbox.

- To allow users to see a graph showing how grades are distributed between different percentiles, select the **Display grade distribution to users** checkbox.
 - To allow graded users to view grade information for this item differently from other items in the grade book, select the **Override display options for this item** checkbox.
 - Select **Points**, **Grade scheme symbol**, or **Grade scheme color**.
 - Under **Managing View**:
 - To view grade information for this item differently from other items in your grade book, select the **Override display options for this item** check box.
 - Select either **Points**, **Grade scheme symbol**, or **Grade scheme color**.
6. To associate a learning objective with the grade item, click the **Objectives** tab, and then **Associate Learning Objectives**.
 7. Click **Save and Close**.

About formula grade items

Use the Formula Editor to define a formula that calculates a grade item's value based on other grade items. When you create a formula, you specify which grade items you want included in the formula and the relationships between them. An example of a simple formula is one that calculates the sum of a number of grade items. A more complicated formula is one that drops the minimum or maximum value from a set of grade items.



Component	Description
Formula area	The formula area is where the formula text displays. The equals sign (=) at the start of the formula cannot be deleted. A cursor shows your position in the formula.
Cursor placement	<p>Use the cursor placement icons to move the cursor forwards and backwards in the formula. You can also move the cursor by clicking on the new location with your mouse. There are four options:</p> <ul style="list-style-type: none"> • << - Move cursor to start of formula • < - Move cursor back one element • > - Move cursor forward one element • >> - Move cursor to end of formula
Grade item parameters	<p>To view what grade items you can insert as a parameter in your formula, use the Grade Item drop-down list. You can insert Numeric, Pass/Fail, Selectbox, and Formulatype grade items. You cannot reference the formula grade item you are defining or a final grade.</p> <p>To view the values associated with the grade item you want to use in the formula, use the Grade Item Value drop-down list. There are three options:</p> <ul style="list-style-type: none"> • Points Received - The grade the user achieved. For example, 7 (out of 10 points). • Max Points - The maximum points available for the grade item. For example, 10 points. • Percent -The percent grade the user achieved. For example, 70%. <p>When using the weighted system, category and grade item weights are ignored in formula calculations.</p> <p>Dropped grade items and bonus grade items are calculated the same as other grade items.</p>
Functions	<p>The Function drop-down list contains a list of functions that you can use in your calculation formula:</p> <ul style="list-style-type: none"> • MAX - Calculates the maximum (largest) value in a set of values. • MIN - Calculates the minimum (smallest) value in a set of values. • SUM -Calculates the sum (total) of a set of values. • AVG - Calculates the average for a set of values by adding all the values and dividing by the total number of values. • IF - Operates as a Boolean statement that returns either the value set as true or as false. You must define the condition (Boolean statement), true (then) value, and false (else) value.

Component	Description
	<ul style="list-style-type: none"> • NOT - Operates as a Boolean statement that returns the value set as true if the condition is false and as false if the condition is true. <p>You can embed functions within functions.</p> <p>The Start, Next Term, and End options are used to define elements of a function:</p> <ul style="list-style-type: none"> • Start - Starts the function selected in the Function drop-down list with an opening bracket ({}). • Next Term - Inserts a comma to separate grade items or parts of a Boolean statement. • End - Ends the function with a closing bracket ({}).
Operators	Operators are usually used in conjunction with at least one grade item.

Formula Editor validation errors

The following are errors you might encounter while using the Formula Editor.

Error	Description	Examples
Unexpected [token_type] For example, Unexpected operator	The formula contains a function component in an unexpected location	= 5=/1 = (5+1)2
Unbalanced parentheses	The formula contains an opening or closing bracket without a corresponding bracket	= 5+1)
Missing end of function	The formula contains an unclosed function	= SUM{[Item1.Points], [Item2.Points]
Unexpected function end	The formula contains a closing bracket for a function that does not relate to a function	= [Item1.Points]/2}
Invalid number of operator parameters	The formula contains an invalid number of operator parameters	= [Item1.Points] +
Invalid number of function parameters	The formula contains an invalid number of function parameters	= SUM{ = IF{[Item1.Points]<2,5}
Numeric value expected	A Boolean statement or operator was entered in place of a numeric value	= IF{5<2,1 OR 1,4} = SUM{1 = 2,3,4}

Error	Description	Examples
Boolean value expected	A Boolean statement was not entered for a condition	= IF {MIN{4,5},100,0} = NOT{4}
Invalid terminal	The formula contains an incorrectly used terminal	= [Item1.Points] + 3.2.5

Create text grade items

Use text grade items to provide comments that are not counted towards users' final grades. Text grade items can belong to a category but they do not contribute to the calculated final grade. Note that you cannot associate text grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create text grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Text**.
4. In the **General** area, enter your grade item details.
5. To attach a rubric to the grade item, in the **Grading** area, click **Add Rubric**.
6. In the **Display Options** area, select how you want the Managing View for the grade item to appear.
7. Click **Save and Close**.

Create select box grade items

Grade users by assigning a grade scheme level that is equivalent to a percentage grade range. You cannot create select box grade items if you do not have at least one grade scheme for the course. Note that you cannot associate calculated grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create select box grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Selectbox**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, do any of the following:
 - Enter the **Maximum Points**.
 - To allow users' grades to exceed the maximum points specified for the item, select the **Can Exceed** checkbox.

- **Note:** this selection only applies to the grade item. **Can Exceed** may need to be selected for the grade category also.
 - To make the grade item a bonus, select the **Bonus** checkbox.
 - To exclude the grade item from final grade calculation, select the **Exclude from Final Grade Calculation** checkbox.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.
6. In the **Display Options** area, do any of the following:
- **Under Student View:**
 - To allow users to see the class average on the item, select the **Display class average to users** checkbox.
 - To allow users to see a graph showing how grades are distributed between different percentiles, select the **Display grade distribution to users** checkbox.
 - To allow graded users to view grade information for this item differently from other items in the grade book, select the **Override display options for this item** checkbox.
 - Select **Points**, **Grade scheme symbol**, or **Grade scheme color**.
 - **Under Managing View:**
 - To view grade information for this item differently from other items in your grade book, select the **Override display options for this item** check box.
 - Select either **Points**, **Grade scheme symbol**, or **Grade scheme color**.
7. Click **Save and Close**.

Create pass/fail grade items

You can grade users using a simple pass/fail grade scheme. Note that you cannot associate calculated grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create pass/fail grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Pass/Fail**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, do any of the following:
 - Enter the **Maximum Points**.
 - To allow users' grades to exceed the maximum points specified for the item, select the **Can Exceed** checkbox.
 - **Note:** this selection only applies to the grade item. **Can Exceed** may need to be selected for the grade category also.
 - To make the grade item a bonus, select the **Bonus** checkbox.

- To exclude the grade item from final grade calculation, select the **Exclude from Final Grade Calculation** checkbox.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.
6. In the **Display Options** area, do any of the following:
- **Under Student View:**
 - To allow users to see the class average on the item, select the **Display class average to users** checkbox.
 - To allow users to see a graph showing how grades are distributed between different percentiles, select the **Display grade distribution to users** checkbox.
 - To allow graded users to view grade information for this item differently from other items in the grade book, select the **Override display options for this item** checkbox.
 - Select **Points**, **Grade scheme symbol**, or **Grade scheme color**.
 - **Under Managing View:**
 - To view grade information for this item differently from other items in your grade book, select the **Override display options for this item** check box.
 - Select either **Points**, **Grade scheme symbol**, or **Grade scheme color**.
7. Click **Save and Close**.

Create numeric grade items

Grade users by assigning a value out of a specified total number of points. Numeric grade items are the only type of grade item that you can associate with course objects such as discussions, quizzes, and assignments.

To create numeric grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Numeric**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, do any of the following:
 - Enter the **Maximum Points**.
 - To allow users' grades to exceed the maximum points specified for the item, select the **Can Exceed** checkbox.
 - **Note:** this selection only applies to the grade item. **Can Exceed** may need to be selected for the grade category also.
 - To make the grade item a bonus, select the **Bonus** checkbox.
 - To exclude the grade item from final grade calculation, select the **Exclude from Final Grade Calculation** checkbox.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.

- To attach a rubric to the grade item, click **Add Rubric**.
6. In the **Display Options** area, do any of the following:
 - **Under Student View:**
 - To allow users to see the class average on the item, select the **Display class average to users** checkbox.
 - To allow users to see a graph showing how grades are distributed between different percentiles, select the **Display grade distribution to users** checkbox.
 - To allow graded users to view grade information for this item differently from other items in the grade book, select the **Override display options for this item** checkbox.
 - Select **Points**, **Grade scheme symbol**, or **Grade scheme color**.
 - **Under Managing View:**
 - To view grade information for this item differently from other items in your grade book, select the **Override display options for this item** check box.
 - Select either **Points**, **Grade scheme symbol**, or **Grade scheme color**.
 7. Click **Save and Close**.

Hide grade items

To hide grade items:

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the context menu of a grade item, select **Hide from Users**.

Note: You can also edit a grade item, access the **Restrictions** tab, and select the **Hide from Users** checkbox.

To make hidden grade items visible:

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the context menu of a grade item, select **Make Visible to Users**.

Note: You can also edit a grade item, access the **Restrictions** tab, and deselect the **Hide from Users** checkbox.

To bulk hide or display grade items:

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, select the checkbox for any item you want to change the visibility of.
3. Click **More Actions**, and select **Make Visible to Users** or **Hide from Users**.

About exemptions

Information on exemptions

Using exemptions, an instructor can provide an implicit reason why a learner does not have a score for a grade item or an activity. A blank grade or a zero (0) grade can mean that the learner hasn't submitted the item, that the item has not been graded, or that the learner has failed the item. Having an exemption setting supports the differentiation for a legitimate exemption.

Instructors can exempt content items, numeric, selection box, pass/fail, calculated, formula, and text item grade item types; however, instructors cannot exempt a learner from a final calculated grade or final adjusted grade.

When an instructor exempts a learner from an activity from within the grade book or the Content tool, the following pages are affected:

- Table of Contents page - the exempted topic title appears with an exempted flag, the due date is not shown, the completion method indicator is removed, and the count of required topics and module completion percentage excludes exempted topics.
- Topic details page - When a learner clicks on a topic they are exempt from, a message displays stating that the learner is exempt from the topic and that the activity can be viewed but does not need to be completed. The updated count of required topics in the Table of Contents now excludes the exempted grade items. The completion method, being essentially not required, is removed from the Details page.
- Course Schedule - Exempted activities are not due, therefore not overdue, and do not appear on the Overdue items list. The Full Schedule and Upcoming sections of Course Schedule do not show exempted items.
- Calendar - the Calendar web pages and Calendar widgets do not show exempted items.
- Updates Widget - Exempted quizzes are not required to be submitted, and are excluded from the count of unattempted quizzes that appear in the Updates widget.
- In the Grade book, instructor view pages: Enter Grades, Grade User, Grade Category, Grade Items, Import Review
- Learner view pages: My Grades
- User Progress pages: Summary and Grades tabs; however, exempted grade items do not appear in the bar graph of received grades. The Summary and Content tabs display exempted activities.

The process that exports and imports grade data includes exemptions. Post-processing during the import of grade data can differentiate between a learner with a grade, without a grade, and with an exemption. If you change the value that identifies an exemption to the import process after instructors have set export file values to depend on a particular value, such as the word Exempt, there may be unexpected results in the imported grade exemptions.

You can launch the **Manage Exemptions** page from the following tools:

The Content tool:

- From the **Table of Contents**, when editing properties in place
- As a button within the **Activity Details** section of a topic's page

The Assignments tool:

- On the **Assignments** page, in the context menu of an assignment
- On the **Assignments** page as a button at the top of the page

The Discussions tool:

- On the **Discussions List** page, in the context menu of a topic
- On the **View Topic** page, in the context menu beside the topic name
- On the **Assess Topic** page as a button at the top of the page

The Quizzes tool:

- On the **Manage Quizzes** page, in the context menu of a quiz
- On the **Grade Quiz** page as a button at the top of the page

Setting an exemption for a learner

You can exempt a learner from a content item (a quiz, an activity, or a topic) from within the Content tool or from a grade item.

Setting an exemption for a learner from the Content tool

Exemptions can only be set on the following topic types:

- File topics
- LTI links
- Checklists
- Assignments
- Discussions
- Quizzes
- Surveys
- Self-Assessments

To set an exemption for a learner:

1. In Content, on the context menu of the activity you want to exempt a learner from, select **Edit Properties In-Place**.
2. Click **Add dates and restrictions...**
3. Under **Exemptions**, click **Manage Exemptions**.
4. Search for and select the learners you want to exempt from the activity.
5. Click **Exempt**.
6. Click **X** to exit the **Manage Exemptions** page.
7. Click **Update** to save the restrictions.

Note: When activities are exempted, any associated release conditions on these exempted activities must still be met.

Setting an exemption for a learner from the grade book

1. From the Grade Item page, select the check box beside the learner's name.
2. Above or below the table, click **Exempt**.
3. Click **Save and Close**.

Removing an exemption for a learner

1. From the Grade Item page, select the check box beside the learner's name.
2. Above or below the table, click **Unexempt**.
3. Click **Save and Close**.

Setting multiple grade item exemptions for a learner

1. On the Enter Grades page, click on the learner's name.
2. From the context menu of the learner's name, select **Bulk edit exemptions**.
Note: You can also launch the **Bulk edit exemptions** page from the **Grade item** and the **Grade Category** pages.
3. On the Edit Grade Exemptions page for the learner, select the check boxes of the grade items that you want to exempt the learner from.
4. Click **Save and Close**.

How grade exemptions affect calculations

Grade exemptions affect any calculation that depends on the values of the constituent grade items.

Category scores that include exemptions

For category scores, grade exemptions affect the scores as follows:

- Exempted grade items are excluded from the calculation of category scores. The grade item is treated as though it does not exist within the category.
- In a category with drop rules, exempted items are removed before the specified number of grade items are dropped. Then, the category is calculated with the remaining items.
- If all the items in a category are exempted, there are not grade item scores to use in calculating a category score. In this case, the category does not have a score.
- In a weighted grade book, the exemption of a category item results in the remaining item weights not reaching 100%. Brightspace Learning Environment automatically scales the weights of the remaining items proportionally to each other.

Calculated grade items that include exemptions

For calculated grade item scores, grade exemptions affect the scores as follows:

- Exempted items are excluded from the calculated score.
- If all items in a calculated grade item are exempted, the item does not have a calculated score.

Formula grade items that include exemptions

For formula grade items, grade exemptions affect the scores as follows:

- Formulas treat exemptions as empty (null) grades; however, the *Treat ungraded as 0* setting is ignored. If a learner is exempted from a grade, then the exemption and its cascading results are treated as null.
- If a formula grade item used in another formula and the former is empty (null), then it is treated as though it were exempted during the formula calculation.

The following table describes the updated evaluation rules for formulas:

For Single grades:

Evaluation Rule	Result
If a grade item is exempt	Null
If a grade item has no value, and Drop Ungraded Items is turned on	Null
If grade item has no value, and Treat Ungraded Items as 0 is turned on	0
If a grade item has a value	[value]

Addition/Subtraction (+/-):

Evaluation Rule	Result
If both sides are exempt	Null
If one side is exempt and the other side has no value, and Drop Ungraded Items is turned on	Null
If one side is exempt and the other side has no value, and Treat Ungraded Items as Zero is turned on	0
If both sides are empty, and Drop Ungraded Items is turned on	Null

Evaluation Rule	Result
If both sides are empty, and Treat Ungraded Items as Zero is turned on	0
If one side has a value	(+/-) [Value]

Multiplication/Division (*//)

Evaluation Rule	Result
If either side is exempt	Null
If either side is empty, and Drop Ungraded Items is turned on	Null
If either side is empty, and Treat Ungraded Items as Zero is turned on	0
If both sides have a value	[Result]

Equality (=)

Evaluation Rule	Result
If both sides are exempt	True
If both sides are empty and Drop Ungraded items is turned on	True
If both sides are empty and Treat Ungraded Items as Zero is turned on	True
If both sides have different values	False
If one side is exempt and the other side is empty and Treat Ungraded Items as Zero is turned on	False
If one side is exempt and the other side has a value	False

Inequality (<>)

Evaluation Rule	Result
If both sides are exempt	False

Evaluation Rule	Result
If both sides are empty and Drop Ungraded items is turned on	False
If both sides are empty and Treat Ungraded Items as Zero is turned on	False
If both sides have different values	True
If one side is exempt and the other side is empty and Treat Ungraded Items as Zero is turned on	True
If one side is exempt and the other side has a value	True

Greater/Less than (>/<)

Evaluation Rule	Result
Both sides have values	Appropriate True/False
If one side is exempt	False
If one side is empty and Drop Ungraded Items is turned on	False
If one side has a value and the other side is empty and Treat Ungraded Items as Zero is turned on	Appropriate True/False

Greater/Less Than or Equal (>=/<=)

Evaluation Rule	Result
Both sides have values	Appropriate True/False
If both sides are exempt	True
If both sides are empty and Drop Ungraded Items is turned on	True
If one side has a value and the other side is exempt	False
If one side has a value and the other is empty and Drop Ungraded Items is turned on	False

Evaluation Rule	Result
If one side has a value and the other side is empty and Treat Ungraded Items as Zero is turned on.	Appropriate True/False

Final Grades that include exemptions

For final grade items, grade exemptions affect the scores as follows:

- Exempted items are excluded from the calculation. These grade items are treated as empty grades, not as 0 if Treat Ungraded Items as 0 is turned on.
- If all items are exempted, there are no grades to use to calculate a final grade. The final grade will not have a score.

Viewing grade item statistics that include exemptions

Grade item exemptions appear in class statistics and are removed from statistic calculations.

- On the Class Statistics tab, the number of submitted grades is reduced (the exempted learner is not included); calculations, such as minimum and maximum, do not include the exempted learner; and the grade distribution excludes the students with the exempted grade item.
- On the User Statistics tab, Exempt displays in the grade column for learners with grade exemptions.

Viewing grade category statistics that include exemptions

On the Class Statistics tab, learners who are exempted from all item in a category are handled as follows:

- The number of grades submitted is reduced from the maximum number of learner who can submit.
- Calculations such as minimum and maximum do not include the exempted learner.
- Grade distribution does not include exempted learners.

When exempted from all items in a category, the learner appears as Exempt on the User Statistics page. Otherwise, the category reflects the appropriate calculations which account for the exemptions.

How grade exemptions affect release conditions

Instructors can set release conditions to release new content to learners after a grade item is complete. Since grade exemptions do not count as a completed grade item nor do they count as an incomplete grade item, there are two release conditions that are effected by exemptions:

- Grade Value on grade item
- No grade received

These release items respect the exemption and do not trigger on the presence of a grade exemption. For example, if a Grade Value on grade item condition is set on a content item, a user who is exempt from the grade item listed in the release condition will not have access to the content.

Managing grades and grade items

Enter grades

To enter grades

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, do one of the following:
 - To manually enter grades for an individual user, click the user name.
 - To manually enter grades for a grade item, from the context menu of the grade item, click **Enter Grades**.
 - To manually enter grades for a category, from the context menu of the grade item, click **Enter Grades**.
3. Enter your grades.
4. Click **Save and Close**.

Add feedback in bulk

You can add generic feedback on learners' grades in bulk. You can also sort the **Feedback** column in the Gradebook and quickly determine which learners require feedback.



1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the context menu of the grade item, click **Enter Grades**.
3. To sort the **Feedback** column, do the following:
 - Under **Users**, click **Show Search Options**.
 - Under **Feedback**, select the check box, and from the drop-down list, select **Users without feedback**.
 - Click **Apply**.
4. From the list of users, select the users for whom you want to provide feedback, and click **Add Feedback**.
5. Enter the generic feedback and click **Save**.
Note: Use replacement strings in your bulk feedback to personalize the feedback.

Release final grades

To release final grades

If you did not select the Automatically release final grade option when you set up your grade book, you can release final grades to learners manually.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, from the **Final Calculated Grade** or **Final Adjusted Grade** context menu, click **Enter Grades**.
3. To release grades for all users, on the **Final Grades** page, from the **Final Grades** context menu, click **Release All**. To release final grades for a specific user, do one of the following:
 - Select the check box by the user name and click the **Release/Unrelease** link.
 - Select the check box in the **Release Final Calculated Grade** or **Release Adjusted Final Grade** column.
4. Click **Save**.

The  Final grade is released icon displays in the Final Calculated Grade or Final Adjusted Grade column for any user who has their final grade released. The  Final grade is not released icon displays in the Final Calculated Grade or Final Adjusted Grade column for any user who does not have their final grade released.

The date and time a grade is released or unreleased is displayed in a learner's **Grades Event Log**.

Unrelease final grades

You can easily undo the release of final grades to learners in your course using the Unrelease All option.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, from the **Final Calculated Grade** or **Final Adjusted Grade** context menu, click **Enter Grades**.
3. From the Final Grades drop-down menu, click **Unrelease All**. Click **Yes**.
4. Click **Save**.

Importing grades

You can enter grades in another application and import them into Brightspace Learning Environment using a CSV, TSV or TXT file. You can also create new grade items through an import file by adding a column to the file.

The import file must follow a standard format; use the Grades sample import file as a reference point. D2L recommends that you set up your grade book in Brightspace Learning Environment even if you want to enter grades in a CSV, TSV or TXT file.

Note the following:

- If you enter a grade value that is greater than the value for the grade item, the grade is capped at the value unless you selected the Can Exceed option when setting up the grade item.
- Do not import other options, such as a user's first name, email, or weighted grade.
- To improve performance when importing grades for large classes, only import grade items that have changed and import by group or section when possible.

Field	Description	Example
Username	A unique name for identifying a user in Learning Environment. You must provide a Username or Org Defined ID (or both).	Frank.Catcher
Org Defined ID	A unique number for identifying a user in Learning Environment. You must provide a Username or Org Defined ID (or both).	20067930
Points Grade	Numeric and Pass/Fail grade items should be labeled the grade item name followed by "Points Grade". Users' grades should be the Points Grade they received. E.g., 44 points out of a possible 50 points.	44
Grade Symbol	Select box grade items should be labeled the grade item name followed by "Grade Symbol". Users' grades should be a pre-existing grade scheme symbol. E.g., "Very Good", "Merit", or "3.5".	Very Good
Text Grade	Text grade items should be labeled the grade item name followed by "Text Grade". Users' grades can be any text value. Text grade items do not count towards users' final grades.	Perfect Attendance!
Adjusted Final Grade Numerator	The total points a user achieved in a course. You can enter a user's percentage grade (without the % sign) if you enter the denominator as 100. E.g., 84 points out of 100 points or 230 points out of 285 points.	84
Adjusted Final Grade Denominator	The total possible points available in a course. Enter 100 if you want to record users' percentage grades. E.g., _ / 100 points available or _ / 285 points available.	100
End-of-Line Indicator	The last column must be labeled "End-of-Line Indicator" so the system knows when the next set of data begins. The end of each users' line should be indicated with the pound key "#".	#

Import grade items

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click **Import**.
3. Click **Browse**.
4. Locate the file you want to import and click **Open**.
5. Select **Create new grade item when an unrecognized item is referenced** if you want to be able to create new grade items from the import file.
6. Click **Continue**.
7. If you are creating new grade items:

- a. Select the **Create New Grade Item** check box beside each of the items you want to create.
 - b. Select a grade item **Type**.
 - c. Click **Continue**.
 - d. Fill in the grade items' properties.
 - e. Click **Continue**.
8. View error and warning messages associated with the import and click **Continue**.

Export grades

To export grades

D2L recommends that you set up your grade book in Brightspace Learning Environment even if you want to enter grades in a CSV or TXT file. You can then use the **Export Grades** option to create an appropriately structured file.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click **Export**.
3. In the **Export Options** area, do the following:
 - From the **Export Grade Items For** drop-down list, select who you want to export grade items for.
 - Select the **Key Field** you want to use to identify users.
 - From the **Sort By** drop-down list, select the sorting order of the fields that appear in the exported file.
 - Select the **Grade Values** and **User Details** you want to export.
4. In the **Choose Grades to Export** area, select the grade items you want to export.
5. Click **Export to CSV** or **Export to Excel**. A pop-up window appears. Click on the file link to download it.

Note: If a student is enrolled in multiple groups within a Group Category, or multiple sections within a course, those enrollments are exported as a comma-separated list within a cell.

Synchronize your grade book with other tools

Your grade book synchronizes automatically with the published scores and feedback that you enter for grade items in Assignments, Discussions and Quizzes. All scores and feedback on grade items that you directly enter in Assignments, Discussions and Quizzes in your grade book synchronize directly with the associated tools and appear automatically as published grade items that are visible to learners.

Entering grades into your grade book using the import via CSV, import via Excel, or using the Brightspace API methods for grade items in Assignments and Discussions also appear automatically as published feedback in the tools.

Synchronize with Assignments

- Scores and feedback that you enter and publish for grade items directly in Assignments automatically synchronize with Grades and appear in your grade book. Any scores and feedback that you retract from publication are removed from the grade book automatically.
- Scores and feedback that you enter and keep as drafts do not synchronize back to Grades until they are published.

Synchronize with Discussions

- Scores and feedback that you enter and publish for grade items directly in Discussions automatically synchronize with Grades and appear in your grade book. Any scores and feedback that you retract from publication are removed from the grade book automatically.
- Scores and feedback that you enter and keep as drafts do not synchronize back to Grades until they are published.

Synchronize with Quizzes

The grades you enter directly in Quizzes automatically synchronize with Grades and appear in your grade book. The scores and feedback for quizzes grade items that you enter directly in your grade book synchronize automatically with Quizzes and overwrite any calculated score for the quiz.

- Overall scores and feedback that you enter and publish for grade items directly in Quizzes automatically synchronize with Grades and appear in your grade book. Any scores and feedback that you retract from publication are removed from the grade book automatically.
- Overall scores and feedback that you enter and keep as drafts do not synchronize back to Grades until they are published.
- Scores and feedback that you enter for quiz attempts in Quizzes only synchronize with Grades if you have selected the **Automatically update evaluations in grade book when published** option for the quiz. If you have not enabled **Automatically update evaluations in grade book when published** then the quiz attempt score and feedback will not synchronize to your grade book until you click **Export to Grades** and you publish the attempt score and feedback.

Set grade visibility options for learners

1. On the navbar, click **Grades**.
2. Click **Settings**.
3. In the **Org Unit Display Options** tab, set your **Learner View Display Options**.
4. Click **Save**.

You can also edit grade visibility options for individual grade items using the **Edit Item** page by setting **Display Options**.

Note: Bonus grade items do not display to learners with the grade scheme information like other grade items, no matter what display options you set. Bonus grades are calculated differently than other grade items and only added to final grades after all other calculations. Therefore, learners can only view the numeric points, and potentially the weight achieved, for a bonus grade, but no other grade scheme information.

Set release conditions for grades

Release conditions allow you to associate grade items and grade book categories with other items in Brightspace Learning Environment. For example, you can require that users meet some other criteria, such as completing a quiz or completing an assignment, before a specific grade item appears in their grade book.

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, click on the grade item you want to set release conditions for.
3. In the **Restrictions** tab, in the **Release Conditions** area, do one of the following:
 - Click **Attach Existing**, then select the check box for any condition you want to attach. Click **Attach**.
 - Click **Create and Attach**, then select a **Condition Type** from the drop-down list. Complete any additional **Condition Details** that appear and click **Create**.
4. From the drop-down list, select if **All conditions must be met** or **Any condition must be met** to access the grade item or category.
5. Click **Save and Close**.

About bonus grade items

Bonus grade items are not included in the maximum points for a category or final grade. They are added on top of the calculated grade.

Bonus grade items cannot make users' grades exceed the maximum points specified, unless the Can Exceed option is selected.

Note: Bonus grade items do not display to students with the grade scheme information like other grade items, no matter what display options you set. Because bonus grades are only added to final grades after all other calculations, students can only view the numeric points, and potentially the weight achieved, for a bonus grade, but no other grade scheme information, as the actual weight or points of the bonus grade item may not be consistent with the rest of the grade scheme.

Inaccurate final grades

The Final Grades page lists the calculated final grade for each user in your grade book. Final grades might be inaccurate if:

- You did not select the **Automatically keep final grades updated** option when you set up your grade book.
- There are grade items that you still need to enter grades for.
- You selected **Automatically release final grades** but you didn't change your selection from **Drop ungraded items** to **Treat ungraded items as 0** at the end of the course.
- You are using formula grade items in a Points-based grading system. Formula grade items do not contribute to the final grade in a points-based or weighted-based grade book.

Manually recalculate the final grade

To manually recalculate the final grade

If you have not selected the **Automatically keep final grades updated** option, you may have to manually recalculate final grades at some point during your course.

1. On the navbar, click **Grades**.
2. Do one of the following:
 - To recalculate a grade, click a user's name. In the **Final Grade** section, click the **Recalculate the Final Calculated Grade** icon.
 - To recalculate all grades, from the **Final Calculated Grade** context menu, click **Enter Grades**. On the **Final Grades** page, from the **Final Grades** context menu, select **Recalculate All**.

Enter an adjusted final grade

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **Final Adjusted Grade** context menu, click **Enter Grades**.
3. In the **Final Adjusted Grade** column, enter a grade for every user you want to give an adjusted grade to.
4. If you want to release a grade for a user, select their **Release Final Adjusted Grade** check box.
5. Click **Save**.

Calculate final grades for a single user

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click on a user's name.
3. If you see the "Out of date!" message displaying by the **Final Calculate Grade**, click the **Recalculate the Final Calculated Grade** icon. Click **Calculate**.
4. Enter a **Final Adjusted Grade** in the fields provided or click the **Transfer Final Calculated Grade to Final Adjusted Grade** icon.
5. Select the **Release** check box.
6. Click **Save**.

Delete grade items or categories

Note the following:

- Selecting a category does not select the grade items that reside in it. If you delete a category, the grade items associated with it become independent grade items.
 - You cannot delete grade items that are associated with another course object, such as a quiz, discussion topic, or assignment. To delete the item you must first remove the association. Click the Information icon for a grade item with an association to view details about where the item is used.
1. On the navbar, click **Grades**.
 2. On the **Manage Grades** page, from the **More Actions** button, select **Delete**.
 3. Select the check box for each grade item or category want to delete.
 4. Click **Delete**.

Restore a deleted grade item

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **More Actions** button, select **Event Log**.
3. Beside the appropriate grade item select **Restore**.

Note: Formula and Calculated grade items cannot be restored.

Grading Scenarios

Scenario 1: Final calculated grade using Points system

You offer a number of online training courses that use similar content, but adjust the course content depending on your users' interests and skill levels. You set up specific courses by importing course content from a master course. You do not want to change the weight of each grade item to make every course grade book balance, so you use the points system and keep each grade item's maximum points the same. You grade basic tasks out of 5, intermediate tasks out of 10, and advanced tasks out of 15. You give users who receive at least 70% on all grade items 10 bonus points. You allow users to exceed the maximum points for a grade item, but not the final grade. Because you often allow some users to skip advanced tasks, you drop ungraded items from the final grade calculation.

You set up grade items with the following properties:

	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Bonus
Maximum Points	5	5	10	10	15	15	10

	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Bonus
Can Exceed	Yes	Yes	Yes	Yes	Yes	Yes	No
Bonus	No	No	No	No	No	No	Yes

You assign the following grades for the user Frank Catcher:

	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6	Bonus
Maximum Points	6	8	9	8	15	--	10

You release the calculated final grade to Frank. It is calculated as follows:

Grade item	Calculation
Project 1	$= 6/5 * 100$ $= 120\%$
Project 2	$= 8/5 * 100$ $= 160\%$
Project 3	$= 9/10 * 100$ $= 90\%$
Project 4	$= 8/10 * 100$ $= 80\%$
Project 5	$= 15/15 * 100$ $= 100\%$
Project 6	= Dropped Note: Dropped grade items are not included in calculations; grades are calculated as if the item does not exist.
Bonus	$= 10/10 * 100$ $= 100\%$

Grade item	Calculation
	Note: Bonus points are added on top of the final grade.
Calculated Final Grade	$= (6+8+9+8+15)/(5+5+10+10+15)*100+10$ $= 46/45*100+10$ $= 112.22\%$ $= 100\%$

Scenario 2: Final calculated grade using Weighted system

You are teaching an introductory science course in which users are graded on four labs, their participation in discussion topics, and a final examination. You allow users to drop their lowest grade on a lab. You also provide bonus grades to users who act as moderators for discussion topics. If a user does not submit a lab, you leave it ungraded and treat ungraded items as a grade of 0.

You set up grade items and a Labs category with the following properties:

	Labs	Lab 1	Lab 2	Lab 3	Lab 4	Discussions	Moderator	Exam
Category	Labs	Labs	Labs	Labs	Labs	None	None	None
Maximum points	n/a	10	10	10	10	10	5	100
Weight	50% (for entire Labs category)							
		25%	25%	25%	25%			
Bonus	n/a	No	No	No	No	No	Yes	No
Drop lowest	1							

You assign the following grades for the user Frank Catcher:

	Labs	Lab 1	Lab 2	Lab 3	Lab 4	Discussions	Moderator	Exam
Frank Catcher	n/a	0	8	0	7	8	3	71

You release the calculated final grade to Frank. It is calculated as follows:

Grade item	Calculation
Lab 1	= Dropped Note: Dropped grade items are not included in calculations; grades are calculated as if the item does not exist.
Lab 2	$= 8/10 * 25 / (25 + 25 + 25) * 100$ = 26.67% towards the category $= 26.67 * .5$ = 13.33% towards the final grade Note: Lab 1 is worth 33.33% of the Labs category even though it is assigned a weight of 25%. This is because the lowest lab grade is dropped and there are only three labs contributing to the category.
Lab 3	$= 0/10 * 25 / (25 + 25 + 25) * 100$ = 0% towards the category $= 0 * .5$ = 0% towards the final grade See the note for Lab 1.
Lab 4	$= 7/10 * 25 / (25 + 25 + 25) * 100$ = 23.33% towards the category $= 23.33 * .5$ = 11.67% towards the final grade See the note for Lab 1.
Discussions	$= 8/10 * 10$ = 8% towards the final grade
Moderator	$= 3/5 * 5$ = 3% on top of the final grade Note: Bonus items are added to the final grade after other calculations. Do not include a bonus item's weight in your total when balancing your grade book.
Exam	$= 71/100 * 40$

Grade item	Calculation
	= 28.4% towards the final grade
Calculated Final Grade	= 13.33+11.67+8+3+28.4 = 64.4%

About automatic transfer of overall score to a learner's grade

You can automatically transfer the overall score of a numeric rubric to a learner's grade. A score transfers automatically only when the rubric has an overall score.

Numeric rubrics include the following types:

- Point analytic
- Custom point analytic
- Percentage holistic

When multiple rubrics are present in the rubric pop-up window, it is the overall score of the first numeric rubric that Brightspace Learning Environment transfers. If you want to transfer the score of a different rubric or scores from multiple rubrics, you must handle these situations separately.

