brightspace™
by D2L

Brightspace Learning Environment 10.6+

Assessments - Instructor Guide

Contents

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
October 6, 2016	- Added *Share awards with other courses* topic. - Added *Restore a deleted grade item* topic. - Added *Managing event logs in a grade book* section. - Updated *What file types are supported in Assignments?* topic with updated file types.
September 1, 2016	Updated the *About quiz reports* topic to include Microsoft Excel as an export format.
July 7, 2016	Added a *Best practices for entering grades* topic.
June 2, 2016	Added topics: *About automatic transfer of overall score to a learner's grade*, *Automatically transfer overall score to learner's grade*.
May 5, 2016	- Added *Set a different number of quiz attempts for an individual learner* topic. - Updated *Inaccurate final grades* and *Create formula grade items* topics to specify limits to calculating final grades with formula grade items. - Updated *About Turnitin* topic to include information about using Turnitin with special access permissions.
April 7, 2016	- Updated *Reasons to use User Progress* topic to include the ability to track when users access or download content. - Updated Question Library section topic *Create long answer questions*. - Updated Quizzes topics: *Set grade visibility options for students* and *About bonus grade items*.
March 3, 2016	- Updated the *Add release conditions to an award* topic to specify that you can release other content to learners when they achieve a defined award requirement. - Changes to <tools_quizzes> section. New topic: *Export the event log of all quiz attempts*.

February 4, 2016	• Added *View the event log of a single quiz attempt* topic. • Updated *Creating grade items* topics to specify the use of numeric grade items in association with course objects.
December 3, 2015	• Changes to Assignments and Turnitin section. New topics: *Exempt individual users from Turnitin, Troubleshooting: I see a submitted assignment showing…*; Updated topics: *About Turnitin*, *About Turnitin-enabled assignment submissions folders* • Changes to Awards section. New topic: *Hide an award from the Available Awards* page; Updated Create a new award topic to include new Awards access point.
October 1, 2015	• Added *Accessing User Progress data in the Brightspace Data Platform* topic to reflect new data available from the User Progress tool • Removed *Add new icons to the Award Icon Library* and *Add new Certificate Templates* topics.
September 3, 2015	• Added new section of topics for Awards tool.
August 6, 2015	• Added *Restore a deleted submission topic* to content for Assignments. • Updated *Add restrictions to a quiz* topic to reflect new IP address range option. • Added *About Turnitin-enabled assignment submissions folders* topic to describe enhancements to the LTI integration. • Added *About Turnitin-enabled group assignment submissions folders* topic to describe enhancements to the LTI integration.
July 2, 2015	• Added *Add special access to a quiz that requires Respondus LockDown Browser* topic. • Changed title of *Assignments and Turnitin* topic, updated title and content in *About Turnitin*, and updated *Enable Turnitin for an assignment submissions folder.*
June 4, 2015	• Added missing *Create an assignment submissions folder* topic, added step to link grade items with learning objectives.
May 7, 2015	• Initial release.

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The content in this guide is applicable to the most recent version of Brightspace Learning Environment unless otherwise noted.

Assignments

Assignments basics

What is Assignments?

Learners use the Assignments tool to upload and submit assignment submissions to assignment submission folders in Brightspace Learning Environment, eliminating the need to mail, fax, or email their work to instructors.

Instructors use the Assignments tool to see users' submission times, download assignment submission folders to their computer, view submissions on the Evaluate Submission page, associate assignment submission folders to rubrics and competencies, and return submissions with grades and feedback.

In the Folder Submissions area, 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 assignment submission folders. They can also restrict access to assignment submission folders by date and time, group membership, or special access permissions.

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

Add categories to manage assignment submission folders

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

1. On the navbar, click 🖥️ **Assignments**.

2. On the **Assignment Submission Folders** page, click **New Submission Folder**.

3. In the **Folder Properties** area, click the **New Category** link.

4. Enter a name for your category.

5. Click **Save**.

Create an assignment submission folder

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

2. On the **Assignment Submission Folders** page, click **New Submission Folder**.

3. Enter a **Name**.

4. Select a **Folder Type**. **Group submission folder** enables you to have one submission per group, but you must associate the folder with a **Group Category**. Any group member can submit and view files for a group assignment submission folder.