Brightspace Learning Environment handles different types of grade items during the transfer as follows:

- Numeric: The overall score of the rubric is expressed as a percentage and applied to the grade item to ensure correct translation between different *out of* values. For example, if the grade item is *out of 6* and the rubric is *out of 10*; when you assess the rubric and the learner achieves 8/10, the learner's grade will be 4.8 upon transfer.
- Select box: Brightspace Learning Environment finds the range in the select box values that has the translated rubric score and the learner is given the *Assigned Value %* corresponding to the range.
- Pass/Fail: If you assess the rubric to a score of 0, upon transfer, the grade item will be set to Fail; otherwise, the learner is given a Pass.

Automatically transfer overall score to learner's grade

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the grade item context menu, click **Enter Grades**.
3. On the selected **Grade Item** page, click **Assessment** for the learner you want to evaluate.
4. On the rubric pop-up window, evaluate the learner and click **Save and Record**. If you click **Save**, the overall score does not transfer to the learner's grade.

Best practices for entering grades

- **When creating a grade item, ensure that the Max. Points field for the item is not set to null or zero**

The Max. Points field can be found in the **Grading** section of the **Create a new grade item** page (or the edit page for existing grade items) under the **Properties** tab.
- **When sorting grade categories and items, ensure they are sorted in the appropriate order**

The best way to ensure grade items are sorted correctly is to create the categories and items in the order that they will be marked. Brightspace Learning Environment automatically sorts the categories and grade items in the order that they are created. If you want to see the order of your grade items, from the **Course Homepage**, go to **Grades**. Select **Manage Grades**.
Grade books that exceed 200+ grade items feature Sort Order text fields beside the grade items on the **Reorder Grade Items and Categories** page. The order of the grade items can be changed by entering a positive integer in the fields. Items with the same sort order number, such as two grade items being marked "1," retain their current sort order, relative to each other.
The Sort Order drop-down menu still appears for grade books with fewer than 200 grade items.
- **When creating a grade item, make sure that you are not creating duplicate entries in the grade book**

Duplicate grade items can occur for a variety of reasons, such as from multiple course package imports or from users. Duplicates have the same title and often have no associated activity.
- **When deciding how to allocate points or weights across grade items, check the Final Calculated Grade to make sure they add up correctly**

Total points or weights for grade categories and Final Calculated Grade can be found on the **Manage Grades** page. Remember, for points-based grade books, the sum of the maximum points values for all grade items does not need to equal 100.

Managing event logs in grade book

About event logs

Event logs maintain a record of changes made in the Grades tool. The logs can be useful when auditing a grade book, managing updates made by teaching assistants, and discussing grades with learners.

- User Grade event logs record all of the changes made to a particular user's grades.
- Grade Item event logs record changes to grades on a single grade item.
- Final Grade event logs record changes to users' final grades.
- Manage Grades event logs record changes made to the properties or restrictions of a specific grade item.

- Restoring Grade Item event logs record the date and time a grade item is created or removed, and the user who performs the action.

Access the event log for a user

1. On the **Enter Grades** page, click the name of the user you want to access the event log for.
2. From the context menu of the user's name, select **Event Log**.

Access the event log for an individual grade item

1. On the **Manage Grades** page, from the context menu of the grade item you want to access the event log for, select **Enter Grades**.
2. From the context menu of the grade item's name, select **Event Log**.

Access the event log for a user's final grades

1. On the **Enter Grades** page, from the context menu of the Final Calculated Grade or Final Adjusted Grade item, select **Enter Grades**.
2. In the **Event Log** column for the desired user, select the **Event Log** icon.

Access the event log for changes to a grade item's properties or restrictions

1. On the **Manage Grades** page, from the context menu of the category or grade item you want to view, select **Event Log**.

Access the event log for restoring grade items

1. On the **Manage Grades** page, from the **More Actions** button select **Event Log**.
2. If you want to restore Numeric, Select box, Pass/Fail, or Text grade items that were removed, beside the item's name, click **Restore**.

Grade book Mastery View

The Grade book Mastery View is an additional page of the Grades tool that provides an overall suggested level of achievement for each outcome and each learner within a course based upon a selected calculation method. The overall level of achievement can be automatically suggested or manually evaluated. In addition, instructors can turn off the overall achievement suggestions to manually evaluate levels of achievement or can override suggested levels of achievement to apply their personal judgment.

The view provides background information to facilitate discussions with learners. It provides a single overview of class performance related to outcome comprehension and mastery of topics. The overview can also be a tool to share with learners in the class, or it can be hidden from learner view and used only by instructors.

The Mastery View does not affect any of the functionality of the Grades view. It does provide an alternative view of learner achievements in the course. The evaluation data collected and summarized in the Mastery View does not impact the instructor evaluation workflow if learning outcomes are currently aligned to the assessments and being evaluated. Mastery view displays that same set of evaluation data in a different way. The classic Grades View displays graded assessment activities as the columns of the table with the overall grade score for the activity as the cell data for each learner row. The Mastery View displays the outcomes being evaluated in the course as the columns of the table with a suggested or manually determined overall level of achievement as the cell data for each learner row.

To view the Grade book Mastery View, click **Mastery** on the view switcher at the top of the grade book page.

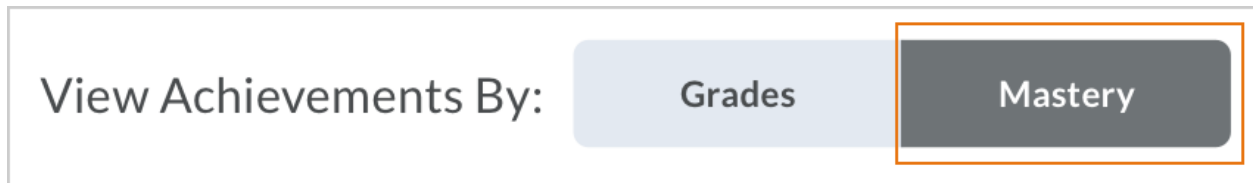


Figure: The View Achievements By switcher in the Grades tool

The view switcher is enabled when the setup and configuration items have been completed. If those items have not been completed or the tool is not enabled, then the view switcher does not appear. For more information, see [Configuration variables and permissions that affect Learning Outcomes](#).

Setting up and configuring the Grade book Mastery view

Tool dependencies

The Mastery View depends on Learning Outcomes being enabled at the main org level and within the course offering. When it is enabled, it automatically appears in the Learning Outcomes (Standards) Tool at the main org level and within the course offering. In addition, ensure that Grades is enabled at the main org level and the course level.

For more information about setting up the Learning Outcomes (Standards) Tool, see:

- [Configuration variables and permissions that affect Learning Outcomes](#)
- [Learning Outcomes permissions](#)
- [Enable the Learning Outcomes tool](#)

Configuration variables

In addition to configuration variable settings required for Learning Outcomes, The **d2l.Tools.LearningOutcomes.Loasuggestions** configuration variable must be enabled in the organization or course offering where you intend to use the Grade book Mastery View. If this variable is not enabled, the system cannot make automated suggestions for level of achievement on individual activity assessments. Those achievement level evaluations would need to be manually completed by the evaluator in order for the Mastery View calculation engine to provide a suggested level of achievement based upon the assessment evaluations.

Note: The **d2l.Languages.Terminology.LearningOutcomes** configuration variable enables you to choose the name or label for the Learning Outcomes tool. There are five available options (**Standards, Expectations, Outcomes, Objectives, Competencies**). In general, user documentation refers to the tool as **Outcomes**; however, there may be some instances of a different example being used. Your instance might not have the same label as the examples.

Permissions

There are two role-based permissions which govern the use of Mastery View:

- **Outcomes > Manage Outcomes**
- **Grades > See the Grades tool**

The combination of the two permissions allow a user to access the grade book, select the **Outcomes** tab, select a learner/outcome intersection to view the **Manual Evaluation** page, and use the **Create Manual Override** functionality to perform a manual override and enter feedback.

Setting up Outcomes for use with Grade book Mastery View

The Grade book Mastery View provides a summary of the evaluation data collected by the Outcomes tool. The following Outcomes features have an impact on the content that is displayed in the Mastery View.

Achievement Scale

The Mastery View uses the achievement level labels and colors that you define in your achievement scale. To use the Outcomes tool, administrators must define an achievement scale and set it as the default for the organization. When you are creating a new scale, you can determine the number of levels desired (minimum of 2), set the names for the levels, associate a color with the levels and identify the threshold percentages between the levels.

Edit Scale

Name *
Mastery Scale

Number of levels *
4

Percentages
 Map levels to percentage scores

Levels of achievement

▲ Advanced

<input type="checkbox"/>	Outstanding	85	% +
<input type="checkbox"/>	Satisfactory	70	% +
<input type="checkbox"/>	Almost	60	% +
<input type="checkbox"/>	Not Yet	0	% +

▼ Novice

Figure: The Edit Scale page

After you create an achievement scale, some settings cannot be changed. You cannot change the following:

- Number of levels in the scale
- Option to use percentage thresholds
- Percentage values for each threshold

If you need to adjust these values, create a new scale and set it as the new default.

Tip: When you define percentage thresholds on scale levels, it provides suggested levels of achievement for rubric evaluations and quiz submissions. If you use a scale as the default that does not have defined percentage thresholds, then you must manually map rubrics to the achievement scale levels for outcome achievement suggestions. Instructors must manually evaluate quiz submissions to determine level of achievement for aligned outcomes. For additional information related to achievement scales, see [Best practices for using Grade book Mastery View](#).

Note: If a user attempts to change the default scale, an alert message in the achievement scale default selection appears to warn users that all evaluations under the previous scale will not be included in overall suggested levels of achievement. The evaluations are also not included on the evidence trend line of learner evaluations in the **Outcome Progress** page or the **Manual Evaluation** page of the Mastery View. In general, it is not recommended to select a different default achievement scale for these reasons.

See also:

- [Create an Achievement Scale](#)
- [Best practises for using Grade book Mastery View](#)

Course Level Outcomes

To enable the Mastery View, you must import or create course level outcomes within the Outcomes tool at the course offering level. Then, you need to align the outcomes to rubric criterion rows, assignments, discussion forums, quiz questions, or Brightspace Portfolio evidence objects.

See also:

- [Import from Achievement Standards Network](#)
- [Import Standards using the Standards Tool in Course Administration](#)
- [Import standards using the New Content Experience](#)

When learner submissions are evaluated against those assessment activities, the evaluations automatically appear in the Mastery View using Automatic Calculation by default.

Note: You can change the calculation type in the Mastery View settings. For more information about calculation methods, see [Overall Achievement Calculation Settings](#).

If you do not have automatic calculation turned on, instructors can manually evaluate the level of overall achievement in the Master View's evaluation page.

Note: If an evaluation has not yet been published to the learner, then that assessment evaluation is not included in the calculation for the suggested overall level of achievement and it also does not appear in the evidence trend line of evidence history of assessments related to an outcome.

When evidence is deleted in Portfolio, the Mastery View determines whether to use the evidence in the learner's overall achievement calculations according to the following criteria:

- If the evidence is soft-deleted (meaning it was deleted by a learner or instructor but can be restored by an instructor from the Instructor View), then the evidence is included in the overall achievement calculations.
- If the evidence is hard-deleted (meaning it was permanently deleted and cannot be restored), then the evidence is not included in the overall achievement calculations.

Overall Achievement Calculation Settings

The Grade book Mastery View includes four calculation methods:

- Most Common (default)
- Most Recent
- Highest
- Decaying Average

There is also an option for No Automatic Calculation. This option turns off the suggested level of achievement. The instructor can still manually determine the overall level of achievement for each learner.

The calculation method settings are available in the **Settings** option of the Mastery View. The settings are also available from the first use alert message which displays the first time you access the **Mastery View** page.

The first time you use the Mastery View table page, a message appears under the page title to show the default calculation method for the data in the view. The message also provides a link to the Settings page, where you can change the calculation method.

If you attempt to change the default in-use calculation method or turn off the automatic calculations, the achievement levels must be recalculated. If you change the calculation method after evaluation data has been collected, a warning message displays to indicate that the evaluations must be recalculated according to the newly selected method. Any prior evaluations with manual overrides or feedback are not affected by changing calculation methods. If outcome overall achievements are already published, recalculations for the newly selected method are also immediately visible to learners.

Each of the calculation methods provides a calculation example to demonstrate how the overall level of achievement would be determined in a specific scenario. This approach provides clear visibility into the calculation algorithms used to compute the suggested overall level of achievement. For example:

Calculation Example ×

Decay Rate: 75%

Activity	Achievement	Decaying Average after each assessment
Activity 1	Level 2 = 2	Decaying Average = $2 \times 100\% = 2$
Activity 2	Level 4 = 4	Decaying Average = $2 \times 25\% + 4 \times 75\% = 3.5$
Activity 3	Level 3 = 3	Decaying Average = $3.5 \times 25\% + 3 \times 75\% = 3.125$
Activity 4	Level 3 = 3	Decaying Average = $3.125 \times 25\% + 3 \times 75\% = 3.031$
Activity 5	Level 4 = 4	Decaying Average = $3.031 \times 25\% + 4 \times 75\% = 3.758$
Decaying Average		3.758 (> 3.5)
Overall Achievement		Level 4

OK

Figure: Calculation example of the Decaying Average calculation method with a decay rate of 75% and 5 activities.

Calculation method: Most Common

The default calculation method is **Most Common**. This method selects the most frequent level of evaluation (or the statistical mode) from a selected number of assessments or all assessments in the course.

To use the **Most Common** calculation type

1. In your Grade book, click **Mastery**.
2. Click **Settings**.
3. Click **Most Common**.
4. Choose the activities to use in the calculation and indicate the number of most recently accessed activities you want to include, if applicable.

5. Indicate whether you want to use the **Highest level** or the **Most recent level** when more than one achievement level has the highest counts.
6. Indicate if you want to use the **Highest attempt** or the **Last attempt** when learners make multiple attempts on an activity.

Calculation method: Most Recent

You can use the **Most Recent** evaluation method to represent the learner's overall level of achievement related to an outcome. This method is convenient in cases where a high-stakes assessment or end of course summative assessment is provided to the learner. In those scenarios, the learner's overall outcome achievement in the course is determined by the evaluation of this assessment. This scenario assumes that the summative assessment is the last (or most recent) assessment in the course.

To use the **Most Recent** calculation type

1. In your Grade book, click **Mastery**.
2. Click **Settings**.
3. Click **Most Recent**.

Calculation method: Highest

Use the Highest calculation method if the learner's overall level of outcome achievement in the course should be represented by the highest level achieved on any individual assessment evaluated with this outcome. This method can be used in cases such as competency-based education models where the learner needs to demonstrate mastery related to an outcome at some point in the course or within a range of assessment activities or submission attempts.

To use the **Highest** calculation type

1. In your Grade book, click **Mastery**.
2. Click **Settings**.
3. Click **Highest**.
4. Choose the activities to use in the calculation and indicate the number of most recently accessed activities you want to include, if applicable.

Calculation method: Decaying Average

The decaying average calculation method provides a weighted average calculation whereby the older assessment evaluations contribute less to the overall calculation compared to newer assessments. This method also offers the options to limit the scope of calculations to a specified number of assessment activities as well as granular control over multiple submission attempts from learners related to an activity.

Text-only achievement levels are converted to numeric values based on their ordinal numbers. The achievement levels with percentage mapping are converted to the average value of their

ranges. Then, the overall achievement is determined by calculating the weighted average of assessments.

To use the **Decaying Average** calculation type

1. In your Grade book, click **Mastery**.
2. Click **Settings**.
3. Click **Decaying Average**.
4. Indicate the decay rate you want to use.
Note: Use a decaying rate higher than 60% to produce the most reliable scores.
5. Choose the activities to use in the calculation, and indicate the number of most recently accessed activities you want to include, if applicable.
6. Indicate if you want to use the **Highest attempt** or the **Last attempt**, or **Average of all attempts** when learners make multiple attempts on an activity.

No Automatic Calculation

Use the **No Automatic Calculation** option when you do not want a suggested level of achievement for all learners and all outcomes in the course. Instructors can perform manual evaluations to establish a level of achievement within the course; however, there are calculations to provide a suggested level of achievement.

Viewing Grade book Mastery View

The Mastery View displays evaluated outcomes as the columns of the table and the learners enrolled in the course as the rows of the table. Users can search for specific learners using the search field.

The column header provides the code (notation) of the outcome, if available, and a truncated statement of the outcome description. Below the outcome description in the column header there is a histogram display of learner evaluations related to this outcome grouped by levels of the achievement scale. Hovering over this histogram provides a tooltip with details of the learner evaluations.



Figure: Tooltip that details the learner evaluations for the histogram.

The cells in the table view of this page contain information about the evaluation details for each learner. The suggested level of overall achievement displayed in the cell by the level name is determined by the selected calculation method. The color coding of each cell is based on the color assigned to the level of the scale corresponding to the suggested overall level of achievement.

View Achievements By: Grades **Mastery**

Mastery View

[Mastery View Settings](#)

Search for users... Q Publish All

Last name ▲, First name	SC.912.L.14.1. Describe the scientific theory of cells...	SC.912.L.14.2. Relate structure to function for...	SC.912.L.14.3. Compare and contrast the general...	SC.912.L.14.4. Compare and contrast structure an...	SC.912.L.14.5. Explain the evidence supporting the...
Alvarez, Clara	Not Yet	Not Yet	Not Yet	Almost	Not Yet
Brown, Emily	Almost*	Outstanding	Almost	Almost	Satisfactory
Floyd, Julia	Outstanding	Almost	Almost*	Satisfactory	Outstanding
Garcia, Daisy	Satisfactory	Satisfactory	Almost	Satisfactory	Outstanding
Jordan, Raymond	Satisfactory	Satisfactory	Satisfactory	Outstanding	Satisfactory
Mendez, Daisy	-	-	Satisfactory	Satisfactory	-
Sanchez, Ethel	-	-	Almost	Almost	-
Stevenson, Tyler	Outstanding	Outstanding	Outstanding	Satisfactory	Outstanding

Figure: The Mastery view with columns of evaluated activities, aligned to five outcomes.

The white columns on the right side of this image indicate outcomes which have aligned assessment activities but for which no evaluations have been completed. As soon as the first evaluations are completed, that cell displays suggested level of achievement based upon those evaluation results.

Within each achievement cell, there are several indicators of the status of the learner’s progress toward the achievement, including:

- Overall level of achievement (suggested or manually overridden)
- Manual override indicator in the form of an asterisk beside the overall achievement label.
- Out of Date icon (if newer evaluations have been made since a manual override was recorded or feedback is added)

- Published/Not published icons to indicate the visibility status to the learner

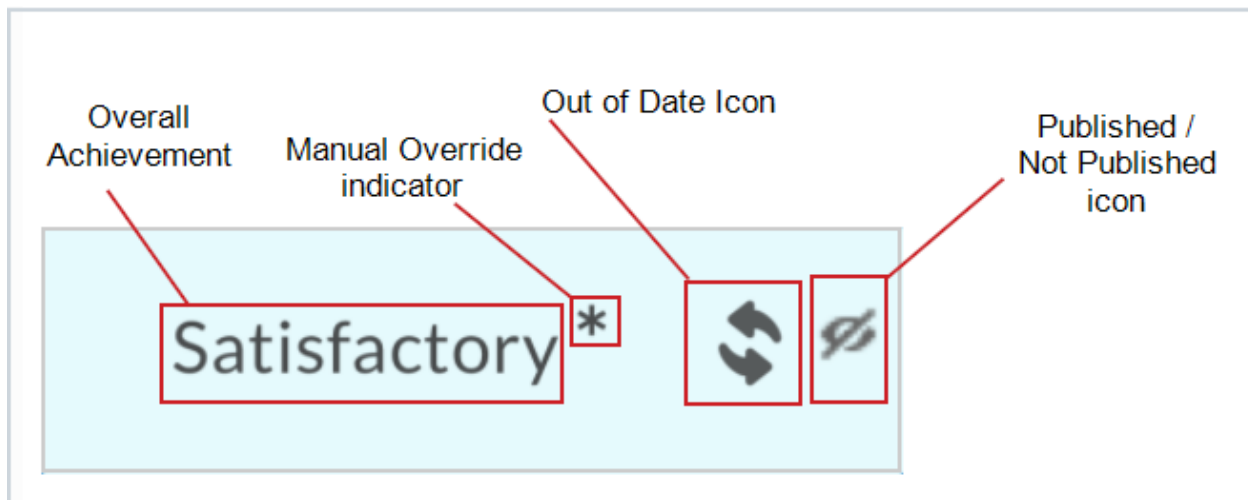


Figure: Displays a single cell of the Mastery View, the manual override asterisk, the Out of Date icon, and the Not Published icon

Note: The denominator value of the activity counter initially shows the number of assessment activities in the course which have been aligned for evaluation with the individual outcome. If the learner submits Brightspace Portfolio evidence artifacts that the instructor associates with course outcomes as the artifact is evaluated, then that artifact is included in both the numerator and denominator of the activity counter for that learner related to this outcome and those counter values are increased for that learner.

Manually overriding achievement levels in Mastery View

At any point in time during a course, an instructor can click on an individual table cell to drill into a view of specific learner details for completed evaluations for that learner on assessments associated with the selected outcome. This page contains two panels – an **Evidence** panel on the left and an **Overall Achievement** panel on the right where you can perform manual overrides to the suggested achievement level.

The evidence panel uses many of the same components from the Outcomes Progress view for learners but includes the suggested level of overall achievement in both the trend line and as an evidence tile along with the icon to indicate if this is currently been published to the learner.

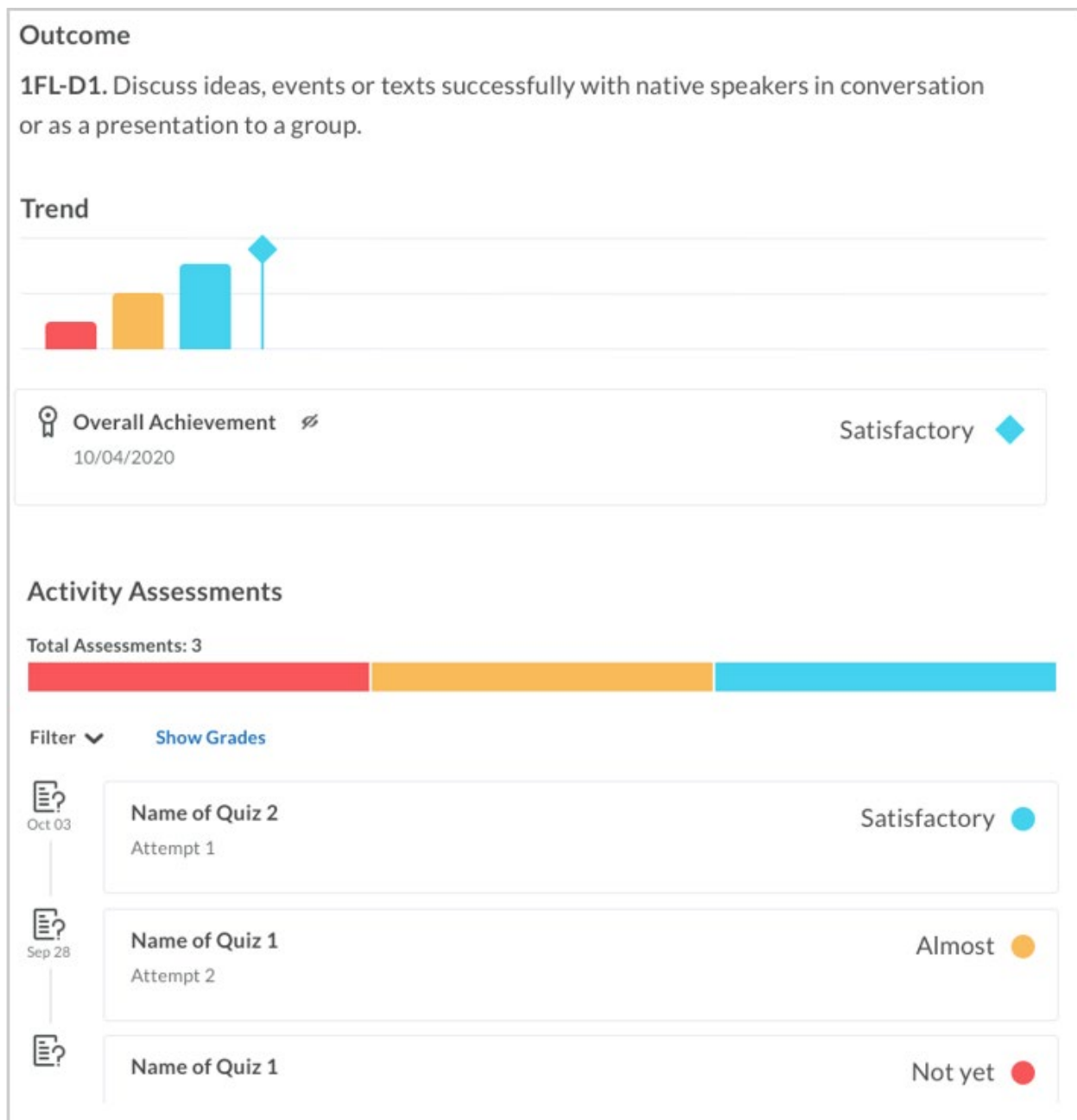


Figure: The evidence panel in the Grade book Mastery View

The **Overall Achievement** panel displays the suggested achievement level and provides a button to allow the instructor to manually override that level. When performing a manual override, an instructor can set the suggested level of achievement to any achievement level on the achievement scale. Instructors can also use the **Overall Achievement** panel to provide

feedback to the learner that can offer context or an explanation for the manual override. If feedback is provided, this is captured and recorded in the **Overall Achievement** evidence tile.

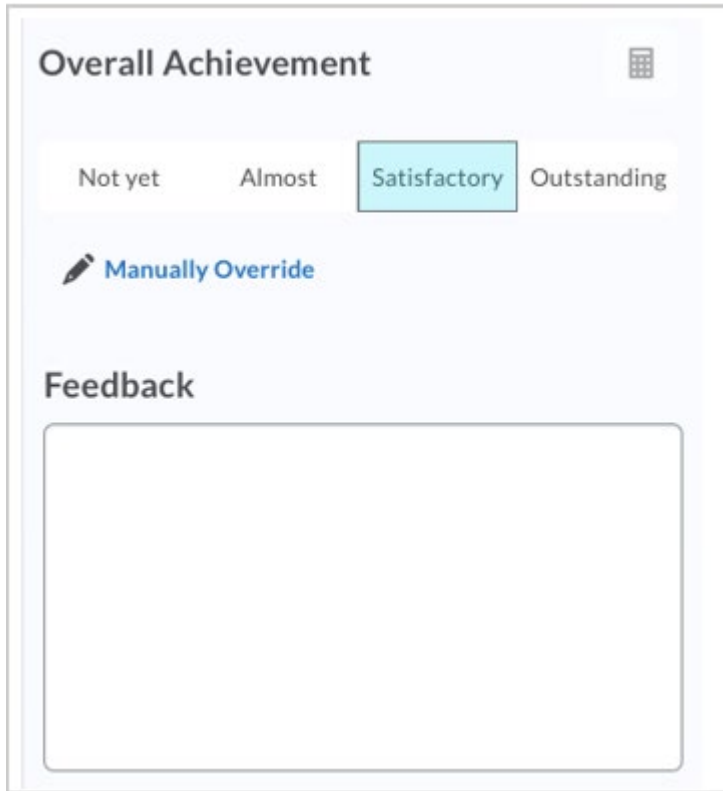


Figure: The Overall Achievement panel in Grade book Mastery View

After an instructor provides feedback or performs a manual override for a learner's overall level of achievement for an outcome, the evaluation is locked and is no longer automatically updated by the calculation if additional evaluations are completed for this outcome. This scenario displays the **Refresh** icon in the table view for that outcome. When there is a level of achievement override, an asterisk appears next to the level name in the table view, but it is not displayed in the **Overall Achievement** tile, so it is not visible to learners.



Figure: Detail view of a single cell of the Mastery View highlighting the override asterisk and Refresh icon.

The **Refresh** icon indicates to an instructor that a manual action is required. There are three possible actions:

- Create or clear a manual override value. If the current level of achievement is automatically calculated, click **Manual Override** to manually establish a new overall level of achievement based on the achievement scale. If the current level is a previously overridden level, click **Clear Manual Override** to return to an automatically calculated level.
- Recalculate the overall suggested level of achievement. If the overall level of achievement is a previously manually overridden value, a calculator icon appears. Click the icon to recalculate the overall suggested level of achievement based on the current calculation method.
- Manually update the level to a new override value. Click a new achievement level.

With any of these options, instructors can include text feedback. If the overall level of achievement has been published to the learner, then this feedback is visible to the learner in the **Overall Achievement** tile. If the overall level has not been published to the learner, it is not visible to the learner.

Note: Entering feedback without changing the level of achievement from the suggested level still locks the overall level of achievement from future automatic updates.

Changes to the **Overall Achievement** pane must be saved before you exit the page:

- If the manual evaluation has not been published to the learner, you can **Publish** or **Save as Draft**.
- If the manual evaluation has been previously published to the learner, you can **Update** or **Retract**. Retracting the overall level of achievement hides it from learners until it is published again.

Publishing and retracting achievement evaluations in Mastery View

The **Publish All** button at the top of the page publishes all of the suggested levels of achievement to all learners for all outcomes. You can publish these items at any time during the course. The overall level of achievement functions very similarly to the calculated final grade in the grades page. Once the overall level of achievement is published to a learner for an outcome, it remains visible to the learner until it is retracted. The overall level of achievement calculation is updated every time a new assessment activity is evaluated as long as a manual evaluation has not been performed or feedback has not been provided. This provides the learner with a continually updated suggestion regarding the level of performance in the course for each outcome.

Bulk Publish and Bulk Retract

Use the **Publish All** button to publish the overall achievement evaluations to all learners for all outcomes in one action. Once all the evaluations are published, the button becomes **Retract**

All, which allows instructors to retract all the published evaluations. You can publish or retract evaluations at any point in the course depending upon when or if the instructor wants to make the overall level of achievement evaluations visible.

If an instructor wants the learners to see levels continually updated throughout the course as submitted work is evaluated, they can publish overall levels to learners very early in the course. Once the levels have been published, they remain visible to the learners until they are retracted (individually or in bulk) from the learner view. If an instructor wants to only display overall levels to learners at specific time or progress checkpoints in the course, such as after quarterly reviews of progress have been completed, they can perform a bulk publish. Optionally, they can then use the bulk retract action if the overall level suggestions are visible for a limited period of time. However, some instructors may choose to use the overall level suggestion as an instructor-only tool throughout the course.

Best practices for using Grade book Mastery View

How do I know if I've configured everything required to use Mastery View?

When you are first aligning outcomes to assessment activities and enrolling learners into the course, it may take up to 5 minutes for the initial Mastery View to be prepared. There may also be a delay when you make other changes, such as adding new learners, adding a new assessment activity, or aligning a rubric to an outcome.

If you have waited a reasonable amount of time, and the Mastery View still does not appear as expected, here are some best practices for determining what information is missing:

- If you have an existing course with learners already enrolled, nothing displays in the mastery view until at least one outcome has been aligned to an assessment activity (either directly or indirectly via a rubric).
- If learning outcomes have been added to the course intent list but have not yet been aligned to any assessment activities, an image and message displays indicating that outcomes need to be aligned in the course to use this view.

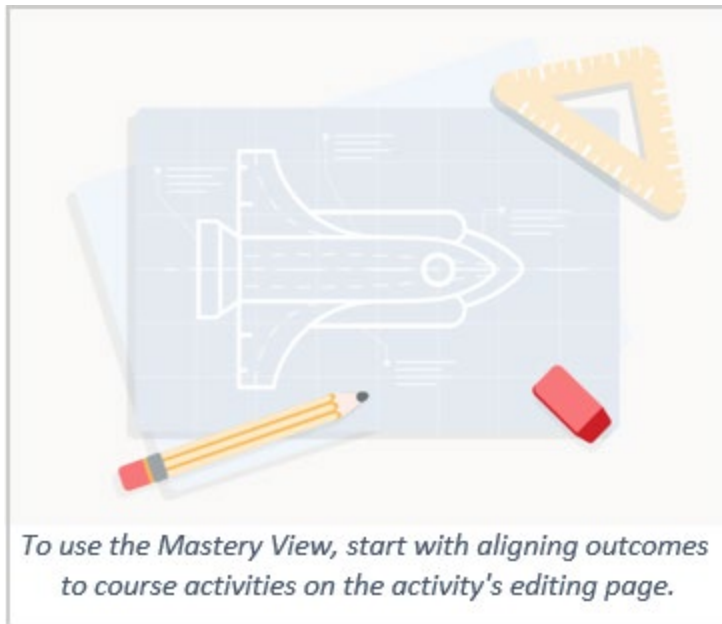


Figure: A prompt message to identify that a prerequisite step is not complete.

- If there are aligned outcomes, but no learners have been enrolled into the course as yet, the column titles of the aligned outcomes display with a message that there are no learners enrolled in the course.

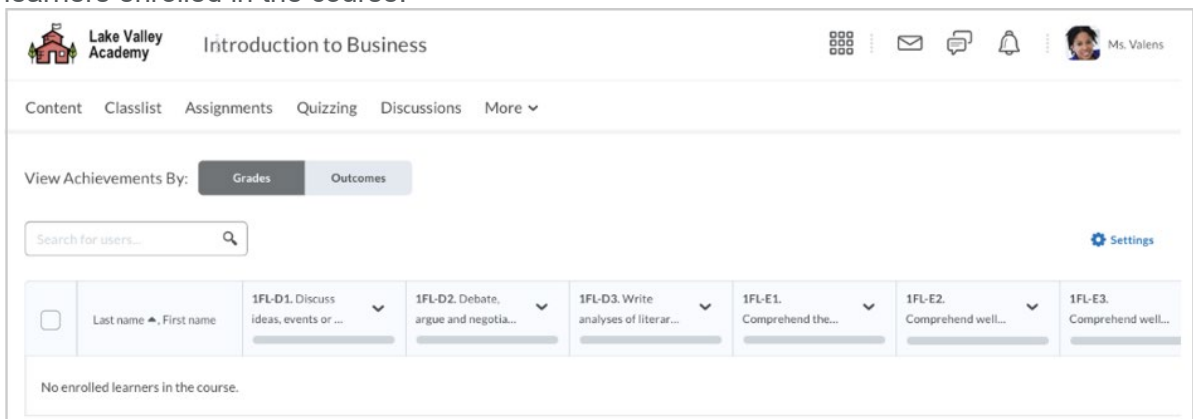


Figure: Message indicating that no learners are enrolled in a course.

What is the benefit of using both Outcomes and Grades?

The Grades View and Mastery View are intended to provide different, complementary information about learner assessment:

- The Grade View provides one valuable measure of learner achievement, but it is one holistic evaluation for the overall assessment activity.
- The Mastery View provides visibility into additional details of learner performance beyond what is available through the traditional grade associated with an activity.

By using outcomes associated with various elements of the assessment, such as quiz questions or rubric criterion rows, it is possible to investigate additional dimensions of performance. A learner might have an overall acceptable score on an assessment activity; however, when looking at the level of achievement for associated learning outcomes, you may discover that there might be an area of deficit in the learner's knowledge and comprehension of the subject matter being evaluated. Any deficits are more readily identified when the instructor reviews the evaluations of assessments related to each individual outcome in the course.