5. Do any of the following:

   - To associate the assignment submission folder with a category, select a **Category** or click **New Category**.

   - To associate the assignment submission folder 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 assignment submission folders.

   - To assign a score, enter a value in the **Out Of** field. 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 change the display settings for the folder's grade item, click the **Student View Preview** context menu, then **Edit Display Settings**.

   - To associate a rubric to the folder, click **Add Rubric**, or **Create Rubric in New Window**.

   - To provide instructions to users, in the **Instructions** rich text field, enter your instructions.

   - To allow learners to add the folder to their ePortfolio as artifacts, select **Allow users to add this folder to their ePortfolio**.

   - To add attachments, in the **Attached Files** area, click any of the buttons.

   - To change submission options, expand **Show Submission Options** and select the appropriate settings.

6. Click **Save**.

Set release conditions for an assignment submission folder

Release conditions allow you to associate an assignment submission folder 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 submission folder. You can also make submission to the assignment submission folder a criterion for accessing another item, such as a quiz.

1. On the navbar, click 🖥 **Assignments**.

2. On the **Assignment Submission Folders** page, from the context menu of the assignment submission folder you want to set release conditions for, click 🖊 **Edit Submission Folder**.

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. To set how accessing the grade item or category is controlled, from the drop-down list, select if **All conditions must be met** or **Any condition must be met**.

5. Click **Save and Close**.

Add special access to an assignment submission folder

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 submissions folder'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.

1. On the navbar, click 🖥 **Assignments**.

2. On the **Assignment Submission Folders** page, from the context menu of the folder you want to add special access to, click 🖊 **Edit Submission Folder**.

3. In the **Restrictions** tab, in the **Special Access** area, select one of the following options:

    - **Allow users with special access to submit files outside the normal availability dates for this folder**

    - **Allow only users with special access to see this folder**

4. Click **Add Users to Special Access**.

5. On the **Special Access** page, do the following:

    - In the **Properties** area, set the **Date Availability** for when you want the users to have special access to the folder.

    - In the **Users** area, select the users you want to give special access to.

6. Click **Save**.

7. Click **Save and Close**.

Reorder, edit, and delete assignment submission categories and folders

If you delete a category that contains assignment submissions folders, the assignment submissions folders will appear in the No Category section of the Folder list.

1. On the navbar, click 🖥 **Assignments**.

2. On the **Assignment Submission Folders** page, do one of the following:

   - To reorder categories and folders, from the **More Actions** button, click ↕️ **Reorder**. Use the **Sort Order** drop-down lists to change the order in which your categories and folders display. Click **Save**.

   - To edit a category, click its ✏️ **Edit** icon. Make your changes and click **Save**.

   - To edit a folder, from its context menu, click ✏️ **Edit Submission Folder**. Make your changes and click **Save and Close**.

   - To delete a category, click its 🗑 **Delete** icon. Click **Delete**.

   - To delete a folder, from its context menu, click 🗑 **Delete Folder**. Click **Delete**.

Restore deleted assignment submission folders

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

1. On the navbar, click 🖥 **Assignments**.

2. On the **Assignment Submission Folders** page, from the **More Actions** button, click ⚠️ **Event Log**.

3. For every folder you want to restore, click the **Restore** button.

Set availability and due dates for an assignment submission folder

1. On the navbar, click 🖥 **Assignments**.

2. On the **Assignment Submission Folders** page, from the context menu of the folder you want to set availability and due dates for, click ✏️ **Edit Submission Folder**.

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**.

Assessing assignment submissions

About assessing assignment submissions

There are several ways you can assess assignment submissions:

- Download user submissions and leave feedback within the files, then upload them back into the appropriate assignment submission folders so they appear as attachments to each user's submission evaluation.

- Evaluate submissions and leave feedback directly on the Evaluate Submission page.

- Evaluate external submissions and leave feedback in an assignment submission folder.

- 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.

View the File Submissions log

You must have **See and Manage Assignments** and **View Submitted Files** permissions to view the Submissions Log.

The File Submissions area of Assignments has a log that can be filtered to determine if and when a learner submitted a file, and whether the learner or instructor deleted the submission.

To view the log:

1. To access the log, do one of the following:

    - In the context menu for a course, click **Submissions Log.**

    - On the **Folder Submissions** page for a course, click **Submissions 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 **See and Manage Assignments** and **View Submitted Files** permissions to view the Submissions Log.