How can I effectively use both a grade scheme and achievement scale?

While these two measures might appear to be similar, there are some substantial differences when comparing them.

The grade measure is a holistic evaluation of the entirety of the assessment activity, whereas learning outcome evaluations are more granular measures of knowledge, comprehension, and ability. Therefore, the associated scale measure for grades (the grade scheme) is also going to be a more holistic evaluation of course performance. The achievement scale, by comparison, can provide a more granular representation as it is reflective of individual elements of learning.

Understanding the difference between scheme color and achievement scale color

For instructor convenience, it is possible to align the colors between the grade scheme and the achievement scale, but it is not required. In similar displays, the traditional Grades View and the Mastery View are (or can be) both colorized displays based upon the associated scheme or scale.

Note: If you intend to select colors for achievement scales to match the grade scheme, use a dark version of each color. The achievement scale colors set at 10% opacity as a background color in the Mastery View. The data collected for both displays is gathered from the same workflow and generally track together if suggested levels of achievement are being calculated based upon the rubric or quiz score; however, the two measurements are separate.

Should I be using directly or indirectly aligned Outcomes?

In Rubrics, you can align outcomes to the rubric criterion rows. For any assignment or discussion where that rubric is used for evaluation, those associated outcomes are automatically evaluated. These are indirectly aligned outcomes. They are implied to the assignment or to the discussion because they came with the use of the rubric.

It is also possible to add learning outcomes directly to an assignment, discussion or portfolio artifact for evaluation. These are directly aligned outcomes because they are explicitly aligned to this individual activity and not carried forward automatically to any other activity automatically.

When you have enabled the **d2l.Tools.LearningOutcomes.LoaSuggestions** configuration variable, outcomes aligned to rubric criterion rows (indirectly aligned to the assessment activity) are automatically calculated for the suggested level of achievement according to the default achievement scale. Automatic suggestions for the outcomes that are explicitly aligned (directly aligned to the assessment activities or Brightspace Portfolio artifacts) are not currently generated and must be manually selected by the evaluator.

How to determine if you need to use a Percentage or a Non-Percentage-based achievement scale

When you are creating an achievement scale, you have the option to define percentage threshold levels between the levels of your achievement scale. This decision has impacts in two areas: Rubrics and Quizzes.

Using Rubrics with a Non-Percentage-based achievement scale

When you use a non-percentage-based achievement scale, achievement scale markers appear automatically on every rubric that you create with outcomes aligned to rubric criterion. You are then required to confirm or manually set the markers. The achievement scale markers determine how rubric evaluation levels are mapped to the achievement scale levels.

Note: The mapping between the rubric and the achievement scale happens automatically for points-based rubrics and percentage-based achievement scales.

Using Quizzes with a Non-Percentage based achievement scale

When you use a non-percentage-based achievement scale, the level of achievement for every outcome aligned to a quiz must be manually determined by an evaluator. If you define the achievement scale with percentages for the levels of the scale, then the level of achievement can be suggested based upon the point score of the correct questions related to the outcome alignment on the quiz.

When should I override activity level Achievement Suggestions?

You can perform manual overrides for achievement level suggestions in any assessment activity which is aligned to a learning outcome. In an assignment, discussion, quiz submission, or Brightspace Portfolio artifact, anyone with permission to evaluate the activity and evaluate outcomes can manually override the level of achievement for the aligned outcomes.

About Quick Eval - Instructors

Quick Eval offers evaluators a single location to view all learner submissions that are awaiting evaluation. Submissions made to Assignments, Quizzes, and Discussions are displayed in a sortable list and can be selected to take you directly to their assessment page. Educators can sort, filter, and search submissions to prioritize their evaluation work. Sorting can be done using the first or last name of the learner, Activity Name, Course Name, and Submission date. Filtering can be done using one or more of the following categories: Activity Name, Course Name, and Submission Date. When accessing Quick Eval from a specific course, the list of activities to evaluate is prefiltered to only show items from that course. Click the ellipses icon and select **Multi-Course Quick Eval** to view submissions from all available courses.

Submissions view supports anonymous marking for assignments created with the **Hide student names during assessment** option selected. Learner names and profile images do not display and are replaced by a generic profile image, and the name column shows **Anonymous User**.

Clicking on a user's name opens an evaluation screen directly from the Quick Eval list where the evaluator can complete their assessment. The search function in Quick Eval allows evaluators to locate submissions for evaluation by searching for a specific user, assignment, quiz, discussion topic, or course. Once you complete an evaluation, publish your feedback or save it as a draft and then return to the Quick Eval list to continue evaluating. Any assessment awaiting evaluation, or with its evaluation saved in draft status displays in Quick Eval.

Quick Eval submission information

Assignment submissions are listed when a learner submits a file or text, or marks an assignment as complete. They remain visible until an evaluator publishes feedback for the submission. If a resubmission is made by the learner, it is added to the Quick Eval list. Submissions with their feedback in draft status display a draft icon to indicate their status. For assignments with the completion type **Automatically on due date**, when the due date passes, all submissions display in Quick Eval. Assignments with the completion type **Automatically on Evaluation** are not displayed in Quick Eval. Evaluators only see assignment submissions from learners in sections they are enrolled in.

Quiz submissions are listed when a learner completes a quiz that requires manual grading. Once the quiz attempt is graded and saved, it is considered evaluated and no longer displays in Quick Eval. If a quiz is setup without the **Automatic Export to Grades** setting, then a quiz attempt evaluation from Quick Eval does not export to Grades. The evaluator must navigate to the Quizzes tool and select the quiz attempts to publish to the gradebook. Evaluators only see quiz attempts from learners in sections they are enrolled in.

Discussion submissions are listed when assessable discussion topics have a post or a reply written by a learner. When the feedback on a discussion post is saved or published, the learner submission is no longer displayed in Quick Eval. Submissions with feedback in draft status display a draft icon to indicate their status. Evaluators only see discussion posts from learners in sections they are enrolled in.

About Activities view in Quick Eval

In Quick Eval, select **Activities** to display a list of the assessable activities that have items awaiting evaluation in all your courses. This view makes it easy to complete all assessments for one assignment, discussion, or quiz, before moving on to the next task. **Activities** view displays indicators to show the learners progress on submissions, instructors progress on evaluations, and on publishing feedback to learners. It also includes links to the evaluation page, submission page, and a publish all action.

A new count is displayed for Assignments, Quizzes, and Discussions. It corresponds to the sum of learner submissions that have never been evaluated or resubmitted since the last evaluation (either draft or published).

An activity shows up in Quick Eval's **Activities** view when there is an unevaluated learner submission, or when all students have not submitted to the activity.

Dismiss Activities

Dismissing an activity hides it from Quick Eval, but won't affect the activity. The activity remains dismissed until the selected condition is met, or you manually restore it using the ellipsis icon in Quick Eval. A dismissed activity is still available for evaluation from its own tool (Assignments, Quizzes, Discussions).

1. Navigate to Quick Eval.
2. From the **View by** options, click **Activities**.
3. Hover over the activity you want to dismiss and click **More Actions > Dismiss until**.
4. Select one of the following:
 - **A specific date** and set how long you want to dismiss the activity for
 - **Forever**
 - **Dismiss Until Next Submission**
5. Select **Dismiss Activity**.

Restore Activities

1. Navigate to Quick Eval.
2. Click Quick Eval **More Actions** and select **Dismissed activities**.
3. Select the check box of the item you want to restore and click **Restore**.

Quick Eval widget

The Quick Eval widget can be added to a course homepage and allows instructors to view and access any submissions awaiting evaluation. The Quick Eval widget displays a list of up to six activities with submissions to evaluate. The activities are sorted by due date, with the earliest

date first. The icon indicator in the widget shows the type of activity (assignment, discussion, or quiz), and the number of unevaluated submissions for each activity.

If the Quick Eval widget is placed on the organization level homepage it displays information from all active courses.

For additional information on how to add the Quick Eval widget to your homepages visit the [Editing the widgets on a homepage](#) topic.

Evaluate submissions

To evaluate submissions using Quick Eval

When an assignment submission is selected, the evaluator is taken to the **Evaluate Submission** page. Visit the [Add feedback and evaluations to assignments](#) topic for more information on evaluating assignments.

When a quiz submission is selected, the evaluator is taken to the Quiz Evaluation screen. All questions and answers display with space for evaluators to enter feedback and grades.

When a discussion submission is selected, the evaluator is taken to the Discussion Evaluation screen. Visit the [Assess users in discussion threads](#) topic for more information on evaluating discussions.

Once evaluation of an individual submission is complete, click **Back to Quick Eval** to return to the Quick Eval tool at the course level or org level, depending on where you launched it from, and continue evaluating.

Quick Eval FAQs

Does Quick Eval list cascade enrollments?

No, Quick Eval does not list cascading (implicit) enrollments. Explicit enrollment in the course is required.

What determines if a course displays in Quick Eval?

1. Course is active
2. Course is within its start date and end date

What are the criteria for displaying assignment submissions in Quick Eval?

Submission Type: All assignment submission types are listed in Quick Eval except for assignments with the **Automatically on Evaluation** completion type.

Evaluation status: Unpublished feedback

What are the criteria for displaying quiz attempts in Quick Eval?

Quiz Setup: Quiz attempts with assessments that are not set up for auto-grading, and require an evaluator to provide feedback.

Evaluation status: Ungraded quiz attempts

What are the criteria for displaying discussion posts and replies in Quick Eval?

Discussion topic setup: Discussion topics with Assessments

Evaluation status: Unpublished Feedback

Moderated Discussion posts must be released for them to show up in Quick Eval.

Are grade items listed in Quick Eval?

Quick Eval does not list grade items. Quick Eval only lists activities from Assignments, Quizzes and Discussions that have learner submissions.

Are SCORM objects or LTI activities listed in Quick Eval?

Quick Eval does not list SCORM objects and LTI activities like Bongo video assignments.

What is the default size of the Quick Eval list?

The Quick Eval list shows 20 unevaluated learner submissions. Users can click on Load More to see more items.

Are group assignments listed in the Quick Eval list?

No, group assignments are not listed in Quick Eval.

Can I filter the Quick Eval list by section?

No, the Quick Eval list cannot be filtered by sections. However, an evaluator only sees submissions from the sections they are enrolled in.

Does Quick Eval display feedback saved as a draft?

Quick Eval displays feedback for Assignments, Discussions and Quiz Attempts that are saved as a draft and not published.

Can I evaluate Anonymously using Quick Eval?

Submissions view supports anonymous marking for assignments created with the **Hide student names during assessment** option selected. Learner names and profile images do not display and are replaced by a generic profile image, and the name column shows **Anonymous User**.

Why is Anonymous User displayed instead of the learners first name and last name in Quick Eval?

Assignments created with the **Hide student names during assessment** option selected display **Anonymous User** in place of the user's first and last name.

If the org level role of the user evaluating using Quick Eval does not have the **User Information Privacy** permission at the org level, then learner names are displayed as **Anonymous User**.

Why is Quick Eval empty when I impersonate using an instructor role that has the **View Quick Eval** permission?

Quick Eval requires the user to be explicitly enrolled in the course in order to see unevaluated learner submission. Impersonating an instructor role does not have the course enrollment, therefore the Quick Eval list is empty.

Are Tool usage trends captured for Quick Eval in the Adoption Dashboard?

Yes, tool usage trends are captured for Quick Eval. More information can be found in the [Using the Adoption Dashboard](#) help topic.

Evaluate an activity based on a predefined set of criteria

Rubrics are used to evaluate an activity or item based on a predefined set of criteria. They help ensure that activities and items are evaluated fairly and consistently.

Rubrics basics

You can create rubrics at the organization, department or course level. Rubrics are not automatically shared with all child org units below the org unit in which they were created in your organization's hierarchy. You must explicitly share them if you want them available to child org units. Rubrics created at the course level cannot be shared with other courses (you can create a rubric in a course template and reuse it in course offerings for that course template). If you don't want to share a rubric with all child org units, you can restrict who it is shared with on the **New Rubric** or **Edit Rubric** pages.

If you are using Competencies to evaluate users, we recommend you set up rubrics before you set up your competencies, learning objectives, and activities since you cannot create an activity without associating it with a rubric and you cannot assess whether a user has completed a competency or learning objective without assessing the associated activities using the rubric.

Examples:

- Your school district has a standard rubric for evaluating students' performance. The rubric assesses performance based on four criteria: Knowledge and Understanding; Critical Thinking; Communication; and Application of Knowledge. Students may achieve one of four levels for each criterion: Needs Remediation; Below Expectations; Meets Expectations; and Exceeds Expectations. The rubric clearly describes the characteristics of each level for each criterion.
- You want to encourage your course participants to review and comment on each others' ePortfolio items. You create an informal rubric that allows course participants to evaluate the overall quality of a portfolio item using the following achievement levels: This Needs Work; Good Start; Nice Example; and Showcase Worthy.

Where can you use a rubric?

You can attach a rubric to any of the following course tools or activities:

- Competencies
- Discussion topics (Individual and Group)
- Assignments (Individual and Group)
- Brightspace ePortfolio

- Grade items
- Surveys
- Brightspace Portfolio

Types of rubrics

There are two types of rubrics available for use:

- **Holistic Rubrics** - Single criterion rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels. Holistic rubrics may use a percentage or text only scoring method.
 - **Analytic Rubrics** - Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. Allows you to assess participants' achievements based on multiple criteria using a single rubric. You can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria. With analytic rubrics, levels of achievement display in columns and your assessment criteria display in rows. Analytic rubrics may use a points, custom points, or text only scoring method. Points and custom points analytic rubrics may use both text and points to assess performance; with custom points, each criterion may be worth a different number of points. For both points and custom points, an Overall Score is provided based on the total number of points achieved. The Overall Score determines if learners meet the criteria determined by instructors. You can manually override the Total and the Overall Score of the rubric.
- Controlling visibility of rubrics

You can control rubric visibility for learners. This is useful for preventing learners from using preview rubrics as answer keys for activities. For example, you can describe assessment expectations in assignment instructions, hiding the associated preview rubric. Once the assignment is graded, you release the graded rubric as part of the learner's assessment details.

Rubric visibility is controlled in two ways:

- Administrators can set the default visibility of new rubrics at the org unit level.
- Instructors can set the visibility of individual rubrics. Creating or editing a rubric includes the following options: **Rubric is always visible to learners**, **Rubric is hidden until feedback published**, and **Rubric is never visible to learners**.

Note: If an instructor attempts to publish a partially completed rubric evaluation, the partial evaluation dialog appears. By default, the **Continue Grading** option is selected and the instructor can tap **ENTER** to return to the rubric, or tap **Publish Anyway** to continue to publish the partial evaluation. This workflow ensures that there is a verification layer to reconsider their action and help prevent instructors from unintentionally publishing incomplete evaluations.

To indicate rubric visibility to instructors, rubrics that are hidden until feedback is published or rubrics that are never visible display an indicator in the Rubrics section of the associated activity. Visible rubrics do not display an indicator.

Note the following:

- Feedback copied from hidden rubrics only displays for learners; it is not visible to instructors as they have access to the rubric. The visibility status of a rubric can only be changed at the rubric level, not at the activity level. For example, you cannot change the visibility of a rubric from an assignment.
- Visibility is a property of a rubric and not an individual assessment. Rubric definitions and published feedback appear in the assessment tool where the rubric is used.
Note: Starting with the June 2020/20.20.6 release, this includes Assignments and Grades. Other tools, including Discussions, Brightspace Portfolio, and Outcomes Progress will be updated to use rubrics in future Brightspace updates.
- For individual and group discussions, an instructor assesses the rubric in the assess topic workflow. Upon saving the assessment, the rubric feedback is considered published.

Displaying rubric feedback in the Rubric experience

If you select the **Rubric is visible to students**, after the rubric feedback is published to the learner, they can see the rubric feedback and rubric definition on any page where the rubric is used.

For individual and group assignments, an instructor assesses the rubric in the assignment assessment workflow. Upon publishing or updating the assessment, the rubric feedback is considered published. To make changes after publishing rubric feedback, you can edit your feedback while it remains published (allowing learners to view any updates as you make them), or you can retract the published feedback to remove the rubric from the learner's view and then publish it again.

If you select **Rubric is hidden from students**, learners do not see rubrics or rubric feedback. However, if you select **Include rubric feedback in overall feedback**, the learner can see any feedback provided on the rubric as part of the criterion level feedback for the activity under the Overall Feedback heading in the Assignment tool and the Grade Tool. In the Learner's view, the rubric criterion title and description appear above each feedback item.

Note: The Include rubric feedback in overall feedback option should be selected when the rubric is attached to an activity or before the rubric is evaluated. This option cannot be turned on after there is an assessment against the rubric.

If you select **Rubric is hidden from students until feedback is published**, learners can see both the rubric and the feedback only after the feedback is published.

Displaying graded rubric feedback in Gradebook

As of the 10.8.2 release, a configuration variable allows you and your learners to see the rubric associated with an activity from Gradebook. For example, if a rubric is attached to a discussion, and you evaluate the rubric in Discussions, the results of the rubric are visible to the learner from the associated grade.

You can assess discussions or assignments from the corresponding tool, and the completed rubric displays in its entirety in the Gradebook (if the activity has a linked grade).

If this configuration variable is turned on, D2L recommends the following best practices:

- If you previously associated a copy of a rubric directly with a grade, and filled out (or copied) your assessment of the rubric in the Grades tool, you should follow this new workflow: rubrics should only be associated with the activity (not the grade) and assessed in the activity (discussion or assignment). The rubric automatically displays in Gradebook.
- If you previously did not use rubrics in Discussions due to the inability to display rubric feedback to learners, you can now start using rubrics in Discussions. Learners can now see the completed rubric in Discussions, as well as in the Content tool, where a discussion is included. If a discussion has an associated grade, learners can view it in Gradebook.
- You should only associate a rubric with the activity being assessed. With this change, grade items that have rubrics directly associated with them can no longer be linked to activities. However, activities with associated rubrics can be linked to grade items.
- Grade items that are considered independent and intended for offline grade or observational activities can continue to use rubrics. However, they cannot be associated with activities.

For detailed information on how this change impacts existing courses and additional rubric scenarios, visit [Displaying Rubric Feedback In Gradebook](#) (Community blog post).

Create a rubric

1. From **Course Admin**, click **Rubrics**.
2. On the **Rubrics** page, click **New Rubric**.
3. On the **Edit Rubric** page, enter your rubric details. For more information, see [New / Edit Rubric page](#).
4. Click **Close**.

New / Edit Rubric page

Name: A unique name for the rubric, for example, Critical Evaluation.

Rubric Status: The availability of the rubric:

- **Draft:** The initial status of a rubric. Draft rubrics are not yet available for new associations.
 - **Published:** Associations can be made with published rubrics. Once a rubric has an association, you cannot change the rubric's name, description, levels, and criteria.
 - **Archived:** Archived rubrics do not appear in default search results and are not available for new associations. Existing associations with archived rubrics remain functional.
- Note:** Users with permission to change a rubric's status can do so at any time.

Description: This is an optional field that appears in the Options section at the bottom of the page. For example: *Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.*

Type: The type of rubric:

- **Analytic:** Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. Allows you to assess participants' achievements based on multiple criteria using a single rubric. You can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria. With analytic rubrics, levels of achievement display in columns and your assessment criteria display in rows. Analytic rubrics may use a points, custom points, or text only scoring method. Points and custom points analytic rubrics may use both text and points to assess performance; with custom points, each criterion may be worth a different number of points. For both points and custom points, an Overall Score is provided based on the total number of points achieved. The Overall Score determines if learners meet the criteria determined by instructors. You can manually override the Total and the Overall Score of the rubric.
- **Holistic:** Single criterion rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels. Holistic rubrics may use a percentage or text only scoring method.

Scoring: used to assess rubrics with textual performance levels such as **Excellent**, or with text and numeric score such as **Excellent (90 points)**. There are several ways to score a rubric:

- **No Score:** Performance levels indicated by text. For example, three performance levels for a rubric can be Poor, Good, and Excellent.
- **Points:** This scoring method is only available to analytic rubrics. Performance levels indicated by points. For example, three performance levels for a rubric can be Poor (0 points), Good (75 points), and Excellent (125 points).
- **Custom Points:** This scoring method is only available to analytic rubrics. The Custom Points scoring method is similar to the Points scoring method, but you can customize the points given for each criterion. For example, if performance levels are Poor, Good, and Excellent, then the criterion Spelling and Grammar can be worth 0 points, 10 points, and 20 points for each level, and the criterion Expression can be worth 0 points, 30 points, and 60 points, making it worth three times the points of Spelling and Grammar.
- **Percentages:** This scoring method is only available to holistic rubrics. A holistic rubric using Percentages can be automatically assessed based on the score of its associated item, for example, a Grade item.

Options:

Rubric Visibility: The visibility of the rubric. Hiding a rubric is useful for preventing learners from using the preview rubric as an answer key for an activity. For more information, see [Controlling visibility of rubrics](#).

Learning Outcomes: This feature only appears when the scale has percentage values defined and is only enabled for points-based and custom points-based rubrics. For no score rubrics, the threshold marker placement is suggested and adjustable since there is no score calculation in the rubric. Do one of the following:

- If you want to automatically map scores, select **Automatically map achievement levels to percentage scores**.
- If you want to manually adjust scores, select **Manually map achievement levels to rubric levels**. For more information, see [Edit Rubrics](#)

Hide Scores: Hide scores from learner view.

Advanced Availability: Associates a rubric with a tool such as Competencies or Brightspace ePortfolio as a means of assessing items created in those tools. When you create an association for a rubric, you cannot edit or delete the rubric. To make changes after associating it with a tool, you should change the rubric's status to Archived, then copy the rubric and make your changes to the new copy. To associate your rubric with Competencies or Brightspace ePortfolio, select the **Competencies** or **ePortfolio** check boxes. In addition, you can click the **Add Org Units** button to share a rubric created at the organization level with other org units.

Note the following:

- The top of the page displays the rubric type and scoring method. You can change the type and scoring method at any time; however, changing your rubric from analytic to holistic will cause all but the first row of your rubric to be deleted.
- As you add or edit rubric information, your changes are automatically saved.
- You can re-order criteria using drag and drop or using your keyboard.
- A rubric description is what is required to achieve the level for each criterion. Achievement level descriptions help evaluators determine which level best reflects a user's achievement. The more detailed your descriptions are, the more consistent evaluations will be.
- You can add bolding, italics, and lists to rubric descriptions. You can also use Insert Stuff to add third-party content, for example, images. Rubric descriptions do not support replace strings and additional HTML code.
- You can add predefined feedback that appears to users who achieve a specific level, and it is an easy way to communicate a rubric's evaluation methodology. Predefined feedback does not support HTML.
- If you are creating a holistic rubric that uses a percentage scoring method, enter a start range. The start range for your lowest achievement level is automatically set to 0%. The start range for other levels should be the lowest percentage acceptable for the level. The highest percentage is determined by the start range for the level above.

Controlling visibility of rubrics

You can control rubric visibility for learners. This is useful for preventing learners from using preview rubrics as answer keys for activities. For example, you can describe assessment expectations in assignment instructions, hiding the associated preview rubric. Once the assignment is graded, you release the graded rubric as part of the learner's assessment details.

Rubric visibility is controlled in two ways:

- Administrators can set the default visibility of new rubrics at the org unit level.
- Instructors can set the visibility of individual rubrics. Creating or editing a rubric includes the following options: **Rubric is always visible to learners**, **Rubric is hidden until feedback published**, and **Rubric is never visible to learners**.

Note: If an instructor attempts to publish a partially completed rubric evaluation, the partial evaluation dialog appears. By default, the **Continue Grading** option is selected and the instructor can tap **ENTER** to return to the rubric, or tap **Publish Anyway** to continue to publish the partial evaluation. This workflow ensures that there is a verification layer to reconsider their action and ensure that instructors are not mistakenly publishing incomplete evaluations.

To indicate rubric visibility to instructors, rubrics that are hidden until feedback is published or rubrics that are never visible display an indicator in the Rubrics section of the associated activity. Visible rubrics do not display an indicator.

Note the following:

- Feedback copied from hidden rubrics only displays for learners; it is not visible to instructors as they have access to the rubric. The visibility status of a rubric can only be changed at the rubric level, not at the activity level. For example, you cannot change the visibility of a rubric from an assignment.
- Visibility is a property of a rubric and not an individual assessment. Rubric definitions and published feedback appear in the assessment tool where the rubric is used.
Note: Starting with the June 2020/20.20.6 release, this includes Assignments and Grades. Other tools, including Discussions, Brightspace Portfolio, and Outcomes Progress will be updated to use rubrics in future Brightspace updates.
- For individual and group discussions, an instructor assesses the rubric in the assess topic workflow. Upon saving the assessment, the rubric feedback is considered published.

Align learning outcomes to rubric criteria

You can align learning outcomes to rubric criteria, enabling you to demonstrate how assessment criteria map to a learner's demonstration of learning outcomes in an activity (discussion topic or assignment). For learners, this makes it easier to understand their progress against a learning outcome and locate areas for improvement.

You can align learning outcomes to rubric criteria during the rubric creation process, or you can edit an existing rubric to add alignment standards if that rubric has not yet been used in an evaluation.

After attaching the completed rubric to an activity, the learning outcomes are visible from the **Learning Outcomes** tab in the activity.

Note: Before you align outcomes to rubric criteria, ensure you have created an achievement scale for your organization that measures achievement across all of the assessment activities aligned to outcomes. For example, achievement levels might include the following: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations. For more information, see [Creating an achievement scale](#).

Note the following:

- Learning outcomes indirectly aligned to an activity via a rubric cannot be removed from the activity unless they are removed from the rubric.
- Learning outcomes that are indirectly aligned via a rubric can be directly assessed, like any other outcome.
- Removing a rubric containing learning outcomes does not affect any previously assessed learning outcomes. For example, if you assess a learner in a learning outcome and then remove the rubric, the assessment is hidden; it is not deleted. Re-adding the rubric makes the outcome assessment visible again.
- You can attach a rubric with learning outcomes aligned to learning objectives or competencies; however, the two systems do not have any interaction, and they cannot be used simultaneously within the same course offering.
- You can use learning outcomes in discussion topics. For more information, see [Align learning outcomes to discussion topics](#).

To align learning outcomes to rubric criteria

Note: The name of the Learning Outcomes tool and some menu items and links therein depend on the language term you have defined in the **d2l.Languages.Terminology.LearningOutcomes** configuration variable. The default setting for this configuration variable is **Standards**, which is what we are using in the procedure and screen captures in this topic.

1. From **Course Admin**, select **Standards**.
2. Create or import learning outcomes into your course.
3. From **Course Admin**, click **Rubrics**.
4. Do one of the following:
 - Create a new rubric and add criteria
 - Edit an existing rubric that contains criteria which has not yet been used in evaluating learner work.
5. On the criterion where you want to align a standard, click **Standards**.

Edit Rubric ▼

✓ Saved Status: Published ▼

Name*

Argumentative Essay Evaluation Rubric

Type: Analytic ▼ Scoring: Points ▼ [↔ Reverse Level Order](#)

	Level 1	Level 2	Level 3	Level 4	
	50 pt	60 pt	70 pt	80 pt	
Thesis	- thesis is weak and lacks an arguable position	- thesis is somewhat clear and arguable	- thesis is a clear and arguable statement of position	- thesis is exceptionally clear, arguable, well developed, and a definitive statement	/ 80
	Initial Feedback				
	Standards				
Quality of Information	- limited information on topic with lack of accurate examples	- some aspects of mini-essays is researched with some accurate examples to support	- mini-essay is well researched in detail with accurate critical examples to support arguments	- mini-essay is exceptionally researched and accurate with extremely detailed and accurate with	/ 80

Close

6. Expand any parent outcomes to view the child outcomes.
7. On the Browse Standards dialog, select the standards you want to align and click **Align Standard**. The added standards appear below the criterion, tagged with the information about the standard. The rubrics changes are automatically saved.

Browse Standards

fields

12 search results for "fields"

- Physics, Grade 12 University Preparation (SPH4U)
 - Scientific Investigation Skills and Career Exploration
 - Gravitational, Electric, and Magnetic Fields
 - analyse the operation of technologies that use gravitational, electric, or magnetic **fields**, and assess the technologies' social and environmental impact
Science Overall Expectation D1.
 - investigate, in qualitative and quantitative terms, gravitational, electric, and magnetic **fields**, and solve related problems
Science Overall Expectation D2.
 - demonstrate an understanding of the concepts, properties, principles, and laws related to gravitational, electric, and magnetic **fields** and their interactions with matter
Science Overall Expectation D3.

Align Standards Cancel 2 selected

8. To see the full text of the standard, hover over the standard tag.

Name*
Argumentative Essay Evaluation Rubric

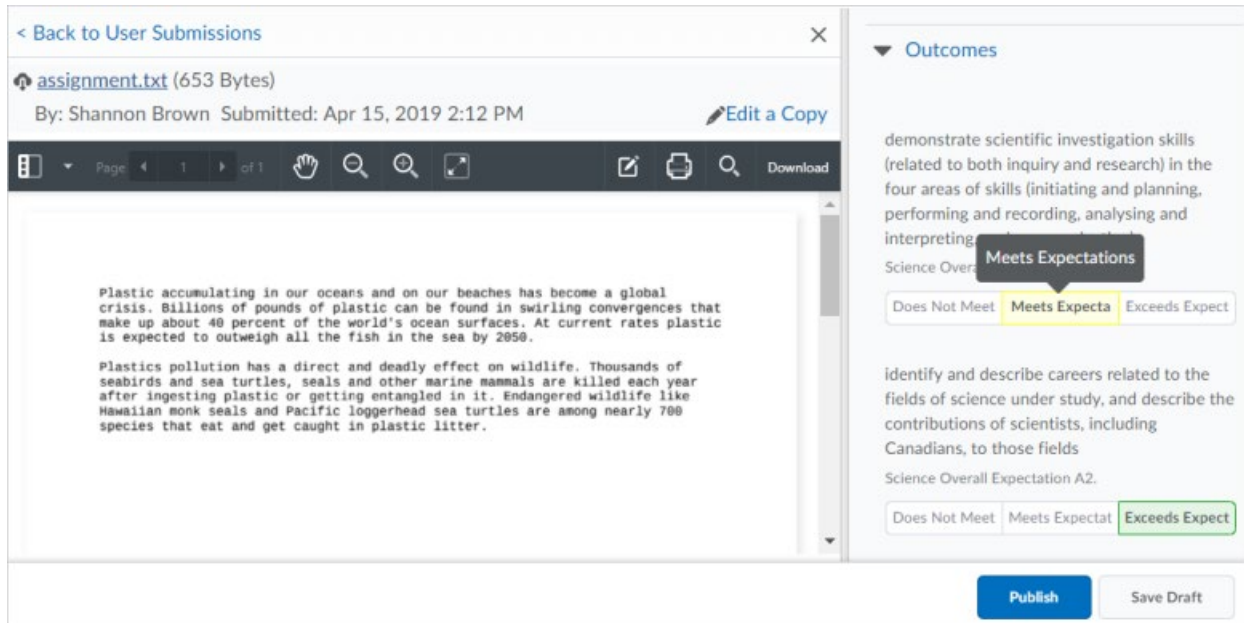
Type: Analytic Scoring: No Score Reverse Level Order

	Level 1	Level 2	Level 3	Level 4
Achievement Levels	Exceeds Expectations	Meets Expectations	Meets Expectations	Does not Meet Expectation
Thesis	- thesis is weak and lacks an arguable position	- thesis is somewhat clear and arguable	- thesis is a clear and arguable statement of position	- thesis is exceptionally clear, arguable, well developed, and a definitive statement
Initial Feedback	conduct an inquiry to determine the direction of the magnetic field of a straight current-carrying conductor or solenoid			
Standards	Science Specific Expectation D2.1	Science Specific Expectation D2.5		

9. Click **Close**.

Assess learning outcomes in rubric criteria

After [aligning learning outcomes to rubric criteria](#) and attaching the completed rubric to an activity (discussion topic or assignment), use the scale to assess learners against the specified learning outcomes in the activity. For example, in an assignment, a learner might receive Meets Expectations for the Outcome: demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analyzing and interpreting, and communicating).



The screenshot displays a user submission interface. On the left, a text document titled 'assignment.txt (653 Bytes)' is shown, submitted by Shannon Brown on April 15, 2019, at 2:12 PM. The document content includes two paragraphs about plastic pollution. On the right, the 'Outcomes' pane is visible, showing two assessment criteria. The first criterion, 'demonstrate scientific investigation skills...', has a 'Meets Expectations' rating selected. The second criterion, 'identify and describe careers related to the fields of science...', has an 'Exceeds Expect' rating selected. At the bottom of the interface are 'Publish' and 'Save Draft' buttons.

Figure: The Outcomes pane enables you to assess learners against learning outcomes aligned with the assignment.

If your administrator mapped achievement levels to percentage scores and enabled suggestions, suggested levels of achievement display below the rubric when you perform your assessment. This provides you with an idea of suitable assessments for learning outcomes based on the rubric (which must be point-based). You can choose to override the suggested level of achievement for learners, allowing you to exercise your professional judgment when it comes to learner achievement. If the rubric is not point-based, the mapping does not exist, or your administrator disabled suggestions, you can assess the learning outcomes; however, suggested levels of achievement do not display.

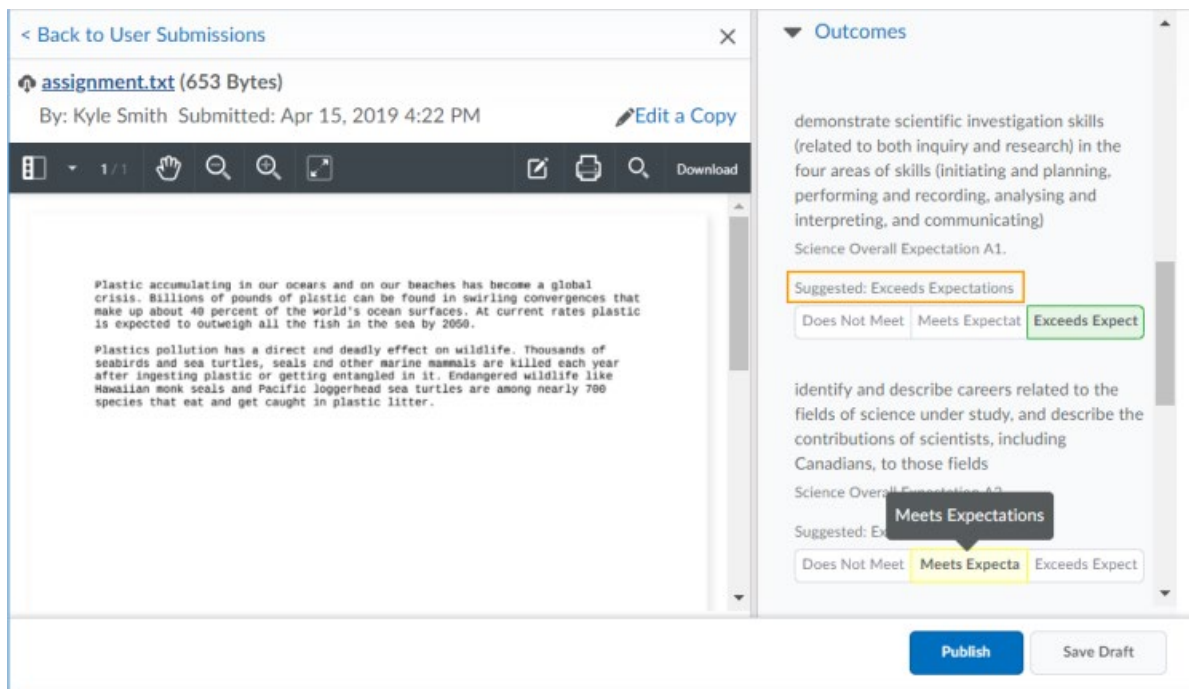


Figure: Instructors can use their judgment to change the suggested outcome achievement level.

After you publish your assessments, learners can view them wherever they can view assessed rubrics. This allows learners to understand their progress against learning outcomes and rubric criteria and locate areas for improvement.

Copy, Delete, or Share a rubric

You can copy or delete an individual rubric criterion or the entire rubric and share rubrics with other courses.

Copying rubrics

Copying a rubric creates a new rubric based on an existing rubric in the same org unit, allowing you to easily reuse it in a course. The new rubric has the same properties, levels and criteria, and is shared with the same org units as the original rubric.

1. On the navbar, click **Rubrics**.
2. On the **Rubrics** page, from the context menu of the rubric you want to copy, click **Copy**.
3. Click on the new rubric to edit it.

It is also possible to copy a single rubric criterion to facilitate reusing criteria that have already been created.

1. Open the rubric you want to edit.

2. On the **Edit Rubrics** page, click the action menu beside the criterion name.
3. Click **Copy Row**.

Note: The new criterion is added under the original with the criterion name **Copy of [name of original criterion]**. It is automatically highlighted so you can rename the new criterion.

4. Rename the newly created criterion.

Delete a rubric

You can only delete a rubric in the org unit where it was created. You cannot delete a rubric that is being used by a Competencies activity or Brightspace ePortfolio item, or attached to a grade item.

1. On the navbar, click **Rubrics**.
2. On the **Rubrics** page, from the context menu of the rubric you want to delete, click **Delete**.

To delete a single criterion from a rubric

1. Open the rubric you want to edit.
2. On the **Edit Rubrics** page, click the action menu beside the criterion name.
3. Click **Delete Row**.

Share a rubric

You can create rubrics at the organization, department, or course level. Rubrics are not automatically shared with all child org units below the org unit where they were created. You must explicitly share them if you want to make them available to child org units. Rubrics created at the course level cannot be shared with other courses, however, you can create a rubric in a course template and reuse it in course offerings for that course template.

If you are using Competencies to evaluate users, we recommend you set up rubrics before you set up your competencies, learning objectives, and activities since you cannot create an activity without associating it with a rubric and you cannot assess whether a user has completed a competency or learning objective without assessing the associated activities using the rubric.

1. On the **My Home** page, on the navbar, click **Rubrics**.
2. Click on the rubric you want to share with another org unit.
3. In the **Properties** tab, in the **Advanced Availability** area, click **Add Org Units**.
4. Select the org units where you want to share the rubric. If applicable, you can also select sharing options, including **This org unit**, **All descendants**, or **All descendants of type**.
5. Click **Insert**.
6. Click **Save**.

Edit a rubric

You can only edit a rubric in the org unit where it was created. You cannot edit a rubric that is being used by a Competencies activity or Brightspace ePortfolio item.

You can edit rubric properties, levels, criterion, and criteria groups.

To edit a rubric:

1. On the navbar, click **Rubrics**.
2. On the **Rubrics** page, click on the rubric you want to edit.
3. Make your changes.
Tip: If more than one criterion group appears in your rubric, direction arrows appear to the left of the criterion group header to reorder the criterion groups in the rubric.
4. Click **Close**. Your edits save automatically.

It is also possible to copy a single rubric criterion to facilitate reusing criteria that have already been created.

1. Open the rubric you want to edit.
2. On the **Edit Rubrics** page, click the action menu beside the criterion name.
3. Click **Copy Row**.
Note: The new criterion is added under the original with the criterion name **Copy of [name of original criterion]**. It is automatically highlighted so you can rename the new criterion.
4. Rename the newly created criterion.

To delete a single criterion from a rubric

1. Open the rubric you want to edit.
2. On the **Edit Rubrics** page, click the action menu beside the criterion name.
3. Click **Delete Row**.

Mapping outcome levels of achievement to rubric evaluation levels

Levels of achievement in the Brightspace Learning Environment are mapped to rubric levels of evaluation automatically when possible. As a result, when instructors associate outcomes with a rubric criterion, a level of achievement is automatically suggested based on the rubric level of evaluation. The following section of this topic discusses different mapping scenarios you may encounter based on your rubric and scale configuration.

Scenario: Alignment is determined based on scores and aligned to the scale

If the suggested alignment can be determined based on scores and aligned to the scale, then the Brightspace Learning Environment automatically completes this type of alignment. You do not see the colored alignment markers; however, it's possible to display and adjust those markers if necessary. If it's not possible to determine the mapping based on scores, then a best assumption mapping displays and you can confirm or adjust as appropriate.

Scenario: The default achievement scale has percentages and the rubric is points- or custom points-based

If the default achievement scale has percentages and the rubric is either points-based or custom points-based, then the achievement scale levels are automatically mapped based on the scoring percentage for each criterion row.

Note: Since the percentage value might not align specifically with the evaluation levels of the topic, those mappings do not appear automatically in the edit view of the rubric.

The Brightspace Learning Environment automatically aligns the mappings based on the point score awarded in the evaluation compared to the percentage thresholds in the scale. However, there is a setting in the Rubric options you can use to display the alignment markers in the rubrics and manually align the markers if necessary. The percentage value may not align specifically with the evaluation levels of the rubric based on the rubric level points.

Scenario: The default achievement scale does not contain percentages, or the rubric is text-only (No Score)

If the default achievement scale does not contain percentages or the rubric is text-only (No Score), then the achievement level mappings are displayed by default with suggested mapping to the displayed rubric levels. If the same number of levels exist in the achievement scale and the rubric evaluation levels, then Brightspace Learning Environment uses a 1:1 alignment, but you can adjust the level as necessary.

Scenario: There are more rubric levels than achievement levels

If there are more rubric levels than achievement levels, some achievement levels may not be mapped to the rubric. By default, the display distributes the levels symmetrically. The center of both rubrics and achievement outcome levels are automatically mapped, and the levels on each side of the center are distributed equally, as equally and symmetrically as possible. If the default is not appropriate for your implementation, you can make manual adjustments to the alignments.

In the following example, the achievement scale has 3 levels and the rubric has 4 evaluation levels. The rubric has no score, so the markers appear automatically. The initial suggestion is to map the highest level of the rubric (Exemplary) to the highest level of the scale (the green Mastered achievement level) as well as to align the two lowest levels (the Unsatisfactory rubric level with the Red Not Yet achievement level). The remaining middle achievement level does not fit easily into the two remaining rubric levels. In this example, the suggestion is to align both

the Proficient and Limited rubric levels to the blue Got It achievement level. However, it is possible to reposition the marker to create a different alignment if that is more appropriate.

Edit Rubric ✓ Saved Status: Published

Name*
Online Discussion Rubric

Type: Analytic Scoring: No Score Reverse Level Order

	Exemplary	Proficient	Limited	Unsatisfactory
Achievement Levels	Mastered	Got It		Not Yet
Critical Analysis	Discussion postings display an excellent understanding of the required reading, including correct use of the terminology, and integrated outside resources, research and real life application	Discussion postings display an understanding of the required reading and reference other research and real life application.	Discussion postings repeat and/or summarize correct information but do not link to other references or real life application.	Discussion postings show little or no evidence that readings were completed or understood.
Initial Feedback	Great work in your post and response to this discussion. Your posts are well thought out and insightful.	Your discussion post and respons displays an understanding of the reading. You have also included references or other re-search along with real life application.	Your discussion posts summarize information correctly but do not link to references or provide related re-search or real life application.	Your discussiononn posts show little or no evi-dence that the read-ings have been com-pleted or understood.

Standards RL.11-12.2

Figure: Create or Edit rubrics dialog enabling instructors to adjust the achievement mapped to the rubric levels.

Scenario: There are more achievement levels than rubric levels

If there are more achievement levels than rubric levels, some achievement levels will not be included in the map. In this case, the top and bottom achievement levels are automatically mapped to the top and bottom rubric levels. Then, the second level from the bottom and second level from the top are dropped, then the fourth level from the bottom and the top are dropped, and so on, until only every other achievement level is mapped to the rubric.

Manually map achievement levels to Rubric levels

Achievement levels can be mapped to points-based, custom points-based, and percentage scale-based rubrics. However, it is possible to manually adjust the alignments.

1. Ensure that when you created the rubric for the course, in the Rubric Options, under **Learning Outcomes**, you selected **Manually map achievement levels to rubric levels**.
2. Ensure that the scale level names in the **Achievement Levels** row of the rubric appear as expected.
3. Do one of the following:
 - Click the circle that delineates the scale level threshold marker and drag it to a new location.
 - Using a keyboard, tab to the circular drag handle to select it, Then, use the left and right arrow keys to move the threshold marker to a new location.
4. When you complete the edits to the rubric, click **Close**.

Note: This feature only appears when the scale has percentage values defined and is only enabled for points-based and custom points-based rubrics. For no score rubrics, the threshold marker placement is suggested and adjustable since there is no score calculation in the rubric.

Manually adjusting achievement scale levels mapped to rubrics

After the achievement scale is mapped to rubric levels in the display, instructors can manually adjust the alignment by dragging the colored circles in the Achievement Levels row of the rubric to identify the desired mapping. Changes can be made to the alignment until a submission is evaluated using the rubric. At that point, rubrics and the mapped achievement scale are locked to the number of current achievement levels.

Note: Achievement marker suggestions appear in the create/edit view of the rubric only in specific situations. For more information, see [Setting up rubrics to generate suggestions for standards assessments](#).

To adjust the achievement scale levels mapped to rubrics:

1. Ensure that there is an achievement scale defined at the organization level and a scale is set as the default.
2. Ensure that there are learning outcomes created or imported into the course using the Outcomes tool.
3. From **Course Admin**, under **Assessment**, click **Rubrics**.
4. From the context menu for your selected rubric, click **Edit**.
Note: There must be at least one standard aligned to at least one rubric criterion row. The rubric selected must not have been previously used to evaluate any learner submitted work.
5. If changes are necessary, do one of the following:
 - Click the circle that delineates the scale level threshold marker and drag it to a new location.

- Using a keyboard, tab to the circular drag handle to select it, Then, use the left and right arrow keys to move the threshold marker to a new location.
6. When you have completed the edits to the rubric, click **Close**.

Reviewing suggested achievement levels

For suggested achievement levels to appear in assignments and discussions, all of the following conditions must be met:

- An instructor makes an assessment on a rubric that has outcomes aligned to criteria.
- There are mappings set up between the rubric and the assessment outcomes.
- A default achievement scale has been defined for the organization
- Suggestions are turned on using the **d2l.tools.LearningOutcomes.LoaSuggestions** configuration variable.

When these conditions are met, a suggested achievement level is automatically displayed based on point thresholds or scale alignment levels mapped in the rubric. The instructor can accept the suggested achievement level, or select a different level, based on a more holistic evaluation of the learner's effort.

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.5 - English Content Standard 5.

Suggested: Mastered

Not Yet	Got It	Mastered
---------	---------------	----------

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.6 - English Content Standard 6.

Suggested: Not Yet

Not Yet	Got It	Mastered
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Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.)

RL.11-12.7 - English Content Standard 7.

Suggested: Got It

Not Yet	Got It	Mastered
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Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.9 - English Content Standard 8.

Suggested: Mastered

Not Yet	Got It	Mastered
---------	--------	-----------------

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.1 - English Content Standard 1.

Not Yet	Got It	Mastered
---------	--------	----------

Figure: Rubric items aligned with outcomes provide information results in suggested achievement levels, which can be adjusted by instructors.

To review rubric mapping and use suggested achievement outcomes:

1. Using a rubric that is mapped to assessment outcomes, grade a learner submission.
2. Review the suggested achievement levels for each assessment outcome.
3. If any suggestions are not accurate for the learner, click to select a different level of achievement.

Copying and deleting a criterion group

To better facilitate organizing and reusing rubric content, instructors can copy or delete an existing criteria group.

Note: When a rubric with attached assessment items has submissions evaluated against it, the rubric is locked and can no longer be edited or deleted.

When you have an existing criteria group, the **Copy Criteria Group** and **Delete Criteria Group** options appear when you click (...) **Action Menu** on the Criteria Group header. If you are using keyboard-only navigation, these options are available in the tab order after the criteria group name.

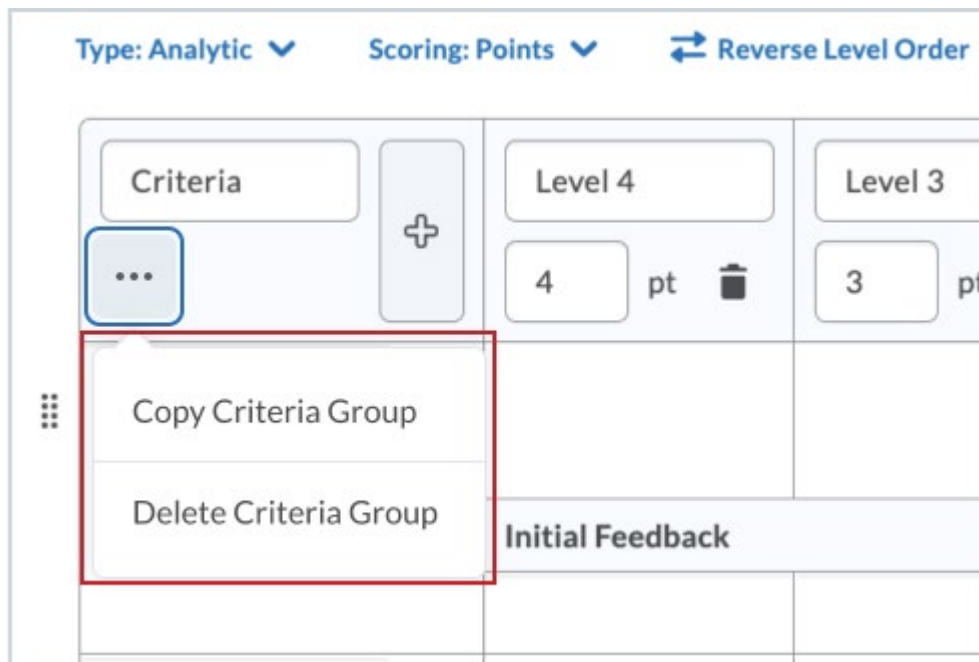


Figure: The Copy and Delete options are available in the action menu on the Criteria Group header

To copy an existing criteria group:

1. On the navbar or from the **Course Admin** menu, click **Rubrics**.
2. On the **Rubrics** page, click the rubric you want to edit.
3. Identify the Rubric criteria group that you want to copy and click the (...) Action Menu beside the Criteria Group header.
4. Click **Copy Criteria Group**.

The new criteria group appears below the original criteria group. If you are using keyboard navigation, the keyboard focus moves to the name of the new criteria group.

5. Add a new name to the new criteria group.

Note: Aligned learning outcomes are not copied when you copy a criteria group. Specific details of the evaluation criterion should be updated and re-aligned with specific learning outcomes which apply to the new criterion elements in the criteria group.

To delete an existing criteria group:

Note: The delete option is only available if there is more than one criteria group.

1. On the navbar or from the **Course Admin** menu, click **Rubrics**.
2. On the **Rubrics** page, click the rubric containing the criteria group you want to delete.
3. Identify the Rubric criteria group that you want to delete and click the (...) Action Menu beside the Criteria Group header.
4. Click **Delete Criteria Group**.

Print or download a PDF of a rubric

Instructors can print or download a PDF of preview (unevaluated) and evaluated rubrics. Learners can also print or download a PDF of a rubric from the desktop browser implementation of Brightspace Learning Environment.

In all displays of a rubric, the **Print** button displays above the top-right corner of the rubric.

To print a preview of a rubric

1. From **Course Admin**, click **Rubrics**.
2. Do one of the following:
 - a. From the **More Actions** menu beside the Rubric Name, click **Preview**.
 - b. Click a rubric to open the **Edit Rubric** page. From the Edit Rubric **More Actions** menu, click **Preview**.
3. Click **Print Rubric**
4. Select the printer or PDF driver you want to use and click **Print**.

To print an evaluated rubric from the Grades Tool

1. Open **Grades**.

2. Click the action menu to the right of any student name and select **Preview Grades**.
3. Click **View Graded Rubric**.
4. Click **Print Rubric**.
5. Select the printer or PDF driver you want to use and click **Print**.

To print an evaluated rubric from Outcomes Progress.

1. Open **Class Progress**.
2. Select a learner from the Class List.
3. Select the **Grades** option from the left navigation bar.
4. Expand the **Feedback** section for a grade item.
5. Select **View Graded Rubric**.
6. Click **Print Rubric**.
7. Select the printer or PDF driver you want to use and click **Print**.

Learners can print a preview of a rubric attached to an assignment or discussion.

1. Do one of the following:
 - In an assignment, the rubric preview appears and the print button displays in the top right of the rubric.
 - In a discussion topic, click the link to the rubric. A pop-up window displays the rubric with the print button in the top right corner.
2. Click **Print Rubric**
3. Select the printer or PDF driver you want to use and click **Print**.

Creating and managing quizzes

The Quizzes tool enables you to create and manage points-measured assessments. As part of your quantifiable assessment procedures, you can use quizzes to help evaluate users' learning progress and learning outcomes. Create and manage quiz questions from the Question Library or the Quizzes tool, and organize quizzes into categories to make it easier to find assessments with similar or related content. Use the quiz preview option to test the accuracy of content and grading before you release a quiz. In a preview, you can answer the questions, view allowed hints, submit the quiz, reset the evaluation of answers, read feedback, and view report results.

Once you receive completed quizzes from learners, you can view quiz statistics such as grade distribution, grade average, question statistics, and user statistics on the Statistics page.

Notes:

- You can only access Likert questions through the Surveys tool and Question Library. Likert questions are unavailable for quizzes.
- You can now import Quiz and Question banks created in the IMS QTI 2.1 standard.

Manage Exemptions

Instructors can manage exemptions by launching the **Manage Exemptions** page from the following locations in the Quizzes tool:

- On the **Manage Quizzes** page, in the context menu of a quiz
- On the **Grade Quiz** page as a button at the top of the page

Export the event log of all quiz attempts

You can export an event log of all quiz attempts made by all learners in your course.

1. Open the quiz that you want to export the event log for.
2. On the **Grade Quiz** page, click **Export Event Logs**.
3. Enter a name for the file.
4. Specify where you want to save the file.
5. Click **Save**.

Reset quiz attempts for learners

To reset quiz attempts for learners

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz with attempts you want to reset, click **Grade**.
3. Select the check box for each attempt you want to reset and then click the **Reset** icon at the top of the list of quiz attempts.

Note: By default, the **Grade Quiz** page only displays completed quiz attempts. To view quiz attempts in progress, on the **Users** tab or the **Attempts** tab, from the **Restrict to** filter, select either **All attempts** or **Users with attempts in progress**.

Prevent cheating in quizzes

To prevent cheating in quizzes

To help prevent cheating in quizzes, do the following:

- On the **Edit Quiz** page, in the **Optional Advanced Properties** area, select **Disable right click**.
- On the **Edit Quiz** page, in the **Optional Advanced Properties** area, select **Disable Instant Messages and alerts**.
- Incorporate question pools or random sections into your quizzes to distribute unique sets of questions to users.
- On the **Edit Quiz** page, in the **Quiz Questions** area, select **Shuffle questions at the quiz level**.

- On the section creation page, select **Shuffle questions in this section**.

View the event log of a single quiz attempt

You can view an event log of a single quiz attempt made by an individual learner.

1. In the Quizzes tool, open a quiz.
2. From the quiz drop-down menu, select **Grade**.
3. On the **Grade Quiz** page, in the user list, click **attempt 1**.

Create a quiz

To create a quiz

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click **New Quiz**.
3. In the **General** area, add a name for your quiz.
4. To add an optional category, from the **Category** dropdown menu, select an existing category that you want to add the quiz to or click **add category** to create a new category.
 - In the **Add New Category** dialog box, enter a **Name** for the category and click **Save**.
5. In the **Quiz Questions** area, click **Add/Edit Questions**.
6. Click the **Add** drop-down menu and do any of the following:
 - Select **New Question** and select the type of question you want to add.
 - Enter the question text and fill out other appropriate fields. Use the **Options** menu to set advance criteria.
 - Click **Save** (to return to the main Question Editor page), or **Save and New** (to create a new question that is the same type as the current question being created), or **Save and Copy** (to create a new question that is a copy of the current question being created).
 - Add more questions and observe that you can use the handlers to drag and re-order the questions.
 - Select **Section**.
 - Enter the section title and section text and select the respective check boxes if you want to hide the section tile and/or section text from learners.
 - To shuffle the order of questions within a specific section, select the **Shuffle questions in this section** check box.
 - On the main Quiz Builder page, use the **Add** or **Import** button to create or import questions for use within the section. Note that questions are added to the bottom of the list at the root level. Use the handles beside the question name to drag questions to the appropriate place within the section.
 - Select **Question Pool**.
 - Enter a **Question Pool Title**.
 - Specify the number of questions from the pool that you want to appear to learners and how many points learners will receive for each question they

answer correctly. The appropriate number of questions will be chosen randomly for each quiz attempt.

- Click **Browse Question Library** to search for and select the questions or the entire section of questions you want to add, and click **Import**.

Note: If you selected a section, all the questions in that entire section appear in your question pool.

- Click **Save**.

7. If you want to align the selected questions to learning outcomes, for each question, click **More Actions > Align to Standards**. Then, choose the outcomes you want to align and click **Add**. Note that any alignments appear in all quizzes where the question appears within the same course offering.
8. When you are done adding and reordering questions in the Quiz Builder interface, click **Back to Settings** for your quiz.
9. Once you have added the questions, do any of the following:
 - To display a set number of questions per page, specify the number of questions in the **Questions per page** text box, and click **Apply**.
 - To prevent learners from moving to previous pages, select the **Prevent moving backwards through pages** check box.
 - To discourage cheating in quizzes, you can shuffle the order of all questions in quizzes or specific groups of questions (sections) by selecting the **Shuffle order of questions at the quiz level** check box. For example, you could shuffle questions 1-10 in a quiz, or shuffle questions 3-10 (grouping those questions into a section) and retain the order of questions 1-2 at the start of the quiz. When a quiz contains shuffled questions, each learner receives a quiz with a unique question order.
Note: Shuffling the order of questions at the quiz level also shuffles the order of all sections in the quiz.
 - Enter a **Description** of the quiz and to set the visibility of the quiz description, select either the **on** or **off** radio button.
Note: If you previously had text in the quiz **Introduction** field, on editing a quiz, this text is automatically appended to the **Description** field. A message appears indicating that these two fields have been merged. You can review the modified quiz description prior to saving the quiz.
10. In the **Optional Advanced Properties** area, do any of the following:
 - To allow hints to be displayed to learners, select the **Allow hints** check box.
 - To disable copying and pasting, select the **Disable right click** check box.
 - To disable instant messaging capabilities and alerts, select the **Disable instant messages and alerts** check box.
 - To receive notifications when quizzes are completed by learners, enter an email address in the **Notification Email** field.
11. [Add restrictions to a quiz.](#)
12. [Add assessments to a quiz.](#)
13. [Associate learning objectives with a quiz and/or questions.](#)
14. [Create or edit submission views.](#)
15. [Set up a quiz report.](#)
16. On the **Restrictions** tab, deselect the **Hide from users** check box when you are ready to release the Quiz.

17. Click **Save and Close**.

Understanding date restrictions

Quiz restrictions allow instructors to set start dates, due dates, and end dates on their quizzes. The start date determines when a quiz becomes available to learners. The end date determines when a quiz becomes unavailable to learners. The due date specifies a time when a quiz is expected to be completed. A quiz is considered late if it is submitted after the due date is reached. If a quiz has an enforced time limit and the learner uses more than the allotted time, the quiz is marked as **exceeded time limit**.

Copy an existing quiz

You can quickly create new quizzes from existing quizzes using the **Copy** functionality available on the individual quiz drop-down menu. This feature copies all settings of an existing quiz in addition to its Special Access settings and aligned Learning Objectives.

1. On the navbar, click **Quizzes**.
2. From the drop-down menu of the quiz you want to copy, click **Copy**. The copied quiz opens in edit mode.
3. Update the name, score, due date, instructions, and other settings of the copied quiz .
4. Click **Save**.

Related topics:

- [Create a quiz](#)

Add restrictions to a quiz

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to add restrictions to, click **Edit**.
3. In the **Restrictions** tab, do any of the following:
 - Select the **Hide from Users** checkbox, enter a **Due Date**, set **Availability** of the quiz, and add **Release Conditions**.
 - In the **Optional Advanced Restrictions** area, update the **Password** field.
 - In the **Optional Advanced Restrictions** area, update the **IP Restriction** field. You can add multiple IP address ranges to ensure that users can only access a quiz from IP addresses in the specified IP address ranges.
 - In the **Timing** area, set your timing options for the quiz:
 - **Recommended Time Limit** suggests to learners how long the quiz should take to complete. Learners can take more or less time than the recommended time without any penalty.

- **Enforced Time Limit** sets a defined amount of time learners have to complete the quiz. Add a grace period to allow extra time to complete the quiz once the time limit is exceeded. You can set a grace limit of 0 minutes if you don't want to allow extra time. Once the time limit and grace period is exceeded, choose from the following behaviors:
 - **Allow the student to continue working** to allow the learner to continue working on the quiz without any penalty.
 - **Prevent the student from making further changes** to not allow the quiz to save any additional questions.
 - **Allow the student to continue working, but automatically score the attempt as zero after an extended deadline** to allow the learner to continue to work on the quiz, but the entire quiz score will be marked as zero.
- In the **Special Access** area, select your **Type of Access** and click **Add Users to Special Access**.
Note: If you have any learners with active accommodations, quiz-specific special access restrictions overwrite these accommodations. When you overwrite an accommodation and then click **Save**, a warning describing the impact of overwriting an accommodation appears.

The screenshot shows a configuration panel for quiz timing. At the top, under the heading 'Timing', there are three radio button options: 'No changes', 'Recommended Time Limit', and 'Enforced Time Limit'. The 'Enforced Time Limit' option is selected. Below the radio buttons is a warning box with an orange border containing the text: '1 of the selected users have an existing quiz time limit accommodation set. Setting special access will take precedence over accommodation settings for this quiz.' At the bottom of the panel, there is a 'Time Limit' section with a text input field containing the number '120' and the unit 'minute(s)'.

Figure: Timing area with warning about overwriting an accommodation.

4. Click **Save and Close**.

Add assessments to a quiz

On the **Assessment** tab > **Assessment** area, do any of the following:

1. To grade quiz attempts immediately, select the **Auto-publish attempt results immediately upon completion** check box. This setting must be turned on for grades to be automatically sent to the grade book, and for the default submission view to be released to users when they complete an attempt.

Note: When this setting is enabled, learners can view their evaluated attempt immediately upon submission. Submission Views settings control what is displayed to learners, for example, whether correct answers are shown. Questions that cannot be evaluated by the system, such as written response questions, are scored as zero until manually evaluated.

2. Select an existing numeric grade item or click **Add grade item** to create a new grade.
3. If a grade item is associated with the quiz, you can set quiz results to automatically export to the grade book by selecting the **Automatically update evaluations in grade book when published** check box.

Note: If the **Allow attempt score to be seen immediately upon completion** check box is not selected, you must set attempts as marked in the **Grade Quiz** page to populate the grade book with attempt scores.

4. To edit how the quiz grade appears to learners, from the **Student View Preview** drop-down menu, select either **Points Grade** (default), **Grade Scheme Symbol**, and/or **Grade Scheme Color**.

Note: To select options, select the **Override display options for this item** check box. Make your selections and click **Save**.

5. To enable learners to send their quiz results to their Brightspace ePortfolio, select the **Allow users to add the result of this quiz to their ePortfolio** check box.

On the **Assessment tab > Attempts** area, do any of the following:

1. Set how many attempts a learner can make on a quiz.
2. To allow learners to only retake incorrect questions, select the **On new attempts, only allow answers for previously incorrect questions** check box.
3. If the number of attempts allowed is greater than 1, you must determine how the final grade is calculated. From the **Overall Grade Calculation** drop-down menu, select one of the following options:
 - **Highest attempt** - Only the attempt with the highest grade is used as the final grade.
 - **Lowest attempt** - Only the attempt with the lowest grade is used as the final grade.
 - **Average of all attempts** - The average of the grades on all attempts is calculated and used as the final grade.
 - **First attempt** - Only the grade on the first attempt is used as the final grade.
 - **Last attempt** - Only the grade on the last attempt is used as the final grade.
 - If the number of attempts allowed is greater than 1, an optional feature under **Advanced Attempt Conditions** allows you to determine minimum and/or maximum scores that must be achieved by the learner to obtain the additional attempts.

Note: If you enter a minimum score, then learners must achieve that set minimum score to receive the subsequent attempt. For example, if you only want learners who receive greater than 50% to receive a subsequent attempt, you can enter that value in the **Min %** field.

If you enter a maximum score, then learners can achieve up to that limit to receive subsequent attempts, but not greater than that limit. For example, if you only want learners who receive below 80% on the quiz to receive an additional attempt, you can enter that value in the **Max %** field.

4. Click **Save and Close**.

Retake incorrect questions in subsequent attempts

The Retake Incorrect Questions Only option allows learners to only retake their incorrectly answered questions from previous quiz attempts. When the learner re-attempts their quiz, the quiz questions answered incorrectly on previous attempts are indicated by an alert symbol. Each quiz attempt displays questions in the same order as the initial attempt (including quizzes with random sections and random questions). Questions that were correct on previous attempts still show the “question stem”, but will omit the answers.

You can use Preview Quiz to take the quiz and submit a Preview Attempt. You must select the **Allow this preview attempt to be graded in the Grade Quiz area** on the submission page of the preview attempt.

Grading considerations

- A learner's score for a Retake Incorrect Questions Only attempt remains at minimum, the score they had on the previous attempt. Correctly answered questions on the Retake Incorrect Questions Only attempt add to the learner's attempts score.
- When grading a Retake Incorrect Questions Only quiz attempt, the instructor can only provide a score for the questions answered on this attempt. The Quiz Overall Score is calculated using the existing Highest/Lowest/First/Last/Average aggregation functions. The Average aggregation function can be used to give the student partial marks for questions that were not answered correctly on the first attempt.
- D2L recommends against using **Automatically set as graded** option for quizzes with written response questions. If you use Automatic grading, Written Response questions will be marked as 0 and included in future attempts until they are graded manually.

In the Attempt Log, instructors and administrators can identify retaken attempts:

Attempt Logs

Overview Detailed

Quiz Entry Quiz Completion Quiz Attempt Deleted Quiz Attempt Restored

4 items in the list.

Attempt	Event	Modified by	Date ▲
Hannah Bond (Attempt: 1)	Quiz Entry	Hannah Bond	Nov 6, 2020 10:03 AM
Hannah Bond (Attempt: 1)	Quiz Completion	Hannah Bond	Nov 6, 2020 10:03 AM
Hannah Bond (Retaken Attempt: 2)	Quiz Entry	Hannah Bond	Nov 6, 2020 10:04 AM
Hannah Bond (Retaken Attempt: 2)	Quiz Completion	Hannah Bond	Nov 6, 2020 10:04 AM

< 1 / 1 > 10 per page ▼

Figure: Retaken attempts are noted after the user's name in the Attempt log.

In addition, on the Users tab, retaken attempts are listed to differentiate from first attempts.

Users Attempts Questions

Search For... [Show Search Options](#)

<input type="checkbox"/>	First Name ▲, Last Name	Completed	Score	Grade	Status
<input type="checkbox"/>	Hannah Bond				
<input type="checkbox"/>	attempt 1	Nov 6, 2020 10:03 AM	2.5 / 30	8.33 %	Published: Nov 6, 2020 10:03 AM
<input type="checkbox"/>	retaken attempt 2	Nov 6, 2020 10:04 AM	15.8 / 30	52.67 %	Published: Nov 6, 2020 10:04 AM
	overall grade (highest attempt)		15.8 / 30	52.67 %	

20 per page ▼

Figure: The Users tab indicating a retaken quiz attempt for the learner.

Associate learning outcomes / objectives to a quiz and quiz questions

To associate learning outcomes / objectives to a quiz:

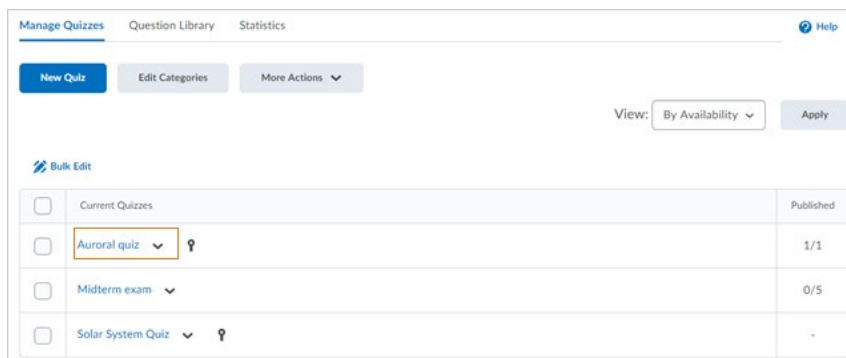
1. On the **Objectives** tab, select **Associate Learning Objectives**.
Note: Competencies must be created in the **Competencies** section of the course (or at the Org level by an administrator) for them to appear. To create competencies, refer to the [Creating and editing competencies, learning objectives, and activities](#) topic.
2. On the **Browse** tab, locate the learning objective by browsing the Available Competency Structures.
3. On the **Search** tab, search for the specific learning objective.
4. Select learning objectives by selecting the check boxes.
5. Click **Add Selected**.

Note: If this quiz score is to be evaluated for achievement tracking of the learning objective, then an Assessment must be defined for this learning objective. Refer to the [Enable learning objective completion using quiz or grade item activities with automatic assessment](#) topic for details on defining the Assessment of this learning objective.

Align learning outcomes to quiz questions

When you align a question to a learning outcome, the learning outcomes is aligned to all uses of that question within quizzes in the same course offering. It is possible to bulk align to all questions within a question pool or section. In addition, you can align learning outcomes to question pools. If you align a question pool to an outcome, all questions in that pool are aligned in all incidences of the question inside and outside the question pool.

1. From the course navbar or **Course Admin > Assessment**, click **Quizzes**.
2. Click a quiz that already contains quiz questions.



3. Click **Add/Edit Questions**.

Quiz Questions

Questions per page: Apply ⓘ

Paging: Prevent moving backwards through pages ⓘ

Shuffle questions at the quiz level
Also shuffles sections at the quiz level. Does not cascade to sub-sections.

Add/Edit Questions Edit Values

Page	Name	Type	Points	Diff	Bonus	Mandatory
1	Q1. The energized particles of the sun collide with what...	MC	2		1	
1	Q2. Aurorae are considered to be a form of electricity t...	T/F	2		1	
2	Q3. Name three research tools that NASA is using to try ...	SA	2		1	
2	Q4. What are the different names of the aurorae? Check a...	M-S	2		1	

- Search for or browse to find one or more questions or question pools to be aligned with standards, then click **More Actions**.

Note: The **More Actions** button does not appear until you have selected a question.

3 Selected Delete **More Actions** ▼

<input checked="" type="checkbox"/>	1 The energized particles of the sun collide with what two chemicals to produce aurorae? Multiple Choice	2 points
<input checked="" type="checkbox"/>	2 Aurorae are considered to be a form of electricity that can generate up to 900 giga watts of power. True or False • Also in Question Library	2 points
<input type="checkbox"/>	3 Name three research tools that NASA is using to try and predict when aurorae storms take place and reduce their... Short Answer • Also in Question Library	2 points
<input checked="" type="checkbox"/>	4 What are the different names of the aurorae? Check all that apply. Multi-Select • Also in Question Library	2 points

- Click **Align to Standards**.
Select the check boxes for the learning outcomes you want to directly align to the quiz questions and click **Add**. The associated standards now appear under each of the selected questions.
- Clear the check boxes for the previously selected quiz questions and repeat the process to align any additional quiz questions to appropriate standards.
- When you have completed aligning questions to standards, click **Back to Settings for <selected> quiz**.

When a question in a quiz has a learning outcome aligned to it, an outcome tag appears next to the question in the Quiz Builder View and the Question Pool Editor. The Question Pool view also shows the cumulative list of all outcomes aligned to questions within the pool.

Customize the submission view

To release the submission view to learners immediately upon completion of the quiz, on the **Edit quiz** page > **Assessment** tab, select the **Auto-publish attempt results immediately upon completion** check box. Submission views are set up in terms of a default view and an additional view. The default view enables all learners, for instance, to see their final quiz score immediately

after submitting the quiz. An instructor could edit the default view and show questions answered incorrectly, show questions answered correctly, show all questions without user responses, or show all questions with user responses. Displaying a detailed submission view to all learners immediately after submitting a quiz would work if all learners take the quiz at the same time. However, if learners are completing the quiz at different times, and the instructor wants to ensure that learners do not share the answer key with other learners, the instructor may choose to create an additional submission view. This additional view only appears to learners when instructors publish the feedback on a quiz attempt.

To customize the submission view:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to create a submission view for, click **Edit**.
3. To edit the default view, on the **Submission Views** tab, click **Default View**. Make your changes and click **Save**.
Note: The **Default View** is displayed if the **Additional View** restriction rules you set are not met.
4. To create a new view with some restrictions, on the **Submissions View** tab, click **Add Additional View**.
5. Under **View Properties**, enter a **Name** for the new submission view, and enter a **Message** for the learners when the submission view displays.
6. Under **View Restrictions**, add rules for when the submission view is released to a learner.
 - To release the submission view to learners at a given date, enter a **Date**.
 - To apply the same IP restrictions set on the quiz, enable **IP Restrictions (IPv4)**.
 - To limit the time the submission view is available to a learner, select the **Limit the amount of time (in minutes) for which this view is available after the quiz is submitted** check box and enter a time in minutes.
Note: This time starts immediately after the instructor grades the learner's quiz and publishes quiz feedback. If the date you selected to release this additional submission view is further away than the time entered here, learners will not be able to view their quiz submission.
Note: The **View Restrictions** section is not available in the **Default View**.
7. Under **View Details**, select the quiz and question details you want to display to learners in the submission view.
 - Under **Show Questions**, select either **Yes** or **No**. If you decided to show the questions to learners in the submission view, select one of the four following options to specify how you want the questions to appear in the submission view:
 - **Show questions answered incorrectly** - Only incorrectly answered questions appear in the submission view.
 - **Show questions answered correctly** - Only correctly answered questions appear in the submission view.
 - **Show all questions without user responses** - All quiz questions appear in the submission view. However, learner responses are not displayed.
 - **Show all questions with user responses** - All quiz questions and learner responses are displayed in the submission view.

8. You can optionally select how the answers and scores related to the questions display to learners in the submission view:
 - **Show question answers** - Displays the answers to the questions based on the option you selected in step 7.
 - **Show question score and out of score** - Displays a learner's score for each question and the value of each question, depending on the option selected in step 7.
9. To display the standards associated to quiz questions and the evaluation a learner received on them, select the **Show standards** checkbox.
10. Under **Score**, you can select to **Show attempt score and overall attempt score**, which allows learners to view their attempt score once their quiz attempt has been graded and published.
11. Under **Statistics**, select the following options:
 - **Show class average** - This allows learners to view the class average for the quiz.
 - **Show grade distribution** - This allows learners to view the distribution of grades.
12. Click **Save**.
13. Click **Save and Close**.

Create a quiz report

To create a quiz report

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to create a report for, click **Setup Reports**.
3. Enter a **Report Name**.
4. Select your **Report Type**. Using the check boxes provided, customize your report's output.
5. Select when you want to release the report, and which roles you want to release it to.
6. Click **Save**.

About quiz reports

You can view and export quiz reports to a CSV or Microsoft Excel file for data analysis. The file contains all applicable information from the quiz so that you can query, sort, and evaluate the data without being connected to the learning management system. You must set up quiz reports using the quiz context menu > **Setup Reports** option before you can view or export reports.

To view existing quiz reports, from the quiz context menu, click **View Reports**.

All statistics are calculated based on a user's first attempt of the quiz. If a question is changed after attempts have occurred, then only the attempts on the newest version of the question are included in the statistical calculations.

Select or deselect the **Include exempted users in stats** check box to either include or exclude exempted users in quiz statistics.

Average grade is calculated only for first attempts of the quiz.

For all reports, you can set a release date and select roles to release the report to.

Note: Quiz statistics are not computed for questions in a Question Pool.

Report Type	Details
Question Statistics	<p>The average score on questions by points and percentage.</p> <p>You can choose to include or exclude the class average, grade distribution, bonus questions, the Out Of value, standard deviation, point biserial, and discrimination index.</p>
Question Details	<p>All of the answers provided for each quiz attempt, how many users chose each possible answer, the total number of responses, and the average score on each question.</p> <p>You can choose to include or exclude the level of difficulty, text responses, bonus questions, private comments added to the report, standard deviation, point biserial, and discrimination index.</p>
User Statistics	<p>The class average and standard deviation, grade distribution, and the grade of each user.</p> <p>You can choose to include or exclude the class average, grade distribution, and Org Defined ID.</p>
Attempt Details	<p>The Org Defined ID, username, first name, and last name of each user. Detailed information about each question. The users' responses for each question organized by attempt, including how long each attempt took.</p> <p>You can choose to include or exclude the Org Defined ID and attempt duration.</p>
User Attempts	<p>The Org Defined ID, username, first name, and last name of each user. The users' score for each question in points and percentage organized by attempt, including how long each attempt took.</p> <p>You can choose to include or exclude the Org Defined ID and attempt duration.</p>

Manage questions in the Quiz Builder

Add or Edit Questions

1. From the **Edit Quiz** or **New Quiz** page, click **Add/Edit Questions**.

2. On the **Question list**, select the check box for one or more of the available questions. The **Add** and **Import** menus are replaced by **Delete**, **Move To** and a **More Actions** menu.
3. Use the **More Actions** menu to update the settings of multiple questions:
 - Use **Toggle Bonus** to set bonus questions
 - Use **Toggle Mandatory** to make the question mandatory
 - Use **Set Points** to change the point value of questions
 - Use **Align to Standards** to align quiz questions to learning standards
 - Use the **Move To** menu to select the location for the new questions within the quiz. You can select **Top of the Quiz**, **Bottom of the Quiz**, or a specific **Section**.

Move and reorder questions

Individual questions can be moved by dragging and dropping them into the desired location. If you want to move multiple questions you can use the **Move To** menu. It is only visible when question check boxes are selected.

1. Select the check boxes for the questions you want to move.
2. Click **Move To**, and select from the available options:
 - Top of the Quiz
 - Bottom of the Quiz
 - Section

Note: When choosing the Section option, the menu expands to display all available sections in the quiz.

Delete alignments from quiz questions

You can remove alignments individually on the main Quiz Builder screen, or remove alignments to individual questions within question pools in the Question Pool editor.

1. Browse to the quiz or question pool.
2. Do one of the following:
 - Click the X on the alignment tag in the question pool to delete the alignment for all questions within the pool.
 - Click the X on the alignment tag on an individual question to delete the tag for that question only.
 - Select several questions, then click to clear the outcomes alignment for those questions only.

Importing and exporting questions

Add Questions from the Browse Question Library window


1. On the navbar, click **Quizzes**.
2. Click **New Quiz** to create a new quiz, or click a quiz name to edit a pre-existing quiz.
3. Enter a name for the quiz.
4. Click **Add/Edit Questions** and from the **Import** drop-down menu, select **Browse Question Library**.
5. To search in the Question Library, enter a keyword in the **Search question text** field.
6. To search in any other quiz in the course, from the **Source** drop-down menu, select the quiz.
Note: You can filter the search results by question type and sort the search results by question type and points or alphabetically by title or text.
7. Select the question(s) you want to add and do one of the following:
 - Click **Import** to automatically add the questions to the end of the quiz.
 - Click the **Import** drop-down menu to select the section of the quiz to add questions. You can select **Import to Top of the Quiz**, **Import to bottom of the Quiz**, or **Import to Section > [Section name]**.
8. Click **Done Editing Questions**.
9. Click **Done Editing Questions**.

Import questions from Brightspace Learning Repository

1. From the **Edit Quiz** or **New Quiz** page, click **Add/Edit Questions**.
2. From the **Import** drop-down menu, click **Import from LOR**.
3. Browse to the repository and select the check boxes for the quiz or questions you want to import.
4. Click **Select**.

Export questions to Brightspace Learning Repository

1. From the **Edit Quiz** or **New Quiz** page, click **Add/Edit Questions**.
2. Select the check boxes for the questions you want to export.
3. From the **More Actions** drop-down, click **Publish to the LOR**.
- a. Do one of the following:
 - To publish to an existing repository, select **Pick a Repository**. From the drop-down list, select a repository.
 - To overwrite an existing learning object, select **Overwrite an existing object**. Click **Search**. Locate the repository you want to overwrite. To have your learning object inherit the previous object's metadata, clear the **Replace existing object's metadata** check box.
- b. Click **Sharing and Publishing Options**. Do any of the following:

- To leave the page while your package is being built, select **Publish in the background**.
 - To hide the learning object from searches, select **Hide learning object in search results**.
 - To associate the learning object with Creative Commons rights, select **Creative Commons licensed**. From the drop-down list, select your modifications preference. Creative Commons licensing enables you to retain copyright on your work while allowing different degrees of reuse to other users. Associating a creative commons license automatically populates the metadata rights fields with this information.
- c. In the **Learning Objects to Publish** area, clear the check box for any item you do not want to include in the package. Clearing a folder clears all its associated questions and sub-folders.
 - d. Click **Next**.
 - e. On the **Detected Files** page, do any of the following:
 - To add additional files to the package, click **Add Files**. Locate the file and click **Add**.
 - To add additional folders to the package, click **Add Folders**. Locate the folder and click **Select a Path**.
 - f. Click **Next**.
 - g. On the **Metadata** page, to classify your learning object, click  **Classifications**. From the **Classification Schema** drop-down list, select a schema. Click **Select**. Click the **Add** icon for any classification you want to add. Click **Save**.
 - h. Click **Publish to LOR > Done**.

Preview a quiz

To preview a quiz

The quiz preview option allows you to test the accuracy of content and grading before you release a quiz. In preview, you can answer the questions, view allowed hints, submit the quiz, reset the evaluation of answers, read feedback, and view report results.

You can preview a quiz from the Manage Quizzes page, or from the Quiz Builder page.

To preview a quiz from Manage Quizzes:

1. On the course home page, click **Quizzes**.
2. Click **Preview** from the context menu of the quiz you want to preview.
3. If you want to view the quiz with user restrictions enabled, clear the **Bypass Restrictions** check box.
4. Click **Start Quiz!**
5. Preview your quiz.
6. To return to **Manage Quizzes** page, click **Exit Preview**.

To preview a quiz from Quiz Builder:

1. On the course home page, click **Quizzes**.
2. Click **New Quiz** or click **Edit** from the context menu of an existing quiz.
3. Click **Add/Edit Questions**.
4. After Adding or Importing questions, click **Preview**.
5. If you want to view the quiz with user restrictions enabled, clear the **Bypass Restrictions** check box.
6. Click **Start Quiz!**.
7. Preview your quiz.
8. Click **Done**.

Grade a Quiz Preview

When previewing a quiz , you can select the **Allow this preview attempt to be graded in the Grade Quiz area** check box to preview how the quiz appears when being graded.

1. On the course home page, click **Quizzes**.
2. Click **Grade** from the context menu of the quiz you want to preview.
3. On the Users tab, click **Show Search Options**.
4. From the **Restrict** to drop-down menu, click **Users who have previewed attempts**. Click the **Search icon** in the **Search for** field.
5. Find and click on your attempt.

Hide quizzes

To hide a quiz:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of a quiz, select **Hide from Users**.

Note: You can also edit a quiz, access the **Restrictions** tab, and select the **Hide from Users** checkbox.

To make hidden quizzes visible;

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of a quiz, select **Make Visible to Users**.

Note: You can also edit a quiz, access the **Restrictions** tab, and deselect the **Hide from Users** checkbox.

To bulk hide or display quizzes:

1. On the navbar, click **Quizzes**.

2. On the **Manage Quizzes** page, select the checkbox for any item you want to change the visibility of.
3. Click **More Actions**, and select **Make Visible to Users** or **Hide from Users**.

View Quizzes Attempt Logs

The Attempt Logs track detailed quiz attempt events per user. From the Overview tab you can view quiz attempts based on Quiz Entry time, Quiz Completion time, Quiz Attempt Deleted, and Quiz Attempt Restored.

From the Detailed tab you can view the following quiz attempt events: Quiz Entry and re-entry times, Response Save time, Page Movement time, Quiz confirmation screen / completion time, and IP Address when each event occurs.

To view Attempt Logs for quizzes

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz with attempts you want to reset, click **Attempt Logs**.
3. On the **Attempt Logs** page, from the **Overview** tab to filter your view of the attempts by the following filters:
 - **Quiz Entry**: View quiz attempts that have been started by learners.
 - **Quiz Completion**: View quiz attempts that have been completed.
 - **Quiz Attempt Deleted**: View quiz attempts that have been deleted.
 - **Quiz Attempt Restored**: View previously deleted quiz attempts that have been restored.

Note: All selected filters display their associated results. To deselect a filter, click the filter label again.
4. Click the **Detailed** tab to view all Attempt events for the quiz.

Restore deleted quiz attempts in the Attempt Logs

You can restore deleted quiz attempts for learners in the quiz's **Attempt Logs Overview** tab.

Note:

- A deleted quiz attempt can only be restored if the learner does not have another quiz attempt in progress.
- The **Restore** button only appears for the latest deleted quiz attempt.

To restore a deleted quiz attempt

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz with attempts you want to reset, click **Attempt Logs**.
3. From the **Overview** tab, click **Quiz Attempt Deleted**. Click **Restore** for the quiz attempt you want to restore.

Add special access to a quiz that requires Respondus LockDown Browser

If Respondus LockDown Browser is enabled for the course offering a quiz resides in, you can exempt individual learners from the requirement to use the LockDown Browser when taking that quiz.

1. On the **Manage Quizzes** page, from the context menu of the quiz you want to add restrictions to, click **Edit**.
2. In the **Restrictions** tab, under **Security Options > Respondus LockDown Browser**, do one of the following:
 - Select **Required to take this quiz**.
 - Select **Required to view quiz feedback and results**.
3. Click **Add Users to Special Access**.
4. On the **Add Special Access to Quiz** page, under **LockDown Browser**, select **Not required to take this quiz**.
5. Select the learners that you want to exempt from using the LockDown Browser for this quiz and click **Add Special Access**. The learners to whom you have granted this special access appear below the **Add Users to Special Access** button with a **Do not require LockDown Browser for this quiz** icon beside their names.

Note: The special access settings do not apply to all quizzes in a course offering automatically. You must add special access for learners to each quiz separately.

Save draft quiz feedback

1. When evaluating a quiz submission, click **Save Draft** to store any grading and feedback information. On the **Grade Quiz** page, in the **Status** column, attempts with draft feedback display **Draft Saved**, along with the date and time it was saved (to indicate that evaluation is in progress).
2. Click **Publish Feedback** to release the feedback for multiple attempts simultaneously.

Note: Once feedback is published, the user interface displays options to **Update** and **Retract**. **Retract** allows score and feedback to be hidden from learners. Published feedback automatically appears in your grade book. If you retract published feedback, the entry is simultaneously removed from the grade book until you publish again.

Set a different number of quiz attempts for an individual learner

1. Open the quiz that you want to grant an individual learner a different number of quiz attempts.
2. Click **Quiz Setup**.
3. In the **Assessment** tab, in the **Attempts** area, set how many attempts a learner can make on a quiz, how multiple attempts are calculated, and the minimum and maximum

percentage score that a learner must achieve on a previous attempt to qualify for another attempt.

4. Click **Save**.
5. In the **Restrictions** tab, select the **Allow selected users special access to a quiz** check box and then click **Add Users to Special Access**.
6. In the **Users** area, select the learner that you want to grant a different number of quiz attempts.
7. Click **Add Special Access**.
8. In the **Special Access** area, alongside the name of the learner, click **Edit**.
9. In the **Attempts** area, select the **Override attempts allowed** check box.
10. In the **Advanced Attempt Conditions** area, update the **Min** and **Max** percentage score that the learner must achieve on a previous attempt to qualify for another attempt if required.
11. Click **Add Special Access**.
12. Click **Save and Close**.

View quiz statistics

You can view and export quiz statistics and reports to a CSV file and/or an Excel file for data analysis. The files contain all pertinent information on the quiz so that you can query, sort, and evaluate the data without being connected to Brightspace Learning Environment. In this view, you can see a list of quizzes for the course. The average grade for each quiz displays beside the quiz name.

Note: Quiz statistics are not computed for questions in a Question Pool.

View quiz statistics

1. On the Manage Quizzes page, click **Statistics** from the context menu of the quiz you want to view.
2. On the View Statistics page, click the **User Stats**, **Question Stats**, and **Question Details** tabs to view statistics broken down by user and by question.
3. Click **Export to CSV** or **Export to Excel** if you want to save the quiz's statistics to your computer.

Note: The system exports the statistics only from the tab you are currently viewing.

Understanding User Stats

User Stats CSV and Excel files contain performance data by user, including the user's Org Defined ID, username, first name, last name, quiz score, the value the quiz was graded out of, the user's score as a percentage, and the class average.

Tip: You can create a column to calculate the median score on the quiz to consider the class's performance from a different perspective. Use the formula `=median(x1:x5)` to calculate the median.

Understanding Question Stats

Question Stats CSV and Excel files contain data about the average score on questions by points and percentage.

The question title, text, bonus status, and difficulty level are included in the files so that data can be analyzed without referring back to the learning management system.

Tip: You can sort, query, hide, and delete data to help your analysis and create charts or graphs to visually represent trends.

Understanding Question Details

Question Details CSV and Excel files contain detailed information about each question in the quiz, including a list of all of the answers provided for each quiz attempt, how many users chose each possible answer, the total number of responses, and the average score on the question. Question Details reports can help you evaluate trends in answers and look for questions that were unclear or difficult for a number of users.

The question title, text, bonus status, and difficulty level are included in the CSV file so that data can be analyzed without referring back to the learning management system.

Tip: You can create a column that calculates the average score for all question attempts as a percentage by dividing the Average Score column by the Out Of column and multiplying by 100. Next, create a custom filter for the new Attempt Average column that displays only rows where the attempt average is less than 51%. This way you can quickly review questions that users struggle with and adjust grades or your lesson plans accordingly.

Data exported for question details

Question Type	What is exported
Multiple Choice	All possible answers and the number of responses for each answer.
True/False	All possible answers and the number of responses for each answer.
Long Answer	All the responses provided listed on separate rows.
Short Answer	The correct answer for each blank and an additional row for all other answers, and the number of responses for the correct answer versus other answers.
Multi-Short Answer	The correct answers for each blank and an additional row for all other answers, and the number of responses for the correct answer versus other answers.
Fill in the Blanks	The correct answers and an additional row for other answers, and the number of responses for the correct answer versus other answers.

Multi-Select	All possible answers and the number of responses for each answer.
Matching	All possible matches and the number of responses for each match.
Ordering	All answers in the order match and the number of responses for each match.
Arithmetic	Questions are broken down by results and units. Also, lists which users had both results and units correct, only results correct, only units correct, and neither correct.
Significant Figures	Questions are broken down by results and units. Also lists which users had both results and units correct, both results and units correct, as well as significant figures, only results correct, only results and significant figures correct, only units correct, and neither results or units correct.

Give each learner a random set of quiz questions

To provide learners with a unique set of questions

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click on the quiz where you want to add a question pool.
3. Click **Add/Edit Questions**.
4. From the **New** button, click **Question Pool**.
5. Enter a **Question Pool Title**, the **Number of Questions to Select**, and the **Points per Question**.
6. Click **Browse Question Library**.
7. Select from the existing questions in the Question Library, and click **Add**.
8. Click **Save > Done Editing Questions**.

About random sections

You can create random sections in quizzes to distribute a unique set of questions to individual users. Random sections pull questions from a designated pool of questions stored in the question library.

Since you can only access random sections within quizzes, you must create a quiz before you can create its random sections. You can import an infinite number of questions from Question Library into each random section, but you cannot create new questions within random section folders.

Managing random sections (renaming, reordering, deleting) is similar to managing quiz questions except you cannot publish random sections.

About question pools

Question pools allow you to create quizzes with randomized questions while using the new Question Creation Experience. Question pools are an effective way to prevent cheating on quizzes as they ensure each learner receives a unique set of questions. Once you have entered a title, the number of questions to select, and the points per question for your question pool, you

can browse the Question Library or existing quizzes, surveys, and self-assessments, to select the desired questions. It is recommended that you organize your Question Library to include a section for each quiz. This makes it easier to locate the correct questions during the question pool creation process. A dynamic preview is automatically generated when questions are imported into a question pool. The preview allows instructors to quickly get an idea of how the question pool appear to learners when taking the quiz.

Converting random sections to question pools

In the quiz creation experience, all existing random sections convert to question pools. This does not change the quiz taking experience for learners.

In some cases, the system prompts you to move content from a former random section into a parent section. This occurs when either of the following conditions are met:

- the random section settings have **Show Section Name** selected
- the random section message field contains information

When you convert the random section, the title and message information moves to a parent section, and the randomization settings and questions move to a question pool nested inside that parent section.

Create bonus quiz questions

1. In the Quiz Builder, edit an existing quiz, and click **Add/Edit Questions**.
2. Select the check box for any questions you want to be made bonus questions.
3. Click **More Actions**, and select **Toggle Bonus**.

Submit in-progress quizzes

You can submit an in-progress quiz on behalf of a learner:

1. In Quizzes, on the **Manage Quizzes** page, click the drop-down menu next to the quiz you want to grade.
2. Select **Grade**.
3. On the **Users** tab, click **Show Search Options**.
4. From the **Restrict to** drop-down menu, select either **All users** or **Users with attempts in progress**.
5. Click the **Enter quiz as user** icon next to the in-progress quiz and click **Submit** to submit the Quiz as that user.

Editing quizzes with learner attempts

D2L recommends careful consideration before editing quiz questions or quizzes that have been released to learners and have learner attempts completed or in-progress. Changes you make to due date and time limit setting do not impact past attempts or in-progress attempts by users.

Edits to quiz due dates and time limits

Existing quiz due dates and time limits are locked at the time a learner begins a quiz attempt. Changes you make to due date and time limit settings on published quizzes will not impact past attempts or in-progress attempts by users. Only new quiz attempts will use the updated due date and time limit settings.

Edits to quiz scores and grading

Changes that alter the score or grading method of quiz questions apply only to the edited version of the quiz for future attempts.

The following types of edits to quiz questions can change the overall grade of a quiz.

- Changing the points associated with a question in a quiz
- Adding or removing a question
- Changing the bonus status of a question

Quiz content and score edits **do not** apply to completed attempts or attempts in progress. Previous quiz attempts reflect the quiz content and scoring as it appeared to each learner at the exact time they started their attempt.

Overall grade calculations appear as follows for edited quizzes with unaltered previous attempts:

- When using the **Highest Attempt**, **First Attempt**, **Last Attempt**, and **Lowest Attempt** methods, the learner's actual attempt numerator and denominator are used to calculate the Overall Grade. The denominator in Overall Grade for previous attempts is not changed by edits that alter the quiz score for future attempts. The Overall Grade is determined by the highest percentage score across all attempts.
- For the **Average Attempt** method, the learner's percentage scores are averaged and displayed using the denominator of the most recently edited version of the Quiz.

Update question scores for previous attempts on quizzes

You can directly alter learner scores on specific questions in previous attempts on an edited quiz using **Update All Attempts**.

1. On the course navbar, click **Quizzes**.
2. From the context menu of the quiz you have edited, click **Grade**.
3. In the **Questions** tab, select **Update all attempts**.

4. Click the quiz question that you want to grade.
5. Enter grades for all respondents in the appropriate **Grading Type** field.
6. Click **Save**.

Question Library

The Question Library is a central repository that stores and archives questions which you can reuse within a course. You can create multiple collections within the Question Library to organize your questions by type and topic, making it easier for you to find questions for your quizzes, surveys, and self assessments.

As a best practice for storage, organization, and easy access, we recommend that you create all your questions using the Question Library. You can also consolidate questions created within the Quizzes, Surveys, and Self Assessments tools by importing them back into the Question Library.

About importing questions into Question Library

The Question Library is a good place to store, organize, and easily access all your questions within a course.

Import questions into Question Library to consolidate questions created with the Quizzes, Surveys, and Self Assessments tools. Consolidating questions within Question Library enables you to efficiently transfer questions to new courses using the Copy Course Components feature. You can also import questions from a CSV file or a learning object repository.

When you import questions into surveys or self assessments, the answers from the Question Library, point value, and difficulty indicators are automatically removed.

You cannot import Likert questions to quizzes and self assessments because they are unique to surveys.

Access Question Library

1. On the navbar, click **Quizzes**, **Surveys**, or **Self Assessments**.
2. From the tool navigation, click **Question Library**.

Import questions into Question Library

To import questions into Question Library from a file

1. In Question Library, click **Import**.
2. From the **Import** button, select **Upload a File**.
3. From the **Upload a File Window**, select the source where existing questions reside by clicking **Browse** and selecting the file or dragging and dropping the selected file into the **Upload a File Window**.

4. Once the file finishes importing, view the uploaded questions in the **Upload a File** window.
5. To import all the questions from the upload, click **Import All**. To import select questions from the file upload, select the questions you want to upload and click **Import**.

Import questions into Question Library from an existing collection

To import questions into Question Library from an existing collection

1. In Question Library, click **Import**.
2. From the **Import** button, select **Browse Existing Questions**.
3. From the **Source Collection** drop-down list, select the source where existing questions reside.
4. From the **Source Section** drop-down list, select **Collection Root** or a specific section where existing questions reside.
5. Select the questions you want to import, then click **Save**.

Import questions into Question Library from a learning object repository

1. In Question Library, click **Import**.
2. From the **Import** button, select **Learning Repository (LOR)**.
3. Locate the object you want to import.
4. Select the learning object or file, then click **Select**.
5. Click **Save**.

Creating Question Library questions

For quizzes, you can create the following question types in Question Library

- True or False (T/F)
- Multiple Choice (M/C)
- Multi-Select (M-S)
- Written Response (WR)
- Short Answer (SA)
- Multi-Short Answer (MSA)
- Fill in the Blanks (FIB)
- Matching (MAT)
- Ordering (ORD)
- Arithmetic (2+2)
- Significant Figures (x10)

Note: For a secure and consistent editing experience in Brightspace, creating any of the following question types automatically filters out JavaScript and non-standard HTML: Likert,

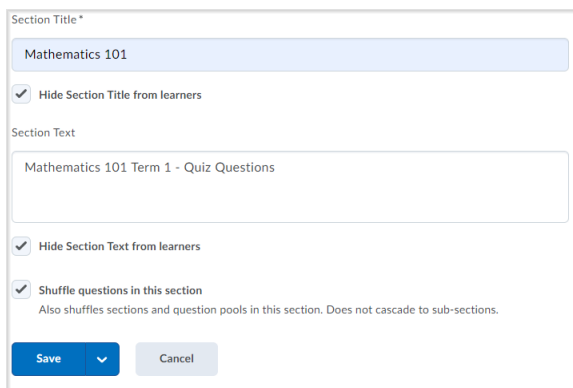
Ordering, Matching, Fill in the Blanks, Short Answer, Multi-Short Answer, Arithmetic, and Significant Figures.

Organize questions with sections

You can create sections in Question Library to organize your questions.

To create a section

1. In Question Library, from the **New** drop-down menu, select **Section**.
2. Enter a **Section Title**.
3. To hide the section title from learners, select the **Hide Section Title from learners** check box.
4. To add a description of this section, enter the **Section Text**.
5. To hide the section text from learners, select the **Hide Section Text from learners** check box.
6. To shuffle sections and question pools in this section, select the **Shuffle questions in this section** check box.
Note: The shuffle functionality does not cascade to sub-sections.
7. Click **Save**.



Section Title *

Mathematics 101

Hide Section Title from learners

Section Text

Mathematics 101 Term 1 - Quiz Questions

Hide Section Text from learners

Shuffle questions in this section
Also shuffles sections and question pools in this section. Does not cascade to sub-sections.

Save

Figure: The create section screen in Question Library

Short descriptions for questions

The **Short Description** field is used to differentiate quiz questions in Question Library. The **Short Description** field is only accessible to instructors from Question Library. Learners cannot see this field when taking a quiz or using any kind of tool to see the raw HTML.

Note: When editing or viewing an individual question, the **Short Description** field displays; however, when viewing all questions from Question Library, the **Name** column displays, with the **Short Description** for each quiz question appearing under the **Name** column.

Create true or false questions

True or false (T/F) questions present a statement which respondents must determine is correct or incorrect.

To create true or false questions

1. In the **Question Text** field, enter your true or false question. A preview of the question appears in the preview pane as you begin creating the question.
2. In the **Answers** area, select **True** or **False** as the correct answer.
3. Set the number of points for the true or false question.
4. From the **Options** drop-down list, optionally, specify the following:
 - To add feedback for each answer, select **Add Feedback**.
 - To add a hint to the question, select **Add Hint**.
 - To add a short description to the question, select **Add Short Description**.
 - To select how you want your options to be enumerated, select an option from the **Add Enumeration > Enumeration** drop-down list.
5. Click **Save**.

Create multiple choice questions

Multiple choice (M/C) questions present a statement or question with a list of possible answers, in which learners must choose the best possible answer. Multiple choice questions differ from multi-select questions in that learners select one answer for each multiple choice question.

If you create a multiple choice question that has more than one possible solution, you can weight the answer according to the correctness of each possible answer.

For example, if two answer choices out of five options are accepted as correct, both can be weighted 100% and the other three options can be weighted at 0%. If all five answer choices are accepted as correct but some are more correct than others, each can be weighted in ascending order with the most correct answers weighted more than the least correct answers.

To create multiple choice questions

1. In the **Question Text*** field, enter your multiple choice question. A preview of the question appears in the preview pane as you begin creating the question.
2. In the **Answers *** area, enter the answers for the multiple choice question.
3. To add additional answers, click **Add Answer**.
4. If you want to allow each learner to submit random answers, select the **Randomize answers for each learner** check box.
5. Set the number of points for the multiple choice question.
6. From the **Options** drop-down list, optionally, specify the following:
 - To add feedback for each answer, select **Add Feedback**.
 - To add a hint to the question, select **Add Hint**.
 - To add a percentage weight for each answer, select **Add Custom Weights**. You can set different weights for each answer if some solutions are more correct than others.

- To add a short description to the question, select **Add Short Description**.
- To select how you want your options to be enumerated, select an option from the **Add Enumeration > Enumeration** drop-down list.

7. Click **Save**.

Create multi-select questions

Multi-select (M-S) questions require respondents to identify one or more correct answers in a list of possible answers. Unlike multiple choice (MC) questions, multi-select questions enable you to choose a grading method and allow users to select more than one answer.

To create a multi-select question

1. In the Question Library, from the **New** button, click **Multi-Select Question (M-S)**.
2. In the **Question Text** field, enter your question. As you select the field, a pop-up toolbar displays for formatting the text and adding images, links, and graphical equations. As you complete the field, the preview pane displays how it appear to learners.
3. Under **Answers**, enter possible answers. Select the check box for each correct answer.
4. To add optional information to the multi-select question, click **Options** and choose one or more of the following: **Add Feedback**, **Add Hint**, **Add Short Description**, and **Add Enumeration**. Enter information as required.
5. Optionally, choose **Randomize answer order**.
6. Specify a value for **Default Points** and choose a grading method for **How are points assigned to blanks?**
7. Click **Save**.

Understanding grading methods for multi-select questions

For determining how points are assigned to blanks, the following grading methods are available in the classic and new multi-select question experience:

- **All or Nothing** - Learners earn full points only when all correct answers are selected and all incorrect answers are left blank. Learners cannot earn partial points.
- **Correct Selections** - Points are evenly distributed across all answers. Learners earn partial points for each answer correctly selected and left blank.
- **Correct Answers, Limited Selections** - Points are evenly distributed across correct answers only. The number of selections allowed is limited to the number of correct answers. Learners earn partial points for each correct answer selected.
- **Right Minus Wrong Selections** - Points are evenly distributed across all answers. Learners earn partial points for each answer correctly selected and left blank. Learners lose points for answers incorrectly selected or left blank. Learners cannot receive less than 0 points.

Create written response questions

Written response (WR) questions require respondents to write detailed answers in response to open-ended questions. You can enable users to respond in multiple sentences, paragraph answers, or mathematical explanations and calculations, and attach files and images to support their answers.

Users can also respond in HTML code.

Note: HTML code is sometimes stripped from saved written responses if a learner refreshes the page while taking the quiz. As a best practice, encourage users to save a version of their HTML response locally in case they need to refresh the page.

Written response questions are not auto-graded. Quiz attempts that have a combination of auto-graded and written response questions display the status **Pending Evaluation** on the **User** and **Attempts** pages in Quizzes to easily identify attempts that require manual grading by instructors.

To create written response questions

1. In the Question Library, click **New**, then click **Written Response (WR)**.
2. In the **Question Text** field, enter your written response question details.
3. If you want learners to be able to format their answer, select the **Enable HTML Editor for learner responses** check box.
4. To allow learners to attach files and images to support their answers, select the **Enable inserted images and attachments** check box.
5. In the **Default Points** field, enter the points learners will receive for answering the whole question correctly.
6. From the **Options** drop-down list, do one of the following:
 - To add feedback for the answer, select **Add Feedback**.
 - To add a hint to the question, select **Add Hint**.
 - To add a short description to the question, select **Add Short Description**.
 - To add an answer key to assist evaluators in their marking, select **Add Answer Key**.
 - To add a custom size to the response box, select **Add Custom Response Box Size**.
 - To add initial text for learner responses, select **Add Initial Text** and enter the desired text.
7. To verify your question, click **Preview**.
8. Click **Save**.

Create short answer questions

Short answer (SA) questions require respondents to create one word or brief sentence answers in response to open-ended questions.

To create short answer questions

1. In the Question Library, from the **New** button, click **Short Answer Question (SA)**.

2. In the **Question Text** field, enter your short answer question details.
3. In the **Answers for Blank 1** field, enter your answer(s).
4. From the abc drop-down list for blank 1, select the comparison method, that is **Text**, **Case-Sensitive Text**, or **Regular Expression**. All answers for a blank are assessed using the same comparison method.
5. If you want to add more blanks, click **Add Blank** and enter your answer(s).
6. For all additional blanks, select the comparison method.
7. In the **Default Points** field, enter the points learners will receive for answering the question correctly.
8. From the **How are points assigned to blanks?** drop down list, select one of the following options:
 - **Students will receive part marks** - The default points for each blank are calculated automatically and evenly distributed.
 - **Students must answer all blanks correctly** - The default points will only be awarded if the learner answers all blanks accurately.
9. From the **Options** drop-down list, do one of the following:
 - To add overall feedback for the answer, select **Add Feedback**.
 - To add a hint to the question, select **Add Hint**.
 - To add a short description to the question, select **Add Short Description**.
10. To verify your question, click **Preview**.
11. Click **Save**.

Note: As a best practice, D2L recommends that the weight of each possible solution equals 100% if you require only one answer. If your question requires multiple answers, and each answer has several possible solutions, we recommend that the combined weight of each answer's most correct solution be equal to 100%.

Create multi-short answer questions

Multi-short answer (MSA) questions require respondents to answer a multi-solution question and input their answers into individual input boxes. Respondent's answers are checked against each possible answer stored in the answer fields. D2L recommends that the required number of answers corresponds with the number of input boxes provided.

An MSA question's maximum point value is reflected by a 100% weight. As a best practice, D2L recommends that each possible answer's weight calculation equals 100% divided by the number of answers required by the question.

Multi-short answer questions differ from short answer (SA) questions in that the multi-short answer question enables you to create multiple answer boxes which all relate to one answer set; short answer questions also support multiple answer boxes, but each requires a distinct set of possible answers. The short answer question type is ideal if you need to create a multi-part question that cannot share the same answer pool.

For example, the question "Name 3 state capitals" displays three input boxes to users. Each answer users submit is checked against 51 possible correct answers stored in the answer fields and each answer field has a weight of 33.3%.

To create multi-short answer questions

1. In the Question Library, from the **New** button, click **Multi-Short Answer Question (MSA)**.
2. In the **General** area, enter your multi-short answer question details.
3. In the **Options** area, do the following:
 - In the **Input boxes** field, enter the number of required answer fields you want your question to have. You can assign the number of rows and columns for each answer field.
 - In the **Answer** fields, enter the correct answers for your question, the weight for each answer (you can set different weights if some solutions are more correct than others), and how you want the answers to be evaluated.
 - To assign more possible answers for the question, click **Add Answer**.
4. To verify your answer, click **Preview**.

Create fill in the blanks questions

Fill in the blanks (FIB) questions require respondents to fill in one or more missing words for an incomplete sentence, statement, phrase, list, or key terminology.

As a best practice, D2L recommends that answers in blank fields be no more than one or two words to ensure auto-grading accuracy. Your listed order of blank and text fields corresponds with the sequence displayed to users.

An FIB question's maximum point value is reflected by a 100% weight. As a best practice, the combined weight of your answers should equal 100%. If your FIB question has multiple blank fields and each blank field has several possible answers, D2L recommends the combined weight of each blank field's most correct answer equals 100%.

To create fill in the blanks questions

1. In the Question Library, from the **New** button, click **Fill in the Blanks Question (FIB)**.
2. In the **General** area, enter your fill in the blanks question details.
3. In the **Question Text** area, do the following:
 - Enter your text.
 - In the **Blank #1** area, enter your information, including the answer to the text, the weight you want to assign the answer (you can set different weights if some solutions are more correct than others), and how you want to evaluate the answer.
 - To assign more possible answers for the blank, click **Add Answer**.
 - To add more blanks to the question, click **Add Blank**.
 - To add more text to the question, click **Add Text**.
4. To verify your question, click **Preview**.

Understanding grading options for short answer, multi-short answer, and fill in the blanks questions

There are three possible grading options for short answer, multi-short answer, and fill in the blanks questions:

- **Case Insensitive** -Auto-grading searches for a matching character pattern in the answer text with or without letter case correctness.
- **Case Sensitive** - Auto-grading searches for a matching character pattern in the answer text that must have letter case correctness.
- **Regular Expression** - Auto-grading uses meta-characters to search for one or more matching strings in the answer text's character pattern. What you set as meta-character parameters helps determine letter case sensitivity.

Create matching questions

Matching (MAT) questions require respondents to choose from a set of possible match choices from drop-down lists and correctly pair them with related items. This question type enables you to assess users' recognition of information and demonstrate comprehension of specific relationships.

To create matching questions

1. In the Question Library, from the **New** button, click **Matching Question (MAT)**.
2. In the **General** area, enter your matching question details.
3. In the **Choices** area, do the following:
 - Select the grading method for the question.
 - In each **Value** field, enter a choice.
 - To add additional values for the question, click **Add Choice**.
4. In the **Matches** area, do the following:
 - In each **Value** field, enter a choice.
 - To add additional matches for the question, click **Add Match**.
 - From the drop-down list for each matching value, select the corresponding **Correct Choice**.
5. To verify your question, click **Preview**.

Create ordering questions

Ordering (ORD) questions require respondents to arrange a series of items into a correct sequence or order.

To create ordering questions

1. In the Question Library, from the **New** button, click **Ordering Question (ORD)**.
2. In the **General** area, enter your ordering question details.
3. In the **Options** area, do the following:
 - Select your grading method.
 - In each **Value** field, enter a choice. To add more values, click **Add Item**.
 - From the **Correct Order** drop-down list for each value, set the order of the values. The first value in the correct order should be "1".
4. To verify your question, click **Preview**.

Understanding grading options for matching and ordering questions

There are three possible grading options for matching and ordering questions:

- **Equally weighted** - The total point value is divided equally among all possible correct matches. Users receive equally weighted points for each correct answer.
- **All or nothing** - Users receive full points for the question if they select all of the correct answers and none of the incorrect answers. Users receive zero points if they miss any correct answers or select any incorrect answers.
- **Right minus wrong** - Users receive points equal to the number of right answers they choose minus the number of incorrect answers they choose. To determine how much each answer is worth, the system takes the total number of points assigned to the question and divides it by the total number of answer choices. For example, if a question is worth 10 points and has 5 answer choices, each correct answer is worth 2 points, and each incorrect answer is worth - 2 points ($10/5 = 2$). If a user gives 3 correct answers and 2 incorrect answers, 2 is the total number of points received for the question $[(3*2)+(2*-2)]$. Users can receive a minimum of zero on a question; they cannot receive a negative mark.

Create arithmetic questions

Arithmetic questions enable you to assess users' knowledge and comprehension of mathematics and number theory. You can ensure each respondent receives a unique question by including variables enclosed with curly braces that randomly generate numbers within the problem. For example, if you set variables x, y, and z with a Min 1 to Max 5 number range in 1-step increments, the question "You have {x} green marbles, {y} red marbles, and {z} blue marbles. How many marbles do you have in total?" will randomly generate a rational number (1, 2, 3, 4, 5) for {x}, {y}, and {z}.

In arithmetic questions, use answer precision to limit the number of acceptable decimal places allowed in a response. You can require that correct answers contain a specific number of decimal places.

To create arithmetic questions

1. In Question Library, from the **New** button, click **Arithmetic Question (2+2)**.
2. In the **Title** field, enter an optional title for your question.
3. In the **Points*** field, enter the number of points a learner will receive for answering the question correctly.
4. Set the **Difficulty** level for the question.
5. In the **Question Text** field, enter your arithmetic question text.
Note: The character limit is 512.
6. To add an image to your arithmetic question, click **Insert an Image** and select the image you want to add and enter a description for the image.
7. To enable learners to add attachments to support their answers, select the **Allow attachments to support answers** check box.

8. Enter your arithmetic question Formula using the following supported operations, functions, and constants:

Enumerations	Description
+,-,*,/,^	Basic mathematical operators
%	Modulo (remainder) operator
{x}^{y}	x to the power of y
abs({n})	Absolute value of n
cos({n})	The cosine of n (in radians)
sin({n})	The sine of n (in radians)
sqr({n})	The square root of n
tan({n})	The tangent of n (in radians)
log({n})	The log base 10 of n
ln({n})	The log base e of n
atan({n})	The inverse tangent of n
sec({n})	The secant of n
cosec({n})	The cosecant of n
cotan({n})	The cotangent of n
Factorial	Factorial of n, or (n!)
exp	The power of natural log (e)
pi	pi 3.14159 (accurate up to 50 decimal places)
e	e 2.71828 (accurate up to 50 decimal places)

To verify your formula before sharing it with learners, click **Test**.

9. In arithmetic questions, use answer precision to limit the number of acceptable decimal places allowed in a response. You can require that correct answers contain a specific number of decimal places.
10. From the **Answer Precision** drop-down menu, select the number of acceptable decimal places allowed in a response and select the enforce precision check box to require correct answers to contain this specific number of decimal places.
11. Use **Tolerance** levels to accept near-accurate, estimated, or rounded answers.
12. To assess if answers include correct units of measurement, enter a unit type (mm, cm, grams, inches, etc.), and set one of the following Evaluation Options:
 - **Case Insensitive** - Auto-grading searches for a matching character pattern in the answer text with or without letter case correctness.
 - **Case Sensitive** - Auto-grading searches for a matching character pattern in the answer text that must have letter case correctness.
 - **Regular Expression** - Auto-grading uses meta-characters to search for one or more matching strings in the answer text's character pattern. What you set as meta-character parameters helps determine letter case sensitivity.
13. To assign a weighted points value to the measurement unit, from the **Worth:** drop-down menu, select a percentage.
14. In the **Variables** area, do the following:
 - Create any variables you want to use with your question by giving the variable a **Name**, a minimum value in **Min**, and a maximum value in **Max**.

- Set the number of decimals to provide in the **Decimal Places** drop-down list.
 - To set the system's incrementing steps as it generates numbers from the range set by the **Min** and **Max** fields, in the **Step** field, enter a number.
15. Enter a **Question Hint** and **Question Feedback**.
 16. To verify your question, click **Preview**.
 17. Click **Save**.

Create significant figures questions

Significant figures questions require respondents to answer in scientific notation and provide solutions that contain a specified number of significant figures. Math and science courses commonly use this question type. You can ensure each respondent receives a unique question by including variables enclosed with curly braces that randomly generate scientific notations within the problem.

To create significant figures question

1. In Question Library, from the **New** button, click **Significant Figures (x10)**.
2. In the **Title** field, enter an optional title for your question.
3. In the **Points*** field, enter the number of points a learner will receive for answering the question correctly.
4. Set the **Difficulty** level for the question.
5. In the **Question Text** field, enter your arithmetic question text.
6. To add an image to your arithmetic question, click **Insert an Image** and select the image you want to add and enter a description for the image.
7. To enable learners to add attachments to support their answers, select the **Allow attachments to support answers** check box.
8. Enter your arithmetic question **Formula** using the following supported operations, functions, and constants:

Enumerations	Description
$+, -, *, /, \backslash, ^$	Basic mathematical operators
$\%$	Modulo (remainder) operator
$\{x\}^{\{y\}}$	x to the power of y
$\text{abs}(\{n\})$	Absolute value of n
$\text{cos}(\{n\})$	The cosine of n (in radians)
$\text{sin}(\{n\})$	The sine of n (in radians)
$\text{sqr}(\{n\})$	The square root of n
$\text{tan}(\{n\})$	The tangent of n (in radians)
$\text{log}(\{n\})$	The log base 10 of n
$\text{ln}(\{n\})$	The log base e of n
$\text{atan}(\{n\})$	The inverse tangent of n
$\text{sec}(\{n\})$	The secant of n
$\text{cosec}(\{n\})$	The cosecant of n
$\text{cotan}(\{n\})$	The cotangent of n

Enumerations	Description
Factorial	Factorial of n, or (n!)
exp	The power of natural log (e)
pi	pi 3.14159 (accurate up to 50 decimal places)
e	e 2.71828 (accurate up to 50 decimal places)

To verify your formula before sharing it with learners, click **Test**.

9. From the **Significant Figures** drop-down menu, select the number of significant figures the response should contain.
10. From the **Deduct** drop-down menu, select the percentage of the answer's score to deduct for including incorrect significant figures in a response.
11. Use **Tolerance** levels to accept near-accurate, estimated, or rounded answers.
12. To assess if answers include correct units of measurement, enter a unit type (mm, cm, grams, inches, etc.), and set one of the following Evaluation Options:
 - **Case Insensitive** - Auto-grading searches for a matching character pattern in the answer text with or without letter case correctness.
 - **Case Sensitive** - Auto-grading searches for a matching character pattern in the answer text that must have letter case correctness.
 - **Regular Expression** - Auto-grading uses meta-characters to search for one or more matching strings in the answer text's character pattern. What you set as meta-character parameters helps determine letter case sensitivity.
13. In the **Variables** area, do the following:
 - Create any variables you want to use with your question by giving the variable a **Name**, a minimum value in the **Min** field, and a maximum value in the **Max** field.
 - To set the system's incrementing steps as it generates numbers from the range set by the **Min** and **Max** fields, enter a number in the **Step** field.
14. To verify your question, click **Preview**.

Understanding arithmetic and significant figures question components

In arithmetic questions, use answer precision to limit the number of acceptable decimal places allowed in a response. You can require that correct answers contain a specific number of decimal places.

In significant figure questions, you can select a percentage of the answer's score to deduct for including incorrect significant figures in a response.

Use tolerance levels to accept near-accurate, estimated, or rounded answers.

Types of supported enumerations in the Formula field

The Formula field supports the following operations, functions, and constants:

Enumerations	Description
+, -, *, /, \, ^	Basic arithmetic operators
%	Modulo (remainder) operator

Enumerations	Description
$\{x\}^{\{y\}}$	x to the power of y
abs($\{n\}$)	Absolute value of n
cos($\{n\}$)	Cosine of n (in radians)
sin($\{n\}$)	Sine of n (in radians)
sqr($\{n\}$)	Square root of n
tan($\{n\}$)	Tangent of n (in radians)
log($\{n\}$)	Log base 10 of n
ln($\{n\}$)	Log base e of n
atan($\{n\}$)	Inverse tangent of n
sec($\{n\}$) Brightspace Learning Environment	Secant of n
cosec($\{n\}$)	Cosecant of n
cotan($\{n\}$)	Cotangent of n
Factorial($\{n\}$)	Factorial of n, or (n!)
exp	The power of natural log (e)
pi	pi 3.14159 (accurate up to 50 decimal places)
e	e 2.71828 (accurate up to 50 decimal places)

Understanding Brightspace Learning Environment rounding rules

When rounding, Brightspace Learning Environment automatically applies the Round to Half Even rounding rule when assessing answers that contain decimal places that end with "5". Currently, there are no options to change rounding rules. Applying the Round to Half Even rule, answers with decimal places that end with "5" will round down instead of round up.

Example One: $3.41 * 25 = 85.25$

If you create an arithmetic question and set the Answer Precision to 1, the correct answer using Round to Half Even is 85.2.

Example Two: $-3.41 * 25 = -85.25$

If you create an arithmetic question and set the Answer Precision to 1, the correct answer using Round to Half Even is -85.2.

You can enter a unit type (mm, cm, grams, inches, etc.) to assess if answers include correct units of measurement. For significant figures questions, you can select a percentage to assign a weighted points value to the measurement unit. If you use units in your question, you can set the following Evaluation options:

- **Case Insensitive** - Auto-grading searches for a matching character pattern in the answer text with or without letter case correctness.
- **Case Sensitive** - Auto-grading searches for a matching character pattern in the answer text that must have letter case correctness.
- **Regular Expression** - Auto-grading uses meta-characters to search for one or more matching strings in the answer text's character pattern. What you set as meta-character parameters helps determine letter case sensitivity.

Create Likert questions

Create Likert (LIK) questions to measure subjective information such as personal opinions, knowledge, abilities, and attitudes. Likert questions enable you to create surveys that evaluate the intensity of respondents' feelings towards statements presented to them.

There are seven measurement scales available to Likert questions: One to Five (1 to 5), One to Eight (1 to 8), Agreement Scale (Disagree–Agree), Satisfaction Scale (Dissatisfied–Satisfied), Frequency Scale (Never–Always), Importance Scale (Unimportant–Important), and Opposition Scale (Oppose–Support).

You can only access Likert questions through the Surveys tool and Question Library. Similar to self assessments, all question types you import into surveys automatically omit point value and difficulty level indicators.

To create likert questions

1. In the Question Library, from the **New** button, click **Likert Question (LIK)**.
2. In the **General** area, enter your Likert question details.
3. In the **Questions** area, do the following:
 - Select the **Scale** you want the question to use.
 - In each **Value** field, enter a statement. To include additional statements, click **Add Option**.
4. To verify your question, click **Preview**.

Understanding regular expressions

Regular expressions give users grading certain question types the ability to evaluate responses against a set of acceptable values. A regular expression uses alpha-numeric and meta-characters to create a pattern that describes one or more strings that must be identically matched within a body of text.

You can use regular expressions in short answer, multi-short answer, arithmetic, significant figures, and fill in the blanks questions.

For example, the fill in the blank question "What word describes red, blue, green, yellow, pink, etc." can use regular expressions for the answer "colou?r*"

Characters used in regular expressions

Character	Description	Example
\	Marks the next character as a special character, a literal, a back-reference, or an octal escape.	The sequence \\ matches \ and \(matches (n matches the character n \n matches a new-line character
^	Matches the position at the beginning of the input string. If the RegExp object's Multi-line property is set, ^ also matches the position following '\n' or '\r'.	^cat matches strings that begin with cat
\$	Matches the position at the end of the input string. If the RegExp object's Multi-line property is set, \$ also matches the position preceding '\n' or '\r'.	cat\$ matches any string that ends with cat
*	Matches the preceding character or sub-expression zero or more times. * equals {0,}	be* matches b or be or beeeeeeeeee zo* matches z and zoo
+	Matches the preceding character or sub-expression one or more times. + equals {1,}.	be+ matches be or bee but not b
?	Matches the preceding character or sub-expression zero or one time. ? equals {0,1}	abc? matches ab or abc colou?r matches color or colour but not colouur do(es)? matches the do in do or does
	When this character immediately follows any of the other quantifiers (*, +, ?, {n}, {n,}, {n,m}), the matching pattern is non-greedy. A non-greedy pattern matches as little of the searched string as possible, whereas the default greedy pattern matches as much of the searched string as possible.	In the string oooo , o+? matches a single o , while o+ matches all os

Character	Description	Example
()	Parentheses create a sub-string or item that you can apply meta-characters to.	a(bee)?t matches at or abeet but not abet
{n,}	n is a non-negative integer. Matches at least n times.	[0-9]{3,} matches any three digits o{2,} does not match the o in Bob , but matches the two os in food b{4,} matches bbbb
{n}	n is a non-negative integer. Matches exactly n times.	[0-9]{3} matches any three or more digits o{2} does not match the o in Bob and matches all the os in fooooo o{1} is equivalent to o+ o{0} is equivalent to o*
{n,m}	m and n are non-negative integers, where n <= m. Matches at least n and at most m times. Note: You cannot put a space between the comma and the numbers.	[0-9]{3,5} matches any three, four, or five digits o{1,3} matches the first three os in foooooo o{0,1} is equivalent to o? c{2, 4} matches cc , ccc , cccc
.	Matches any single character except "\n". To match any character including the '\n', use a pattern such as '[\s\S]'.	cat. matches catT and cat2
(pattern)	Matches pattern and captures the match. The captured match can be retrieved from the resulting Matches collection, using the SubMatches collection in VBScript or the \$0-\$9 properties in JScript. To match parentheses characters (), use \"(' or '\)".	(jam){2} matches jamjam First group matches jam
(?:pattern)	Matches pattern but does not capture the match, that is, it is a non-capturing match that is not stored for possible later use.	industr(?:y ies) is a more economical expression than industry industries

Character	Description	Example
	This is useful for combining parts of a pattern with the "or" character ().	
(?=pattern)	Positive lookahead matches the search string at any point where a string matching pattern begins. This is a non-capturing match, that is, the match is not captured for possible later use. Lookaheads do not consume characters: after a match occurs, the search for the next match begins immediately following the last match, not after the characters that comprised the lookahead.	Windows (?=95 98 NT 2000) matches Windows in Windows 2000 but not Windows in Windows 3.1
(?!pattern)	Negative lookahead matches the search string at any point where a string not matching pattern begins. This is a non-capturing match, that is, the match is not captured for possible later use. Lookaheads do not consume characters, that is, after a match occurs, the search for the next match begins immediately following the last match, not after the characters that comprised the lookahead.	Windows (?!95 98 NT 2000) matches Windows in Windows 3.1 but does not match Windows in Windows 2000
x y	Matches x or y.	July (first 1st 1) matches July 1st but does not match July 2 z food matches z or food (z f)ood matches zood or food
[xyz]	A character set. Matches any one of the enclosed characters.	gr[ae]y matches gray or grey [abc] matches the a in plain
[^xyz]	A negative character set. Matches any character not enclosed.	1[^02] matches 13 or 11 but not 10 or 12 [^abc] matches every letter except a in plain
[a-z]	A range of characters. Matches any character in the specified range.	[1-9] matches any single digit except 0

Character	Description	Example
		[a-z] matches any lowercase alphabetic character in the range a through z
[^a-z]	A negative range of characters. Matches any character not in the specified range.	[^a-z] matches any character not in the range a through z
\b	Matches a word boundary: the position between a word and a space.	er\b matches the er in never but not the er in verb
\B	Matches a non-word boundary.	er\B matches the er in verb but not the er in never
\cx	Matches the control character indicated by x. The value of x must be in the range of A-Z or a-z. If not, c is assumed to be a literal 'c' character.	\cM matches a Control-M or carriage return character
\d	Matches a digit character. Equivalent to [0-9]	
\D	Matches a non-digit character Equivalent to [^0-9]	
\f	Matches a form-feed character. Equivalent to \x0c and \cL	
\n	Matches a new-line character. Equivalent to \x0a and \cJ	
\r	Matches a carriage return character. Equivalent to \x0d and \cM	
\s	Matches any white space character including space, tab, form-feed, etc. Equivalent to [\f\n\r\t\v]	Can be combined in the same way as [d\s] , which matches a character that is a digit or whitespace

Character	Description	Example
\S	Matches any non-white space character. Equivalent to <code>[^\f\n\r\t\v]</code>	
\t	Matches a tab character. Equivalent to <code>\x09</code> and <code>\cI</code>	
\v	Matches a vertical tab character. Equivalent to <code>\x0b</code> and <code>\cK</code>	
\w	Matches any word character including underscore. Equivalent to <code>'[A-Za-z0-9_]'</code>	
\W	Matches any non-word character. Equivalent to <code>'[^A-Za-z0-9_]'</code> You should only use <code>\D</code> , <code>\W</code> and <code>\S</code> outside character classes.	
\Z	Matches the end of the string the regular expression is applied to. Matches a position, but never matches before line breaks.	<code>\Z</code> matches k in jollhok
\xn	Matches n, where n is a hexadecimal escape value. Hexadecimal escape values must be exactly two digits long. Allows ASCII codes to be used in regular expressions.	<code>\x41</code> matches A <code>\x041</code> is equivalent to <code>\x04</code> and <code>1</code>
\num	Matches num, where num is a positive integer. A reference back to captured matches.	<code>(.)1</code> matches two consecutive identical characters
\n	Identifies either an octal escape value or a back-reference. If <code>\n</code> is preceded by at least n captured sub-expressions, n is a back-reference. Otherwise, n is an octal escape value if n is an octal digit (0-7).	<code>\11</code> and <code>\011</code> both match a tab character <code>\0011</code> is the equivalent of <code>1</code>
\nm	Identifies either an octal escape value or a back-reference.	

Character	Description	Example
	<p>If <code>\nm</code> is preceded by at least <code>nm</code> captured sub-expressions, <code>nm</code> is a back-reference.</p> <p>If <code>\nm</code> is preceded by at least <code>n</code> captures, <code>n</code> is a back-reference followed by literal <code>m</code>.</p> <p>If neither of the preceding conditions exists, <code>\nm</code> matches octal escape value <code>nm</code> when <code>n</code> and <code>m</code> are octal digits (0-7).</p>	
<code>\nml</code>	Matches octal escape value <code>nml</code> when <code>n</code> is an octal digit (0-3) and <code>m</code> and <code>l</code> are octal digits (0-7).	
<code>\un</code>	Matches <code>n</code> , where <code>n</code> is a Unicode character expressed as four hexadecimal digits.	For example, <code>\u00A9</code> matches the copyright symbol (©)

Managing questions in Question Library

Create sections in Question Library

To create sections in Question Library

You can create sections to organize your questions into folders while inside Question Library.

You can also import sections from Question Library directly into a quiz, survey, or self assessment. Importing sections from Question Library will transfer section folders and all of their associated properties (section name, messages, images, or feedback).

Although you can create subsections within sections, D2L recommends you keep question organization simple and intuitive.

1. In Question Library, from the **New** drop-down menu, click **Section**.
2. Enter a **Section Title**.
3. To hide the section title from learners, select the **Hide Section Title from students** check box.
4. Enter the **Section Text**.
5. To hide the section text from learners, select the **Hide Section Text from students** check box.
6. To shuffle questions within this section, select the **Shuffle questions in this section** check box.
7. Click **Save** or from the **Save** drop-down menu click either **Save and New** or **Save and Copy**.

Create sections outside Question Library

You can create sections to organize your questions into folders while creating a quiz, survey, or self assessment. The folders you create will reside directly within the assessment tool you create them in, not in the main Question Library.

1. On the **Edit [Quiz/Survey/Self Assessment]** page, click **Add/Edit Questions**.
2. From the **New** drop-down menu, click **Section**.
3. Enter a **Section Title**.
4. To hide the section title from learners, select the **Hide Section Title from students** check box.
5. Enter the **Section Text**.
6. To hide the section text from learners, select the **Hide Section Text from students** check box.
7. To shuffle questions within this section, select the **Shuffle questions in this section** check box.
8. Click **Save** or from the **Save** drop-down menu click either **Save and New** or **Save and Copy**.

Edit a question or section in Question Library

1. In Question Library, from the context menu of the question or section you want to edit, click **Edit**.
2. Make your changes and click **Save**.

Preview questions in Question Library

Use the preview page to view the appearance of an individual question, as well as the comments and hints included with the question. If the question appears in more than one place, the preview page lists the other places the question appears (for example, in the Quizzes, Surveys, and Self Assessments tools).

1. Do one of the following:
 - In Question Library, from the context menu of the question you want to preview, click **Preview**.
 - On the **Edit Question** page for the question you want to preview, click **Preview**.
2. Click **Done**.

Reorder questions or sections in Question Library

1. In Question Library, click **Order**.
2. On the **Order** page, select the check box for any question or section you want to move.
3. Click the **Move Up** or **Move Down** icons.

Publish questions and sections to a learning repository

1. In Question Library, select the check box for any question or section you want to publish to a learning repository, then click **Publish to LOR**.
2. Do one of the following:
 - From the **Pick a Repository** drop-down list, select the repository you want to publish to.
 - To overwrite existing content, select **Overwrite an existing object**. To locate the learning object that you want to overwrite, click **Search**. Select the learning object, then click **Select**.
3. In the **Sharing and Publishing Options** area, do any of the following:
 - If you want to leave the page while the system publishes, select **Publish in the background**. You can check the publishing job's status later.
 - If you do not want the object to be visible or publicly available, select **Hide learning object in search results**. Only users with the correct permissions can view hidden learning objects.
 - To associate Creative Commons rights with the learning object, select **Creative Commons licensed**. Creative Commons licensing enables you to retain copyright on your work while allowing different degrees of reuse to other users.
4. In the **Learning Objects to Publish** area, clear the check box for any question or section you do not want to publish with the package.
5. Click **Next**.
6. On the **Publish** page, in the **Metadata** area, enter your metadata details.
7. Click **Publish to LOR**.

Access Browse Question Library window

1. Log in, and navigate to **Quizzes**.
2. Click **New Quiz** to create a new quiz, or click a quiz name to edit a pre-existing quiz.
3. Click **Add/Edit Questions**, then click **Import**, and select **Browse Question Library** from the drop-down menu.

Note: Click **Source Collection** to modify the source collection, click **Filter** to filter by question type, and click **Sort** to reorder the questions by question type, points value, or alphabetically by text or title.

Add Questions from the Browse Question Library window

1. On the navbar, click **Quizzes**.
2. Click **New Quiz** to create a new quiz, or click a quiz name to edit a pre-existing quiz.
3. Enter a name for the quiz.
4. Click **Add/Edit Questions** and from the **Import** drop-down menu, select **Browse Question Library**.
5. To search in the Question Library, enter a keyword in the **Search question text** field.

6. To search in any other quiz in the course, from the **Source** drop-down menu, select the quiz.
Note: You can filter the search results by question type and sort the search results by question type and points or alphabetically by title or text.
7. Select the question(s) you want to add and do one of the following:
 - Click **Import** to automatically add the questions to the end of the quiz.
 - Click the **Import** drop-down menu to select the section of the quiz to add questions. You can select **Import to Top of the Quiz**, **Import to bottom of the Quiz**, or **Import to Section > [Section name]**.
8. Click **Done Editing Questions**.
9. Click **Done Editing Questions**.

Quizzes and Question Library

Considerations around quizzes with associations to Question Library

Situation	Considerations
Importing questions from Question Library into a quiz	When you import questions from Question Library into a quiz, you create a duplicate version of the questions. One version of the questions resides in the quiz and the original version resides in Question Library.
Deleting questions pulled from Question Library in a quiz	<p>If you want to delete only an imported quiz question, make the changes directly inside the quiz. Questions will not automatically delete from the Question Library when deleted from a quiz.</p> <p>Before deleting a question from the Question Library, ensure you delete it from every quiz in which it resides. You will not see the Question in Use page when deleting questions.</p>
Copying a quiz with Question Library associations to another org unit	<p>When you copy a quiz from one org unit or course offering to another, the newly copied quiz will contain the original set of quiz questions and formatting. Any changes you make inside the quiz (for example, deleting a question) will only affect the quiz, not the original questions stored in Question Library.</p> <p>D2L recommends that when copying a quiz with associations to the Question Library, you also copy the particular section of the Question Library that contain the quiz questions. Doing so ensures that all your questions remain in the same course and allows you to create new question pools or random sections in future quizzes with these questions.</p>

Delete a question pulled from Question Library in a quiz

1. On the navbar, click **Quizzes**.
2. From the context menu of the quiz containing the questions you want to delete, click **Edit**.
3. From **Quiz Questions**, click **Add/Edit Questions**.
4. Do one of the following:
 - To delete a Quiz Section, Question Pool, or individual question, select the check box beside the Quiz Section, Question Pool, or individual question you want to delete, then click **Delete**.
 - To delete individual questions within a Question Pool, select the Question Pool, and click the **X** beside the quiz questions you want to delete.

Copy a quiz with Question Library associations to another org unit

1. In the course offering that you want to copy the quiz to, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. Select **Copy Components from another Org Unit**.
3. Click **Search for offering**.
4. Locate and select the course containing the quiz you want to copy.
5. Click **Add Selected > Select Components**.
6. Select **Question Library** and **Quizzes**, then do one of the following:
 - To include all items, select **Copy all items**, then click **Continue**.
 - To include only some items, select **Select individual items to copy**, then click **Continue**. On the **Select Items to Copy** page, select the items you want to copy. Click **Continue**.
7. Click **Continue**.
8. Click **Finish**.

Note: You can now import Quiz and Question banks created in the IMS QTI 2.1 standard.

Create assignments and assess submissions

Learners use the Assignments tool to upload and submit assignments directly in Brightspace Learning Environment, eliminating the need to mail, fax, or email their work to instructors. On paper submissions, and observed in person assignments are also available and do not require file submissions to be made in Brightspace Learning Environment.

Instructors use the Assignments tool to create and edit assignments, see users' submission times, view submissions on the **Evaluate Submission** page, associate assignments to rubrics and competencies, and return submissions with grades and feedback.

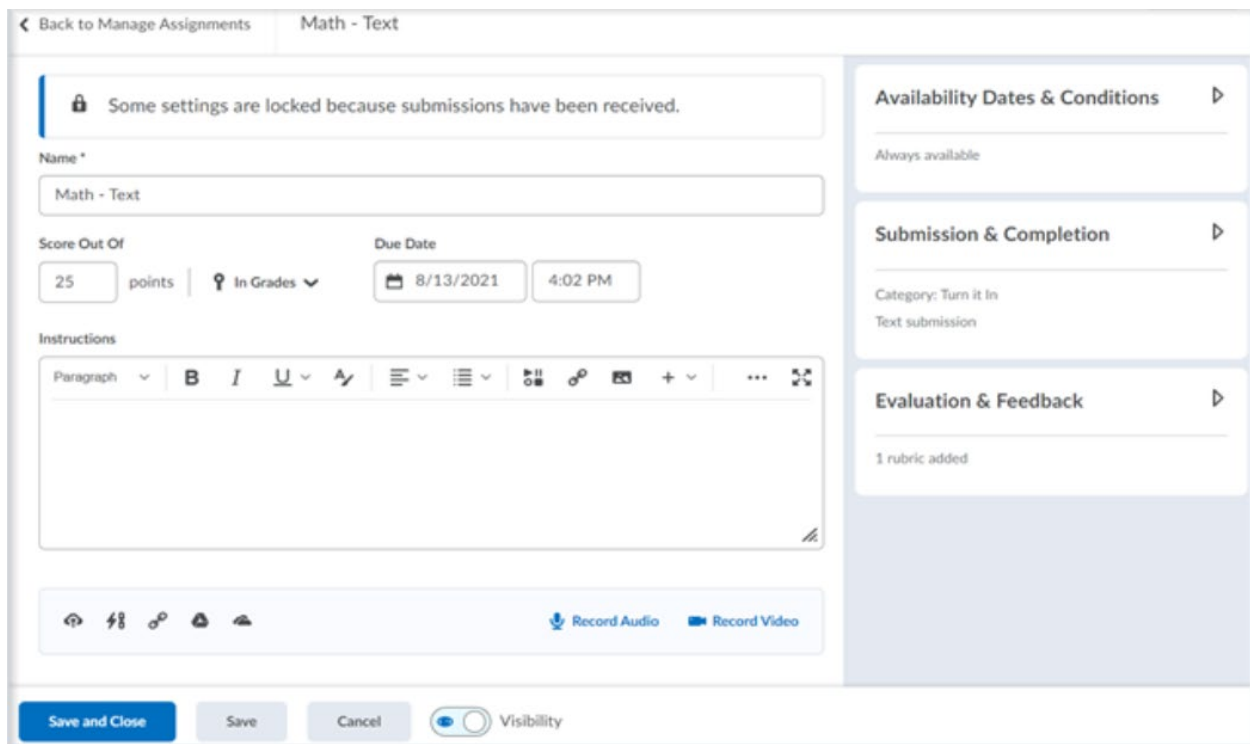


Figure: The create and edit Assignments page with its fully immersive page layout

For assignments that included file submissions, instructors can download the submissions to their computer for review offline.

In the Submissions area for file and text submissions, instructors can view users' submissions and submission dates, eliminating the need to collect assignments and making it easy to track when files were submitted.

Instructors can create categories to group and organize assignments. They can also restrict access to assignments by date and time, group membership, or special access permissions.

Instructors can manage exemptions by launching the **Manage Exemptions** page from the following locations in Assignments:

- On the **Assignments** page, in the context menu of an assignment
- On the **Assignments** page as a button at the top of the page

What file types are supported in Assignments?

The following file formats are compatible with the Assignments document viewer:

Extension	File Type	Notes
HTM, HTML, MHT, MHTML	Web document	Brightspace Learning Environment strips the <title> tag and text within the tag from user created web documents
RTF, PPT, PPS, PDF, DOC, DOCX, PPTX, XML, XLS, TXT, WPD	Text document	
JPG, JPEG, PNG, GIF, BMP, TIF, TIFF	Image	
SWF, MPG, MPEG, RM, MP3, MP4, M4V, M4A, AVI, WAV, RAM, ASF, MOV, RA	Media	The extensions MP4, M4V, and M4A allow users to drag entire albums, video podcasts, and movies from iTunes

Related information:

[File types supported by Annotations](#)

Visual tour of the new create and edit assignment experience

The create and edit Assignments page has a fully immersive page layout. This layout is consistent with other areas of Brightspace Learning Environment, including Assignments, Content, and Lessons, where you can upload and create a new assignment.

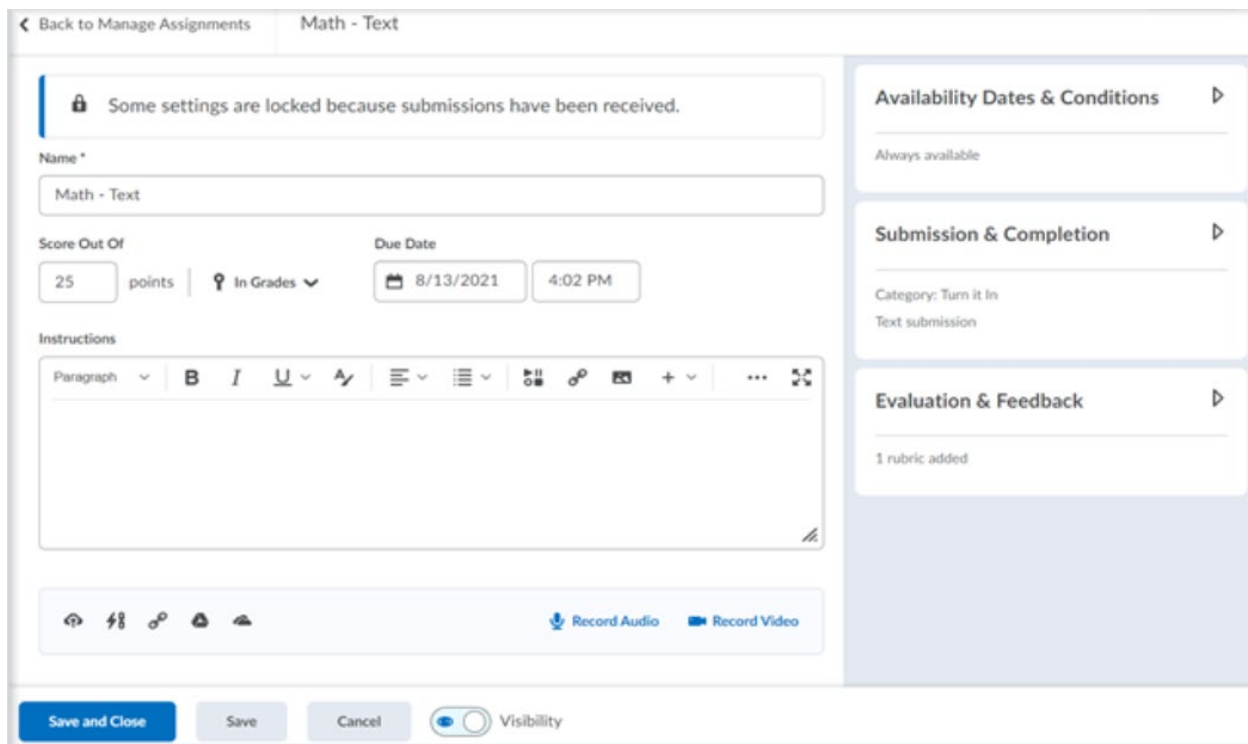


Figure: The new create and edit Assignments page with its fully immersive page layout

The primary panel on the left contains frequently used fields that are always displayed. These fields are most relevant to learners and include the core details instructors want to add; a due date, instructions, and attachments. When you enter a score, your assignment is added to Grades, and the name and score are automatically synched for you. You can also select existing grades and categories, if you usually create grade items in advance. Added attachments appear as embedded links, which provide a preview of the attachments.

The panel on the right organizes additional, more advanced options such as start and end dates, rubrics, annotation tools, and Turnitin. When these options are collapsed, summary text provides details about which settings are active and subtle hints that aid in the discovery of additional settings. As a result, you can see everything at a glance with little to no scrolling, and without having to navigate through any tabs.

See Also:

- [Create an assignment using the new create and edit Assignment experience](#)
- [Create an assignment using the create and edit Assignment experience](#)

Create an assignment using the new create and edit Assignment experience

The create and edit Assignments page has a fully immersive page layout. This layout is consistent with other areas of Brightspace Learning Environment, including Assignments,

Content, and Lessons, where you can upload and create a new assignment. For the purposes of this topic, we are using the create and edit Assignment experience in the Assignments tool.

To save your progress when creating or editing an assignment, click **Save**.

To create an assignment

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, click **New Assignment**.
3. Enter a **Name** for the assignment.
4. Do one of the following:
 - To evaluate the assignment with a numeric value, enter a **Grade Out Of**. The grade item is automatically added to your gradebook.
 - To evaluate the assignment with a grade scheme, see [Assess assignments with grade schemes](#).
5. Set a **Due Date**.
Note: The default **Due Date** time is set to 11:59 PM.
6. Enter assignment instructions.
7. Upload any files, link to any existing activities or external weblinks, attach any files from Google Drive or OneDrive, and record and/or upload any audio or video notes.
8. Expand **Availability Dates & Conditions** and do the following:
 - Set a **Start Date** and an **End Date**. When you collapse **Expand Availability Dates & Conditions**, the summary text displays the selected start and end date information.
Note: The default time for an assignment **Start Date** is set to 12:00 AM. The default **End Date** time is set to 11:59 PM.
 - Under **Release Conditions**, to create and attach a new release condition to the assignment, click on the **Add Release Condition** dropdown menu and select **Create New**. From the **Condition Type** dropdown menu, select the condition that must be met. From the **Assignment Submission Folder** dropdown menu, select the assignment submission folder, in which this condition must be met and click **Create**.
 - Under **Release Conditions**, to attach an existing release condition to the assignment, click on the **Add Release Condition** dropdown menu and select **Add Existing**. Select an existing release condition from the list of available release conditions and click **Attach**.
Note: Use the **View Conditions for** drop-down menu to filter the existing release conditions.
 - To enable assignments to be available only to a select group of users or to add individualized due dates for certain users, click **Manage Special Access**. Select either the **Allow users with special access to submit outside the normal availability dates for this folder** radio button or the **Allow only users with special access to see this folder** radio button. Click **Add Users to Special Access** and if applicable, specify the **Due Date**, the **Availability** start and end dates, and then select the checkbox alongside the users who you want to grant this special access to. Click **Save** and then click **Save and Close**.
9. Expand **Submission & Completion** and do the following:

- For the **Assignment Type**, specify if this is an **Individual Assignment** or **Group Assignment**.
Note: You must have groups set up in your course to set an assignment as a group assignment.
- From the **Category** drop-down menu, select an existing category to align your assignment to or click **New category**, enter a **Name** for your category, and click **Create**.
 - To edit the name of an existing category:
 - On the **Assignments** page, click **Edit Categories**.
 - On the **Edit Categories** page, click on the category name, make your updates, and click **Enter**.
 - Click **Close**.
- Select a **Submission Type**:
 - For **File submissions**, set the number of **Files Allowed Per Submission** and the **Submissions** rules.
 - For **Text submissions**, set the **Submission** rules.
 - For **On paper submissions**, set **Marked as completed** to one of the available options: **Manually by learners**, **Automatically on evaluation**, or **Automatically on due date**.
 - For **Observed in person** assignments, set **Marked as completed** to one of the available options: **Manually by learners**, **Automatically on evaluation**, or **Automatically on due date**.

Note: When you collapse **Submission & Completion**, the summary text displays your selection.

10. From the **Allowable File Extensions** dropdown menu, select an option to restrict file extensions on submissions for the assignment. Refer to the [Restricted File Extensions](#) topic for more information.
11. To receive email notifications when an assignment is submitted, under **Notification Email**, enter an email address or multiple email addresses separated by a comma.
Note: This field is only available when the assignment **Submission Type** is set to **File submissions** or **Text submissions**.
12. Expand **Evaluation & Feedback** and do the following:
 - Click **Add rubric** and either create and attach a new rubric or add an existing one.
Note: If you are attaching multiple rubrics, from the **Default Scoring Rubric** drop-down list, select the rubric to be used by default when scoring.
 - Associate a learning objective.
 - a. Click **Manage Learning Objectives**.
 - b. Click **Associate Learning Objectives**.
 - c. Select the learning objective you want to add and then click **Add Selected**.
 - If required, associate an assessment to the learning objective.
 - a. On the context menu of the associated learning objective, select **Add Assessment**.
 - b. Select an existing rubric or create a new rubric.
 - c. Select the rubric criteria and specify if the assessment activity is required to complete the learning objective.

- d. Click **Save**.
 - e. Click **Close**.
 - To display annotation tools in the document viewer, under **Annotation Tools**, select the **Make annotation tools available for assessment** check box.
 - To enable anonymous marking, under **Anonymous Marking**, select the **Hide student names during assessment** check box.
 - Under **Turnitin Integration**, click **Manage Turnitin**.
 - Enable the Turnitin integration and click **Save**.
13. To make your assignment visible to learners, click on the **Visibility** toggle.
Note: If this **Visibility** is not turned on when creating the assignment, the assignment is hidden from learners by default.
14. Click **Save and Close**.

Note: **Manage Learning Objectives** only appears when the Competencies tool is enabled and the course is not using the Learning Outcomes tool.

See Also:

- [Visual tour of the new create and edit assignment experience](#)
- [Align outcomes to assignments using the new create and edit assignments experience](#)

Preview assignments in Evaluation mode

To edit assignments, a user specifically requires edit permissions. However, there are some instances when evaluators without those edit permissions need to be able to view assignment information, such as assignment instructions, start date, and end date.

In Evaluation mode, there is a **Preview Activity** option in the Assignment context menu. Evaluators with the **Can See and Manage Assignments** permission can use the **Preview Activity** option to view the assignment information, but cannot edit the assignment properties or dates.

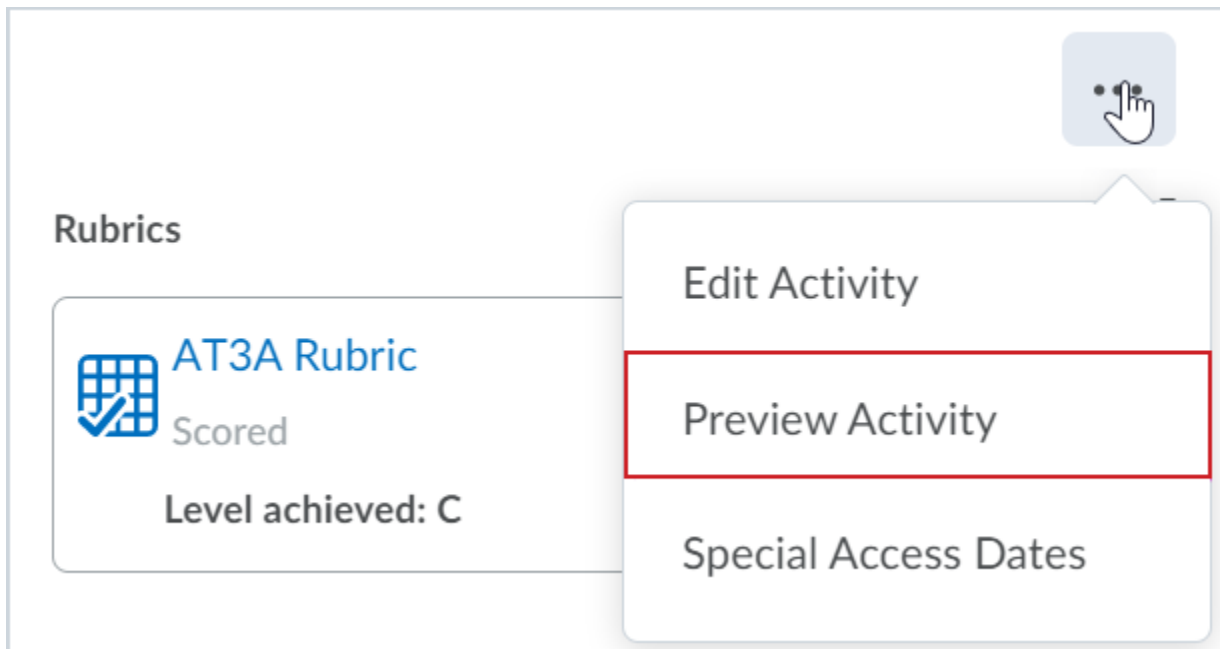


Figure: The Preview Activity option appears on the context menu for the assignment.

When you select the **Preview Activity** option, a read-only version of the **Assignment Preview** appears in a new tab:

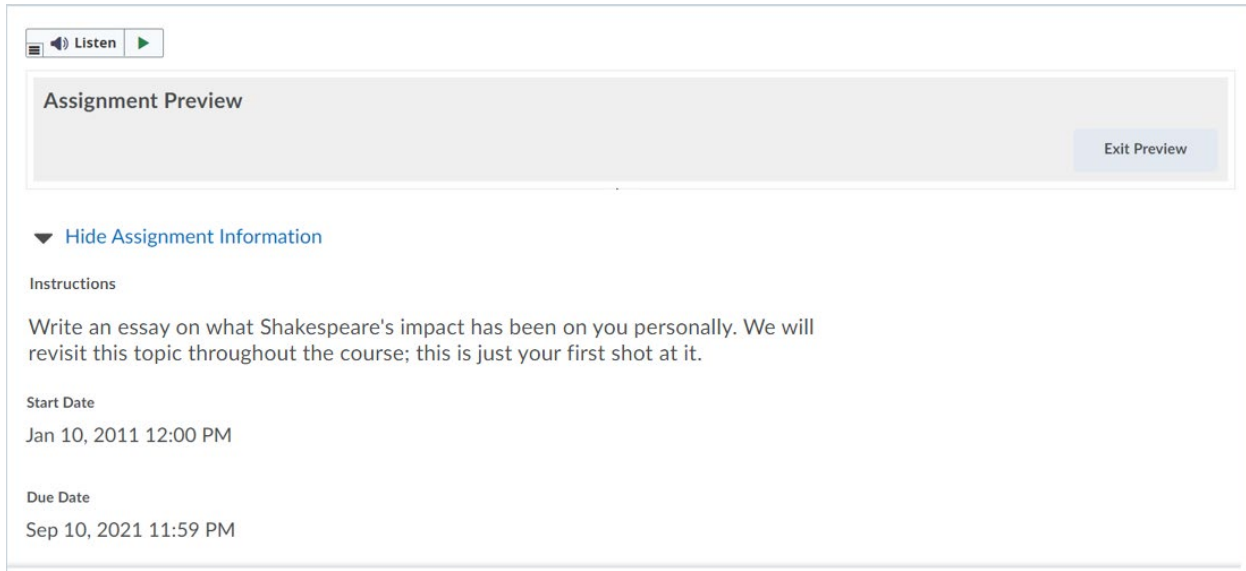


Figure: The Assignment Preview enables users to view the assignment information but they cannot edit it.

Note: If your evaluator role requires the ability to edit assignments, you need the additional following permissions:

Add/Edit Assignment Submission Folders and either **Edit Evaluation Properties** or **Manage Delivery**.

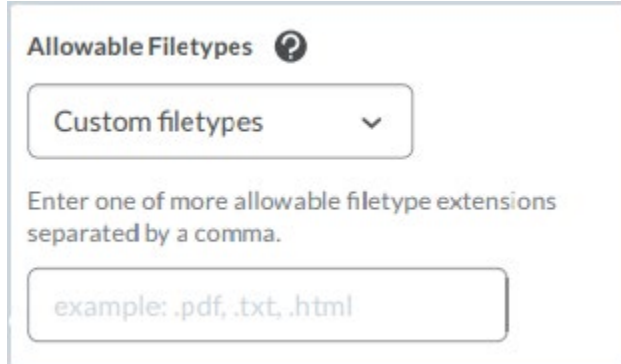
Restricted File Extensions

To use the Restricted File Extensions feature, the **d2l.Tools.Dropbox.RestrictFileExtensions** configuration variable must be **ON**. When the configuration variable is enabled, in the **Submission and Completion** section of the New Assignment Creation Experience, users see options to restrict file extensions on submissions for the assignment.

The **Allowable Filetypes** field provides options for the types of files that learners can submit for the assignment. Options in the drop down menu include:

- **Annotatable files**, which include all file types that are supported by the Annotation tool in Assignments. For the complete list of file types, see [File types supported by Annotations](#).
- **.PDF only**
- **Files that can be previewed without any conversion**, such as .HTM, .HTML, .MHT, .MHTML, and .BMP
- **Images and videos**
- **Custom filetypes**

If an instructor selects **Custom File Extensions**, they can then enter file extensions that are allowed for file submissions.



Allowable Filetypes ?

Custom filetypes ▼

Enter one or more allowable filetype extensions separated by a comma.

example: .pdf, .txt, .html

Figure: The Allowable Filetypes field with the Custom filetypes option selected opens a text field to list the allowable file extensions

When file type restrictions are used on an assignment, the list of allowable file types are listed on the Submit Assignment dialog.

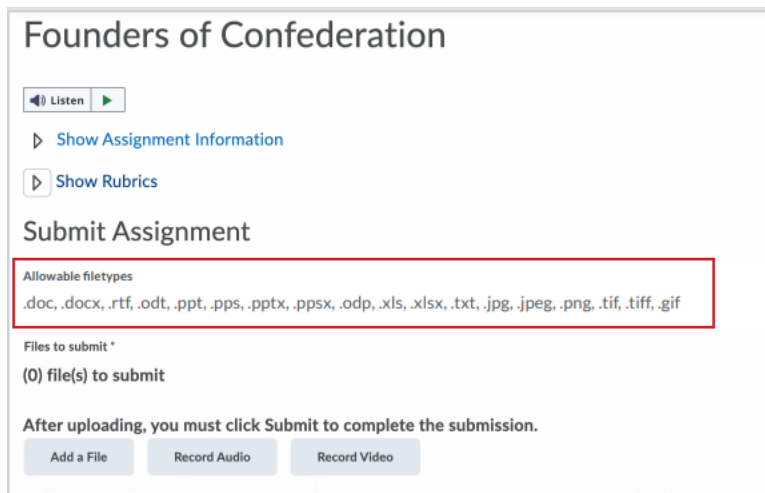


Figure: In the Submit Assignment dialog, the allowable file types are listed based on the restrictions set by the instructor

When a learner attempts to upload a file submission for an assignment of a file extension type that the instructor has restricted, an error message appears.

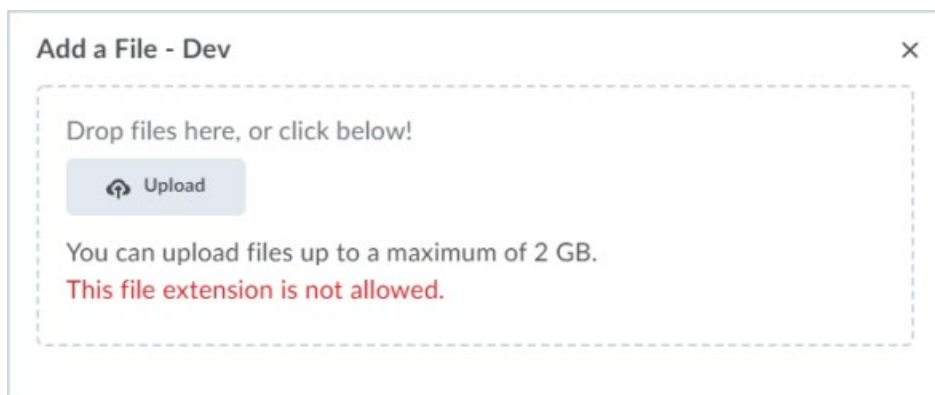


Figure: An alert message indicating that a restricted file cannot be uploaded.

File types supported by Annotations

The following file types are supported by the annotation tool in Assignments:

- .doc
- .docx
- .rtf
- .odt
- .ppt
- .pps
- .pptx

- .ppsx
- .odp
- .xls
- .xlsx
- .txt
- .jpg
- .jpeg
- .png
- .tif
- .tiff
- .gif (once converted to PDF, only the first frame of the .gif displays)
- pdf

Related Information:

[Create assignments and assess submissions](#)

[Restricted File Extensions](#)

Create an assignment using the classic experience

To create an assignment using the classic experience:

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, click **New Assignment**.
3. Enter a **Name**, **Instructions**, and add any **Attachments**.
4. Select an **Assignment Type**, **Individual assignment** or **Group assignment**. **Group assignment** enables you to have one submission per group, but you must associate the assignment with a **Group Category**. Any group member can submit and view files for a group assignment.
5. Select a **Submission type**.
 - For **File submissions**, set the number of **Files Allowed Per Submission** and the **Submissions** rules.
 - For **Text submissions**, set the **Submission** rules.
 - For **On paper submissions**, set **Marked as completed** to one of the available options: **Manually by learners**, **Automatically on evaluation**, or **Automatically on due date**.
 - For **Observed in person** assignments, set **Marked as completed** to one of the available options: **Manually by learners**, **Automatically on evaluation**, or **Automatically on due date**.
6. Do any of the following:
 - To receive an email message when a new submission is uploaded to this assignment, in the **Notification Email** field, enter your email address, or a comma-separated list of email addresses.
Note: This field is only available when the assignment **Submission Type** is set to **File submissions** or **Text submissions**.

- To associate the assignment with a category, select a **Category** or click **New Category**.
- To assign a score, in the **Score Out Of** field, enter a value. If there's also an associated grade item, maintain consistency by matching the value of the **Out Of** field to the grade item's **Max. Points** value.
- To associate the assignment with a grade item in your grade book, select a **Grade Item**, or click **New Grade Item**. Note that only numeric grade items can be associated with assignments.
- To change the display settings for the assignment's grade item, click the **Student View Preview** context menu, then **Edit Display Settings**.
- To associate a rubric to the assignment, click **Add Rubric**, or **Create Rubric in New Window**.
- To hide annotation tools in the document viewer, under **Annotation tools**, uncheck the **Make annotation tools available for assessment** check box.
Note: The use of annotation tools must be enabled for your course to see the option to disable annotation tools.

7. Click **Save**.

See Also:

- [Visual tour of the new create and edit assignment experience](#)
- [Create an assignment using the new create and edit Assignment experience](#)

About submission types

Four submission types are available to instructors when creating assignments to allow evaluation of many different tasks.

- File submission: learners upload and submit a file to the assignment.
- Text submission: learners post text, image, or a link to their work in a text box within the assignment.
- On paper submission: learners submit a physical copy of their assignment directly to their instructor. No file upload is required to complete the assignment.
- Observed in person: allows instructors to observe learners as they perform tasks, such as in-class presentations, and evaluate them using Assignments. No file upload is required to complete the assignment.

On paper submissions and Observed in person assignments include additional completion options as no submissions are made by learners in Brightspace Learning Environment. These submission types can be marked as completed manually by learners, automatically on evaluation, or automatically on due date. Instructors select their completion option when creating assignments.

Copy an existing assignment

You can quickly create new assignments from existing assignments using the **Copy Assignment** option. This feature copies all settings of an existing assignment except the associated grade item and Turnitin settings.

1. On the navbar, click **Assignments**.
2. From the drop-down menu of the assignment you want to copy, click **Copy Assignment**. The copied assignment opens in edit mode.
3. Update the name, score, due date, instructions and other settings of the copied assignment.
4. Click **Save and Close**.

Add and Edit categories to manage assignments

Organize your assignments into categories to make it easier for users to navigate to the appropriate assignment. For example, you can create separate categories for course units, summative projects, bonus assignments, and individual submissions. Your new category will appear on the **Assignments** page only if there are assignments associated with it.

To add and edit categories:

1. On the **Assignments** page, click **Edit Categories**.
2. Do any of the following :
 - Click **Add Category** to create a new category.
 - Click the name of an existing category to modify it. Hit **Enter**, or click outside of the current cell to save your changes.
 - Adjust the **Sort Order** of existing categories.
 - To delete a category, select the check box next to its name, and click the delete icon.

Categories can also be created during the assignment creation process:

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, click **New Assignment**.
3. In the **Properties** area, click **New Category**.
4. Enter a name for your category.
5. Click **Save**.

Hide draft assignments and content

Instructors can set the visibility state for draft content within assignments in Content and Assignments. When content is in a draft state, it is not visible to learners in Brightspace Learning

Environment. When instructors have set the visibility to draft, the hidden icon appears in the instructor view for the content.

In Content, when an instructor adds existing assignments as topics, the visibility state of the topic is pulled from the visibility state of the assignment. The visibility status of a topic reflects the visibility status of the assignment containing the topic.

When an instructor creates a new assignment, it defaults to the draft visibility state, in the same method as Quizzes and Surveys. When an instructor updates a visibility setting on an assignment in Assignments, it is automatically updated in the associated Content topic.

The export process now includes the visibility state for the assignment content. The visibility state for export comes from the assignment.

The import and Copy Course Component process for assignment and content topics uses the following logic for hiding content from learners:

- If the import file or source contains a visibility state on the assignment, use that state.
- If the import file or source contains assignments with no state and no associated content topics, the visibility state is set to show the imported content.
- If the import file or source contains both content topics and assignments, use the visibility state on the assignments. If no visibility state exists on the assignment, use the visibility state from the content.
- If multiple content topics with the same visibility state point to an assignment without a visibility state, set the assignment to the same state as the topics.
- If multiple content topics with different visibility states point to an assignment without a visibility state, set the assignment to draft, and change all the topics to draft.

Note: On paper submissions and Observed in person assignments cannot be added to Content.

Set release conditions and special access in Assignments

Set release conditions for an assignment


Release conditions allow you to associate an assignment with other items in Brightspace Learning Environment. For example, you can require that users meet some criteria, such as reading a set of lecture notes in Content, before they can submit their work to an assignment. You can also make submission to the assignment a criterion for accessing another item, such as a quiz.

To set release conditions for an assignment using the create and edit assignment experience:

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, from the context menu of the assignment you want to set release conditions for, click **Edit Assignment**.
3. Expand **Availability Dates & Conditions**.

4. From the **Add Release Condition** drop-down menu, do one of the following:
 - Click **Create New**. Select the **Condition Type**, select the **Condition Details**, and click **Create**.
 - Click **Add Existing**. From the **View Conditions for** drop-down list, select the tool in which you want to view existing release conditions, select the release condition you want to attach, and click **Attach**.
 - Click **Save and Close**.

Add special access to an assignment

Special access permissions allow you to set different availability dates and times for specific users. For example, you could extend the deadline for users who require remedial help or who are submitting work beyond the original scope of the assignment. You can also add special access after an assignment's end date has passed for users who have a legitimate excuse for missing the deadline or for users you want to submit additional material, such as planning notes or a bibliography. The  special access icon displays on the **Assignment list** page beside any assignment that includes special access settings.

To add special access to an assignment using the new assignment creation experience:

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, from the context menu of the assignment you want to set release conditions for, click **Edit Assignment**.
3. Expand **Availability Dates & Conditions**.
4. Click **Manage Special Access** and select one of the following options:
 - **Allow users with special access to submit outside the normal availability dates for this folder**
 - **Allow only users with special access to see this folder**
5. Click **Add Users to Special Access**.
6. To give learners that have special access a different assignment due date, select the **Has Due Date** check box and set the due date for the assignment.
7. Under **Availability**, select the **Has Start Date** and **Has End Date** check boxes and set the date availability for when you want users to have special access to the assignment.
8. In the **Users** area, select the users you want to give special access to.
9. Click **Save and Close**. The special access icon, the number of users with special access, and the condition appear under **Special Access**.

To add special access dates to an assignment from the Submissions page in the Assignments evaluation experience:

1. On the **Assignments** page, click a submission to evaluate.
2. On the right evaluation pane, click the ellipsis drop-down menu.
3. Click **Special Access Dates**.
4. Set **Due Date** and **Availability Properties**, then select the user(s).
5. Click **Save**.

Reorder, edit, and delete assignments and categories

If you delete a category that contains assignments, the assignments will appear in the No Category section of the Assignment list.

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, do one of the following:
 - To reorder categories and assignments, from the **More Actions** button, click **Reorder**. Use the **Sort Order** drop-down lists to change the order in which your categories and assignments display. Click **Save**.
 - To edit a category, click its **Edit** icon. Make your changes and click **Save**.
 - To edit an assignment, from its context menu, click **Edit Assignment**. Make your changes and click **Save and Close**.
 - To delete a category, click its **Delete** icon. Click **Delete**.
 - To delete an assignment, from its context menu, click **Delete Assignment**. Click **Delete**.

Restore deleted assignments

If your assignment has availability dates associated with it, when you restore the assignment, you also restore its dates in the Calendar tool.

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, from the **More Actions** button, click **Event Log**.
3. For every assignment you want to restore, click the **Restore** button.

Set availability and due dates for an assignment

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, from the context menu of the assignment you want to set availability and due dates for, click **Edit Assignment**.
3. In the **Restrictions** tab, select the **Has Start Date**, **Has Due Date**, and **Has End Date** check boxes. Use the provided fields to set your dates.
4. Click **Save and Close**.

See Also:

- [Set your time zone](#)

Set your time zone

When you set the due date and time for an assignment, and a learner, who is in a different time zone, accesses the assignment, the due date and time appears in the learner's time zone.

For example, if a learner in Mountain Standard Time (MST) views an assignment that is due on May 25th, at 5 pm Eastern Standard Time (EST), the due date and time appears to the learner as May 25th 3 pm MST.

Note: If your learners are traveling outside of their original continent and / or time zone, advise them to update their continent and time zone settings to accurately reflect assignment and activity due dates.

If you want to set due dates and times for a time zone that you are not currently in (for example, you live in Greenwich Mean Time (GMT), but are setting assignments for your school in EST, you can set your preferred time zone, which can be a different time zone than your browser or operating system.

To set your preferred time zone:

1. On the minibar, click your username.

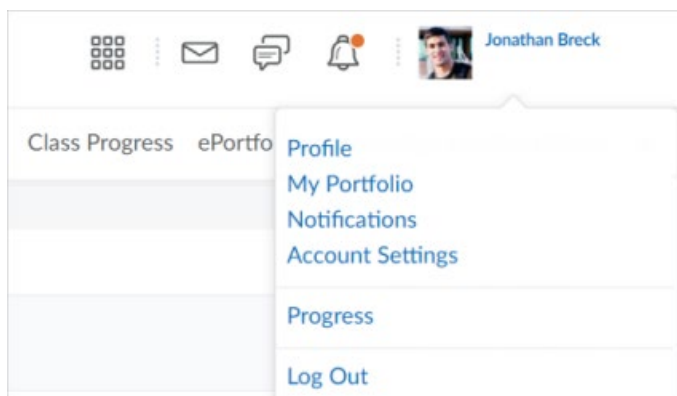


Figure: User profile settings in Brightspace Learning Environment

2. Click **Account Settings**.
3. From the **Continent** drop-down menu, select your continent.
4. From the **Time Zone** drop-down menu, select your preferred time zone.
5. Click **Save**.

Align outcomes to assignments using the new create and edit assignments experience

Learning Outcomes are not compatible with Competencies and Learning Objectives; when Learning Outcomes are associated with a course, the ability to use Learning Objectives in Assignments is not available.

To align outcomes to assignments using the new create and edit assignments experience:

1. Within a course, click **Course Admin**, then select **Assignments**.
2. [Create a new assignment](#) or edit an existing assignment.
3. Click **Standards**.
4. Select the check box of the outcomes you want to align with the assignment.
5. Click **Add**.
6. To remove the aligned outcomes, click **X**.

← Back to Manage Assignments

Name*

Shifts in North Atlantic Marine Biodiversity

Standards

3.14.a × 3.14.b × 3.14.c × 3.14.d × +

Score Out Of

30 points | In Grades ▼

Due Date

No due date

Instructions

Research a marine animal that has experienced habitual expansion or loss corresponding to the rise in ocean temperatures. Write a **500 word essay**, with **proper citation**, detailing the impacts on the species itself as well as the surrounding ecosystem.

🔄 ⚡ 🔗 🗑️ 📁

🎤 Record Audio 📹 Record Video

Figure: The create and edit Assignments page with selected outcomes

Assessing assignment submissions

About assessing assignments

There are several ways you can assess assignments:

- Use built-in annotation tools to mark up submissions using highlighting, free-hand drawing, shapes, and associated commenting.
- Evaluate anonymized user submissions to remove bias in the grading process.
- Evaluate submissions and leave feedback directly on the Submission page.
- Evaluate submissions directly within attached rubrics and leave feedback directly on the Submission page. For more information about using keyboard-only navigation or screen reader technology, see [How assistive technology interacts with the inline grading experience](#).
- Evaluate external submissions and leave feedback in an assignment.
- If OriginalityCheck is enabled at your organization, you can use the GradeMark functionality to add comments, insert inline text, and highlight sections in file submissions directly in Assignments.
- Download user submissions and leave feedback within the files, then upload them back into the appropriate assignment so they appear as attachments to each user's submission evaluation.

The grades you manually enter for quizzes, discussions, and assignments grade items are automatically synchronized back to Quizzes, Discussions and Assignments.

Note: Assignments and Discussions grades are synchronized when the tools are updated by the Brightspace API or when you import your grade book via CSV, TSV, or Excel.

Refer to the [Evaluate and add feedback to assignments](#) topic for detailed steps.

View an assignment's Submission log

You must have the **See and Manage Assignments** and **View Submitted Files** permissions to view the Submission Log.

The Submissions area of Assignments has a log that you can filter to determine when a learner submitted a file, and whether the learner or instructor deleted the submission.

1. On the **Assignments** page, from the context menu of an assignment, click **Submission Log**.
2. Filter the log as applicable, by **Submitted** (shows all submissions), **Deleted**, **Restored**, or **Started**.
3. Sort by **Date**.

Restore a deleted submission

You must have the **See and Manage Assignments** and **View Submitted Files** permissions to view the Submission Log.

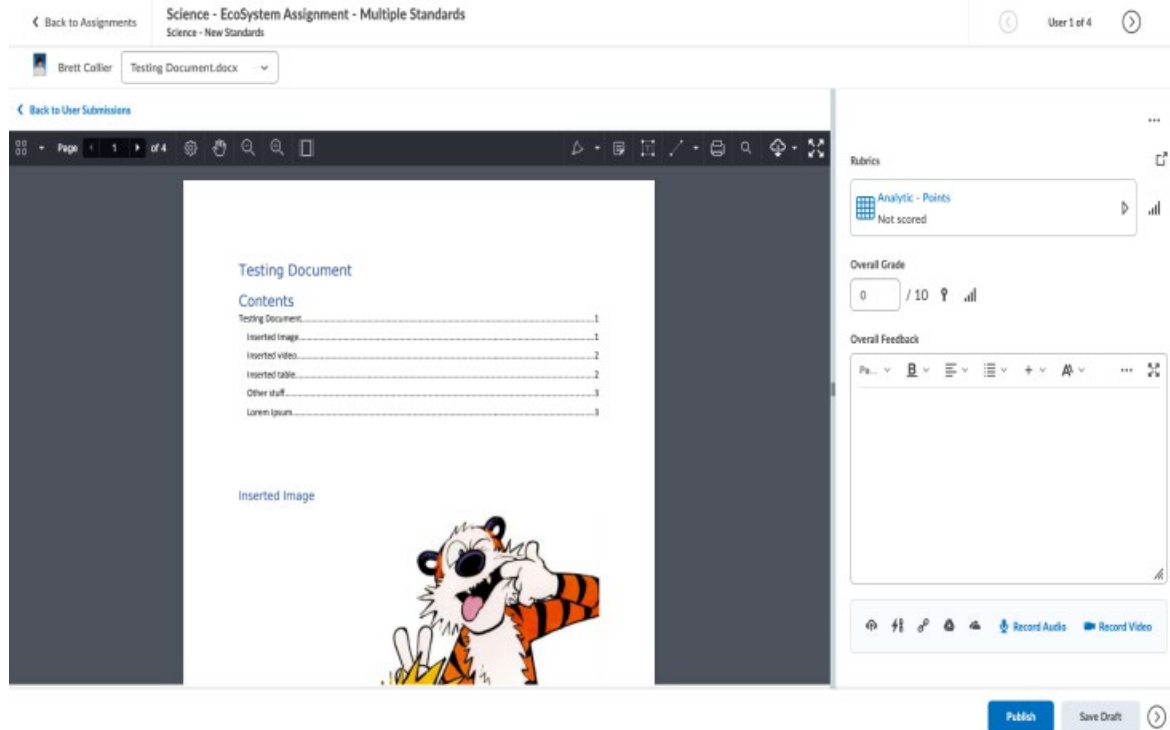
1. Do one of the following:
 - In the context menu for an assignment, click **Submission Log**.
 - On the **Submissions** page for an assignment, click **Submission Log**.
2. In the entry for the deleted submission, click **Restore**.

New Assignment Evaluation Experience

The New Evaluation Experience brings consistency to evaluating in Brightspace Learning Environment for all assessable tools. For now, the experience is only available in Assignments and Discussions.

NOTE: When an instructor in the new assignment creation experience attempts to delete a rubric that is attached to an evaluated assignment, the instructor must confirm that they want to detach the rubric from the assignment. This alert is intended to prevent potential data loss, because once a rubric is detached, the existing assessments for that rubric are deleted and cannot be restored.

The New Assignment Evaluation Experience uses the new Brightspace Editor as the default HTML editor. **Note:** The new editor does NOT require administrators to enable the new **d2l.Tools.WYSIWYG.NewEditor (Org)** configuration variable. It is automatically enabled for feedback when you turn on the New Assignment Evaluation Experience.



No changes have been made to page navigation. The New Assignment Evaluation Experience includes the following features:

- The user context bar includes a menu to choose a learner, and another menu to choose a submission. On the user submission list, files are grouped by submission without repeating comments to make it easier to distinguish between submissions. On group assignments, the user context bar includes a drop-down action menu with links to view all group members, email the group, and instant message the group.
- The evaluation pane divider is draggable to suit a user's preferences and screen size. Rubrics are located at the top of the evaluation panel. To add a rubric, use the **Edit Activity** option.
- An ellipsis menu appears with the following options:
 - **Edit Activity**: opens the assignment page in new tab (requires the **See and Manage Assignment Submission Folders** permission).
 - **Special Access Dates**: opens the Edit Activity screen as a pop-up (requires the **Set Special Access on Assignment Submission Folders** permission).
- The overall grade remains as an icon that indicates if that grade is tied to the gradebook. Existing outcomes and competency web components are also visible.
- You can provide feedback for the submission by typing in the **Overall Feedback** box, or uploading an attachment.

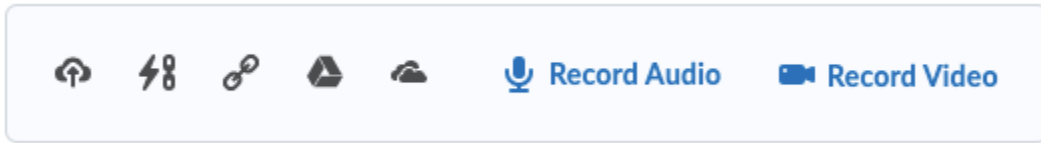


Figure: Attachments toolbar with icons for Upload File, QuickLink, Web Link, Google Drive, OneDrive, Record Audio, and Record Video.

- **Publish**, **Save Draft**, and **Next Student** options continue to function as before.
- You can now download the original submission file and / or the annotated PDF file by clicking the **Download** button in the Annotations viewer.

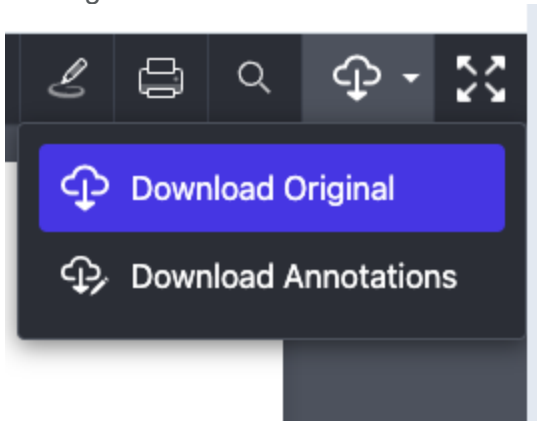


Figure: The Annotations viewer with the **Download** drop-down menu

- When an instructor using the New Assignment Evaluation Experience opens new window to evaluate text-only rubrics, the Overall Score displays for each rubric, and the instructor can override the level if necessary.

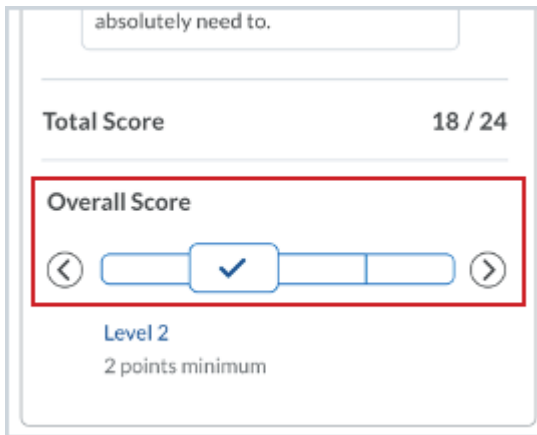


Figure: The Overall Score in Mobile and New Assignment Evaluation Experience views

Assess assignments with grade schemes

You can associate a select box grade item to an assignment, allowing you to evaluate assignment submissions directly with a grade scheme, rather than inputting a numeric value directly.

To assess assignments with grade schemes in the assignment creation experience

1. Navigate to **Assignments**.
2. On the **Assignments** page, click **New Assignment**.
3. Enter a **Name** for the assignment and any **Instructions**.
4. Under **Grade Out Of**, click **Ungraded** to enter the points for the assignment.
5. Click **In Gradebook**, and then select **Edit or Link to Existing**.
6. From the **Edit or Link to Existing** dialog, the following options may display under **Create and link to a new grade item**:
 - If the Grades tool has available grade categories, the **Choose Grade Category** option displays. Clicking this button displays available grade categories for association.
 - If the Grades tool has multiple grades schemes, the **Change Grade Type & Scheme** option displays. Clicking this button displays available grade types and schemes for association.
7. Click **OK**, and then **Save**.

Evaluate and add feedback to assignments

To evaluate and add feedback to assignments

The **Evaluate Submission** page enables you to evaluate and leave feedback on user submissions. It contains two main sections: The **Submissions List** panel and the **Evaluation** panel. Use the **Evaluation** panel to grade and provide comments on submissions. On paper submissions and Observed in person assignments display only the Evaluation panel, as no submissions are made in Brightspace.

Note: For more information about evaluating and adding feedback to assignments using a screen reader or keyboard-only navigation, see [How assistive technology interacts with the inline grading experience](#).

If you make evaluations directly on the **Evaluate Submission** page, you can publish feedback immediately or save your feedback as a draft and release it at a later time. This enables you to revise and review evaluations, and publish your feedback to multiple users at the same time. You have the option to retract published feedback if you want to provide an update to past evaluations but only want learners to access your most recent feedback.

If you use rubrics to assess submissions, the rubric opens in a pop-up window to enable easy grading, and the score transfers automatically to the Evaluation and Feedback sidebar. The overall score of the rubric transfers automatically to the **Score** field and appears in Grades if the assignment is associated with a grade item. The rubric feedback appears on the Feedback page to the learner.

To publish all draft feedback to learners at once, click **Publish All Feedback** on the assignment page. If you have **Anonymous Marking** enabled, you must click **Save Draft** and save your feedback for each anonymous user, then click **Publish All Feedback** on the assignment page to submit feedback to the anonymous users. Instructors cannot publish feedback from the **Evaluate Submission** page, and must do so from the assignment page.

If you have built in annotations turned on, you can mark up submissions using highlighting, free hand drawing, shapes, and associated commenting directly from the **Evaluate Submission** page. Use the icons in the document viewer toolbar to select between **Pen**, **Note**, **Text**, and **Line**. Each tool has additional options to change color, font size, font, and many other customizable items. Once you publish the feedback, learners can view their submission with the annotations visible, providing additional context on their instructor's notes.

If you download user submissions and leave feedback within the files, you can upload them back to the appropriate assignment, so they appear as attachments to each user's submission evaluation. To ensure successful feedback upload and distribution back to learners, do not rename the downloaded files' names after you enter feedback and save changes.

1. On the navbar, click **Assignments**.
2. On the **Assignments** page, from the context menu of the assignment you want to evaluate, click **View Submissions**.
3. On the **Submissions** page, do one of the following:
 - If you want to return feedback on multiple submissions at once or evaluate and grade submissions offline:
 - Click the **Select all rows** checkbox, and then click **Download**. A .zip file is created.
 - Click **Download**.
 - Extract all the files to a local folder.
Note: Each user submission folder has a numeric ID prefixed to the folder name. This ID is key when you are uploading the evaluated submission files and it should not be changed. Example downloaded file name with the numeric ID: 30230-29 - John Doe - May 29, 2020 122 PM
 - Open each assignment, evaluate the assignment, add your feedback, and then save the file.
 - Once you have evaluated and added feedback to all submission files and saved them, highlight all the updated folders and create a .zip folder.
Note: If you have any learner names with characters that cannot be used in a compressed folder, such as Ø, rename that folder and reattempt to create a .zip folder. Do not change the ID prefixed to the name of the folder.
 - On the **Submissions** page, click **Add Feedback Files**. Select your compressed .zip file and then click **Add**.
 - To publish feedback to selected learners, select these learners, and click **Publish Feedback**.
 - To publish feedback to all learners, click **Publish All Feedback**.
Note: If the **Publish All Feedback** button is grayed out, that indicates that you have no draft feedback to publish.

- If you have any rubrics attached to learner submissions and if these learner submissions have not been evaluated on all rubric criteria, a **Confirmation** dialog box appears indicating the same.
- Click **Continue Grading** or **Publish Anyway**, as applicable.
- If you want to evaluate an individual user, click on their name, or the **Evaluate** link for their submission.
Note: The **Evaluate** link appears when you have the **Give Feedback** permission turned on for your role. Refer to the [Assignment permissions](#) topic for more details.
- To add evaluations using an attached rubric, on the **Evaluate Submission** page, in the **Evaluation** panel, click the rubric you want to use, or click **Assess All Rubrics** if more than one rubric is attached. Select the rubric you want to use from the **Scoring Rubric** dropdown list. The Score for the submission is populated automatically from the Scoring Rubric.
- Add or edit the **Score** for the submission, and any additional **Feedback**, including text, audio, or video files.
- To evaluate using learning outcomes, select the desired level of achievement below the outcome.
- When you leave feedback in Turnitin, the feedback icon displays on the assignment submission page, in the **Turnitin GradeMark** column.
- If you added a GradeMark score, the score displays on the submissions page, in the **Turnitin GradeMark** column.

For information about file types that are supported by the annotation tool in Assignments, see [File types supported by Annotations](#)

Navigating in the inline grading experience

You can quickly see whether or not a rubric has been graded using the information on the collapsed rubrics tile. If the rubric is complete, the collapsed rubric shows the overall level of the rubric, and if the rubric is not complete, the number of unscored criteria appears on the tile.

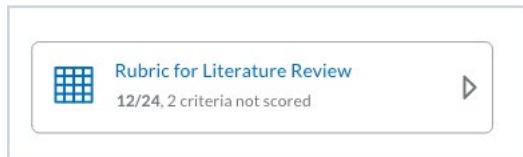


Figure: New Experience collapsed tile for partially scored points-based rubric

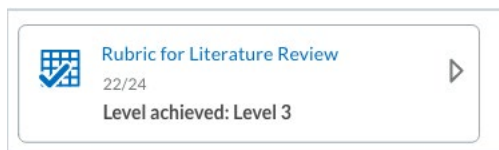


Figure: New Experience collapsed tile for completed rubrics (points-based)

In order to most efficiently navigate the rubrics in the inline grading experience, it is important to also understand the expected behavior of the grading experience in hover state (when the pointer is hovering over a level, but no level has been selected) compared to focus state (when a level has been selected and the pointer is hovering over either a selected level or a different unselected level). If there is no level under the hover pointer and no level has been selected, the level area is empty. :

The interaction of the arrow buttons at either end of the evaluation slider now indicate a hover state compared to a focus state.

Note: For information about keyboard-only interactions, see [How assistive technology interacts with the inline grading experience](#).

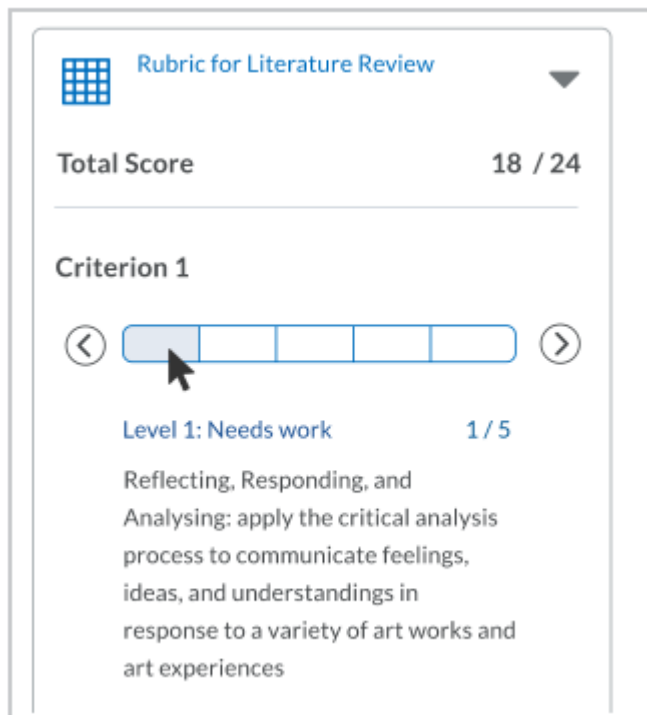


Figure: If there is hover pointer is on a level, the name, description, and score appear in the level information area below the slider.

Moving the focus to a level directly selects the level. You can also press **Enter** to select or unselect a level. In preview mode, the selected level does not change when you review other levels' information.



Figure: The focused level is highlighted inside slider segment.



Figure: When the level is selected, a larger box outlines the slider level, and a checkmark appears in the level

The level name and description of an evaluation level appear below the evaluation slider in the selected state, and the selection indicator appears on the slider at the chosen level.

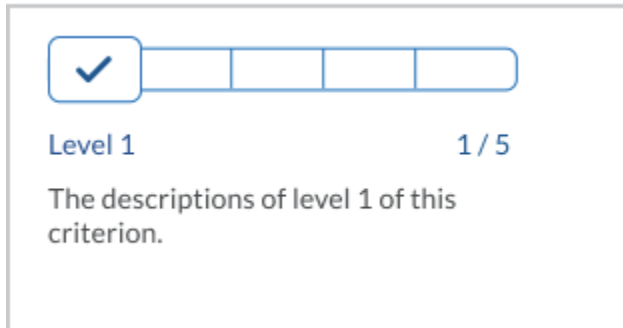


Figure: When a level is selected, the level name and description appear, along with the selection indicator

When the rubric has been graded, the level information area displays the selected level's information by default, unless other levels are in hover state in grading mode, or in hover or focus state in reviewing mode.

In grading mode, when you select a level, any default feedback provided in the rubric is also displayed in the Criterion Feedback text box. It is also possible to edit the feedback, if necessary.

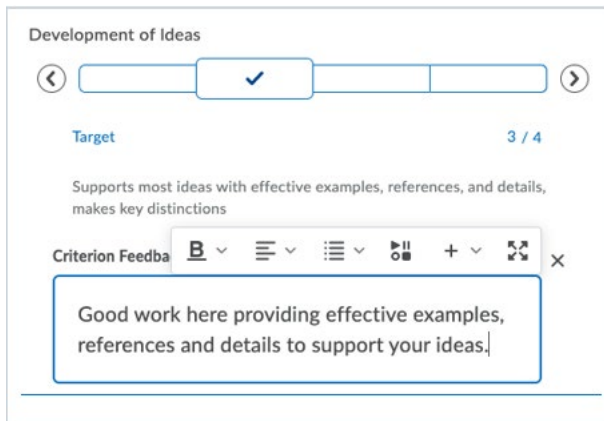


Figure: Instructors can edit feedback in the Criterion Feedback text box using the Brightspace Editor.

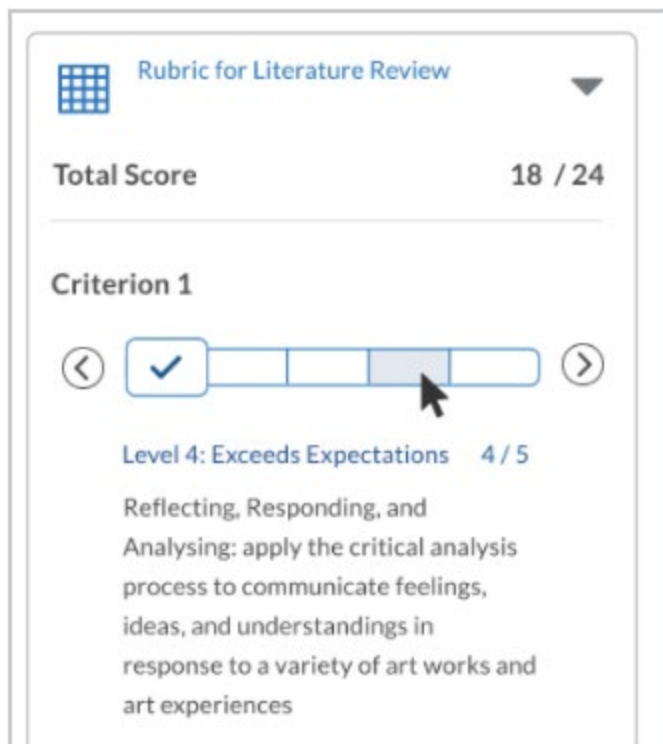


Figure: When a non-selected level is in hover state, the name, description, and score appear in the level information area below the slider.

How assistive technology interacts with the inline grading experience

Screen readers and keyboard-only navigation provide the same information as pointer-based navigation (such as using a mouse or trackball).

The interaction of the arrow keys on the evaluation slider indicate a focus state. When the focus is on a criterion level, the description appears below the slider.

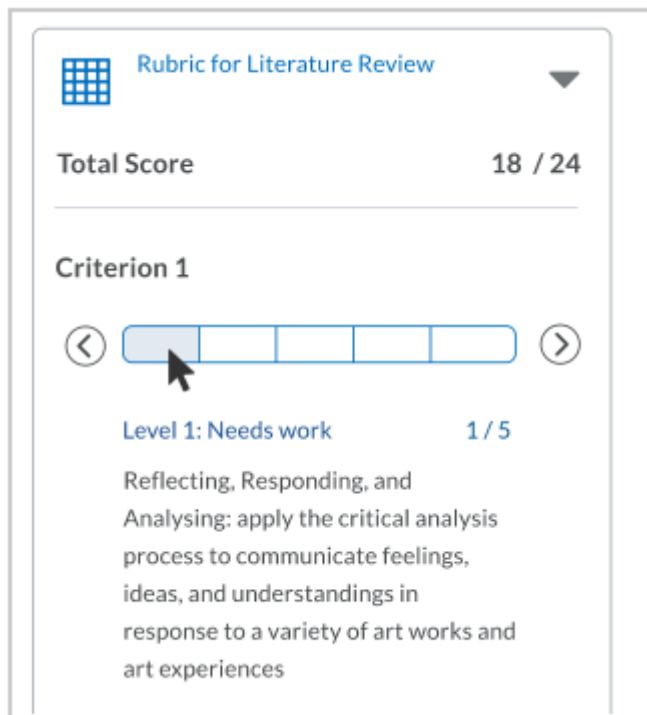


Figure: If the focus is on a level, the name, description, and score appear in the level information area below the slider.

Keyboard navigation of the slider evaluation levels identify the focus and indicate the criterion you are viewing. When the keyboard focus is on a level, you can press the arrow keys at the beginning and end of the slider or use the left and right arrow keys on the keyboard to move the focus within a scale. In grading mode, moving the focus to a level directly selects the level. You can also press **Enter** to select or unselect a level. In preview mode, the selected level does not change when you review other levels' information.



Figure: The focused level is highlighted inside the slider segment.

Keyboard navigation of the slider evaluation levels more clearly identify the focus and level you have selected in grading mode. You can use the right or left arrow key on the keyboard to move the focus within a scale. Press **Enter** or use the left and right arrow keys on the keyboard to select and deselect the level.



Figure: When the level is selected, a larger box outlines the slider level, and a checkmark appears in the level

The level name and description of an evaluation level appear below the evaluation slider in the selected state, and the selection indicator appears on the slider at the chosen level.

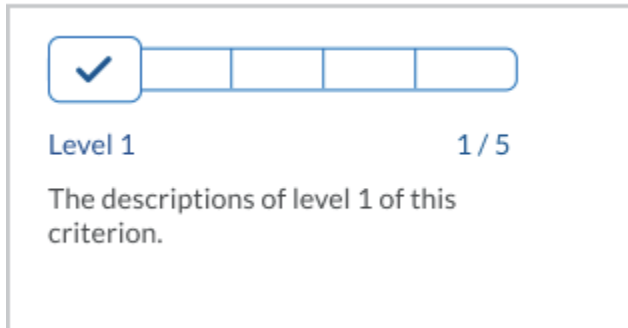


Figure: When a level is selected, the level name and description appear, along with the selection indicator

When the rubric is graded, the level information area displays the selected level's information by default, unless other levels are in hover state in grading mode, or in hover or focus state in reviewing mode.

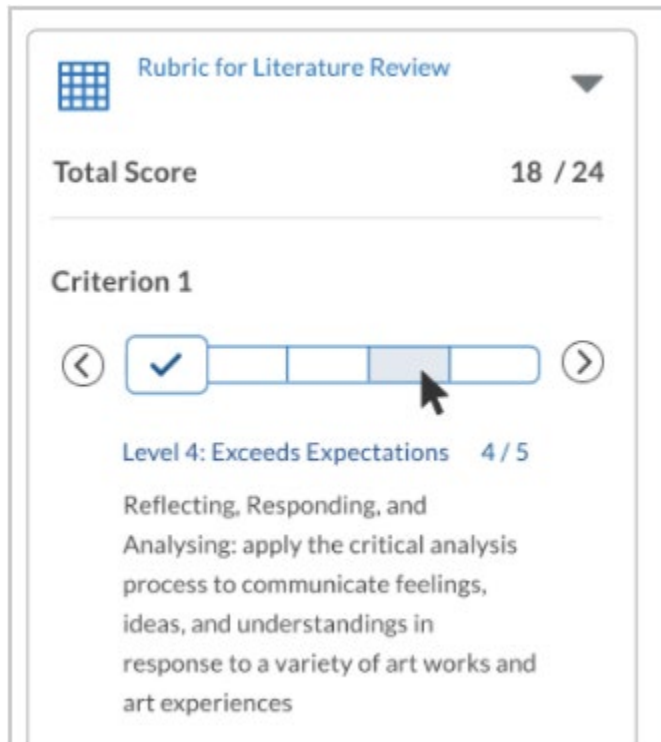


Figure: When a non-selected level is in hover state, the name, description, and score appear in the level information area below the slider.

About anonymous marking

To avoid unconscious bias in the grading and feedback process, instructors can configure assignments to use anonymous learner names. When the feature is turned on, instructors only see an anonymized learner name on the assignment. Learners can be assured that their submissions are assessed fairly. The **d2l.Tools.System.Features.AnonymousMarking** configuration variable must be turned by an administrator in order to enable anonymous marking. Anonymous marking is fully supported in the New Assignment Evaluation Experience.

- Instructors can only publish anonymous marking using **Publish All Feedback**, to prevent identifying learners through selective anonymous marking feedback submission. Note that the **Publish** button is disabled on the submission page. Once you publish any feedback, assignments are no longer anonymous.
- The **Assignments > Publish All Feedback on Assignments** permission must be enabled by an administrator for the **Publish All Feedback** button to appear. The **Publish All Feedback** button is enabled when at least one feedback is saved as a draft.
- Instructors can set up anonymous marking when creating an assignment. Instructors can also enable anonymous marking for assignment submission folders after they are created, but cannot disable the feature once submissions have been made. Instructors that use Turnitin can only enable Anonymous Marking in an existing assignment submission folder if no assignment submissions have been made.
- Depending on your course configuration, instructors may see anonymous marking automatically applied by default to new assignments. This default setting may or may not be disabled by the instructor.
- Instructors can publish feedback without completing feedback for all submissions. Clicking **Publish All Feedback** displays a confirmation dialog box indicating that some submissions will be published without feedback.
- After **Publish All Feedback** is selected, the user names associated with anonymous submissions are revealed to instructors.
- In instances where instructors are required to identify a user, such as when a learner is flagged for academic infringement, a permission exists which identifies all anonymous users in an assignment submission folder with anonymous marking enabled – contact your administrator for more information or next steps.

Enable/Disable Anonymous Marking

To enable or disable anonymous marking

Anonymous marking can be enabled or disabled when creating a new assignment submission folder. Anonymous marking can be enabled on an assignment submission folder with submissions, but cannot be disabled once assignment submissions are made. Courses that use Turnitin can only enable anonymous marking for assignment submission folders before any assignment submissions are made. The **d2l.Tools.System.Features.AnonymousMarking** must be enabled by an administrator in order to use anonymous marking.

1. From the navbar, click **Assignments**.

2. Click **New Assignment**.
3. Complete all required fields.
4. Under **Anonymous Marking**, ensure **Hide student names during assessment** is either selected or deselected.
5. Click **Save and Close**.

Assignments and Turnitin

Turnitin

Turnitin is a cloud-based solution with capabilities in originality checking and online grading using their OriginalityCheck and GradeMark tools. Turnitin saves instructors time and facilitates personalized feedback for learners.

OriginalityCheck lets you monitor Assignment submissions and identify potential cases of plagiarism by automatically comparing submissions to an online database of original content. You can then view Originality Reports which highlight key areas, show a breakdown of matching sources, and provide direct links to the matching content.

You can also take advantage of the integrated GradeMark which lets you add comments, inline text, and highlight sections in file submissions, directly from the Assignments tool. Learners can view GradeMark feedback in User Progress under Assignments, in Grades, in Assignments, in User Progress under Grades, and in Content.

OriginalityCheck and GradeMark features are enabled through integration with Turnitin from iParadigms, LLC. For more information about these features, see **Turnitin Integration** on [Brightspace App Finder](#).

Note: The use of Turnitin combined with the special access features in the Assignments tool is not supported. If you set a due date for a user with special access that is different than the due date set on the Turnitin tab, the Turnitin due date does not change.

Enable Turnitin for an assignment

To enable Turnitin for an assignment

In order to enable Turnitin for an assignment, make sure your administrator has done the following first: Activated Turnitin OriginalityCheck for your org unit by configuring the variables in **d2l.3rdParty.Turnitin.LTI** in Config Variable Browser and mapped IMS roles for users in IMS Configuration.

1. On the navbar, click **Assignments**.
2. On the **New Assignment** or **Edit Assignment** page, in the **Turnitin Integration** area, select **Enable Turnitin for this folder**.
3. To set more advanced options, click **More Options in Turnitin**. This opens the **Turnitin Assignment** window.

4. Configure the desired settings in the **OriginalityCheck** area, and the **GradeMark** area if GradeMark is activated for your org unit.
5. Click **Save and Close**.

About Turnitin-enabled assignments

Creating or editing Turnitin-enabled assignments

Consider the following when creating or editing your Turnitin-enabled assignment:

- When creating a new assignment, the name of the folder in Turnitin truncates after 99 characters, even though the Name field accepts 128 characters.
- When you copy course components from one course to another, confirm that all settings are configured for the Turnitin-enabled assignments in the new course.
- If you want learners to see instructions on the Submit Files page, you must enter them into the **Instructions** rich text field in the **Properties** tab. These instructions are automatically transferred into Turnitin. Any instructions you enter in the Properties tab overwrite instructions entered into Turnitin.
- If GradeMark is activated for your org unit, in the **Turnitin** tab, the GradeMark Available to Learners date defaults to the current date and time, plus 7 days. In the **Restrictions** tab, if you select Has End Date, the GradeMark Available to Learners date automatically sets to the end date, plus 1 day. You can change either of these dates if needed.
- If you want to automatically transfer scores as draft to Brightspace Learning Environment, on the **Turnitin Integration** page, select the **Automatically sync grades as Draft in Brightspace** radio button or select the **Manually sync grades as Draft in Brightspace** radio button to make it a manual step.
- If you want learners to see the Originality Score link to Turnitin:
 - Your administrator must map their role to the **Learner** IMS role.
 - In the **Properties** tab, ensure **Allow learners to see Turnitin similarity scores in their assignment submissions folder** is selected. This option is selected by default.
 - In Turnitin, under **Optional Settings**, ensure **Allow learners to view Originality Reports?** is set to **Yes**. This option is set to **Yes** by default.
- In the **Properties** tab, if you select **Allow learners to see Turnitin similarity scores in their assignment**, the equivalent option in Turnitin called **Allow learners to view Originality Reports?** is automatically set to **Yes**.
- In Turnitin, under **Optional Settings**, **Allow late submissions?** defaults to **Yes**. This means you don't need to change end dates to allow learners to submit late assignments.

About Turnitin-enabled group assignments

Consider the following when creating or editing your Turnitin-enabled group assignment:

- D2L recommends that you hide the Originality Score since group members cannot follow the link to view the Originality Report.

- In Turnitin, under **Optional Settings**, **Allow late submissions?** defaults to **Yes**. This means you don't need to change end dates to allow learners to submit late assignments.
- In Turnitin, under **Optional Settings**, the **Student paper repository** option is disabled by default. This is so that Turnitin doesn't think submissions from members of the same group are plagiarized.

Exempt individual users from Turnitin

To exempt individual users from Turnitin

To exempt individual users from Turnitin, your administrator must enable Turnitin for the Assignments tool for your organization or your course. Turnitin exemptions apply to all assignments within a course.

1. On the **Assignments** page, from the **More Actions** context menu, select **Manage Preference for Turnitin®**.
2. The **Manage Preference for Turnitin®** page displays where you can select individual users to be exempt from Turnitin using the toggles. An X on the toggle means that the learner's submissions are exempted from Turnitin. A checkmark on the toggle means that the learner's submissions will be checked by Turnitin.

Viewing OriginalityCheck reports

You can view Originality Reports from the Submissions page. When a report is available, the status changes from **In-Progress** to a percentage rating, which indicates the level of matching content.

Paper Information

ID#: 88161986	Word Count: 4934
Submitted: 02-25-09	Total Marks: 3
Last Saved: 03-02-09	Time spent: 00:25:33
Similarity: 93% 	Status: final

Final Grade (out of 0):

A lower percentage rating indicates that the content is likely original and has not been copied; a higher percentage rating indicates the content is likely not original and has been copied from another source.

The percentage ranges are associated with colors:

- **Blue** ≥ 0 and $< 20\%$
- **Green** ≥ 20 and $< 40\%$
- **Yellow** ≥ 40 and $< 60\%$
- **Orange** ≥ 60 and $< 80\%$
- **Red** ≥ 80 and $\leq 100\%$

Click the colored section beside the percentage rating to view the associated Originality Report. The Originality Report is comprised of two panes. The right pane lists all of the matching sources, including the percentage of text that matches and a link to the online content. The left pane displays the submission text using colored highlights to draw attention to the matching content.

What file types are supported in OriginalityCheck?

The following file types are compatible with OriginalityCheck:

- Microsoft Word (DOC, DOCX)
- Corel WordPerfect (WPD)
- Adobe PostScript (EPS)
- Adobe Acrobat PDF
- HTML (HTM, HTML)
- Rich text (RTF)
- Plain text (TXT)

Troubleshooting: I see an assignment submission showing an icon that says, "An originality report could not be generated for this file".

If there are no other details in the icon's message text, such as the file is not a supported type or does not include enough text, the generic error indicates an issue transferring the file to the Turnitin server. For assistance with troubleshooting, contact D2L Support.

About D2L

A global leader in EdTech, D2L is the creator of Brightspace, the world’s first integrated learning platform.

The company partners with thought-leading organizations to improve learning through data-driven technology that helps deliver a personalized experience to every learner, regardless of geography or ability. D2L’s open and extensible platform is used by more than 1,100 clients and almost 15 million individual learners in higher education, K–12, healthcare, government, and the enterprise sector—including Fortune 1000 companies.

The company has operations in the United States, Canada, Europe, Australia, Brazil, and Singapore. www.D2L.com

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