If a submission was accidentally deleted, you can restore it from the **Submission Log**.

To restore a deleted submission:

1. To access the log, do one of the following:

    - In the context menu for a course, click **Submissions Log.**

    - On the **Folder Submissions** page for a course, click **Submissions Log**.

2. Click **Restore** in the entry for the deleted submission.

Add feedback and evaluations to assignment submissions

The Evaluate Submission page enables you to evaluate and leave feedback for 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.

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 also 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. You can also annotate users' web and plain text file submissions with the HTML Editor and attach those annotations as part of feedback.

If you use rubrics to assess submissions, you can append the overall rubric feedback to the Submission Feedback field. If the rubric uses points, you can also scale and transfer the overall rubric score to the Submission Score field. Both of these fields transfer to Grades if the assignment submission folder is associated with a grade item.

If you download user submissions and leave feedback within the files, you can upload them back to the appropriate assignment submission folder so they appear as attachments to each user's submission evaluation. To ensure successful feedback upload and distribution back to students, do not rename the downloaded files' names after you enter feedback and save changes.

1. On the navbar, click 🖥️ **Assignments**.

2. On the **Assignment Submission Folders** page, from the context menu of the folder 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 downloaded submissions at once, click **Add Feedback Files**. Upload your compressed .zip file using the same format that it was downloaded with, then click **Add**.

   - If you want to evaluate an individual user, click the 💬 **Evaluate** link for their submission. To add evaluations using an attached rubric, on the **Evaluate Submission** page, in the **Evaluation** panel, click the 🔲 **Assess All Rubrics** icon. Add a **Score** for the submission, and any additional **Feedback**, including text, audio, or video files.

Assignments and Turnitin

About Turnitin

Turnitin is a cloud-based solution with capabilities in originality checking and online grading through the use of their OriginalityCheck and GradeMark tools. Turnitin saves instructors time and facilitates personalized feedback for learners.

OriginalityCheck enables you to 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 enables you to add comments, inline text, and highlight sections in file submissions, directly from the Assignments tool.

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* (*https://appfinder.brightspace.com/*).

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 submission folder

In order to enable Turnitin for an assignment submission folder, make sure your administrator has done the following first:

- Activate Turnitin OriginalityCheck for your org unit by configuring the variables in **d2l.3rdParty.Turnitin.LTI** in Config Variable Browser.

- Map IMS roles for users in IMS Configuration.

Then, do the following:

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

2. On the **New Folder** or **Edit Folder** 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 assignment submission folders

Consider the following when creating or editing your Turnitin-enabled assignment submission folder:

- When creating a new assignment submission folder, 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_** (see "**_Enable Turnitin for an assignment submission folder_**" on page 18) for the Turnitin-enabled assignment submission folders 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 learners to see the Originality Score link to Turnitin:

    - Your administrator must map their role to the **Student** 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 students 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 submissions folder**, the equivalent option in Turnitin called **Allow students 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 assignment submission folders

Consider the following when creating or editing your Turnitin-enabled group assignment submission folder:

- 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, your administrator must enable Turnitin for the Assignments tool for your organization or your course. Turnitin exemptions apply to all assignment submission folders within a course.

1. On the **Assignment Submission Folders** 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 Folder 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):
```
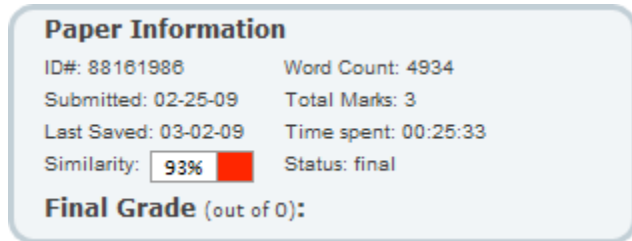
Figure 1: Viewing a file submission summary

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 <= 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.

Awards

About Awards

The Awards tool enables instructors to provide merit-based awards to students. There are two types of awards: Badges, and Certificates.

Badges are awarded based on any criteria determined by the instructor. They are meant to provide digital markers that represent accomplishment throughout a course or program. Badges do not contribute to achieving a passing grade; however, badges are awarded for achievements that also can contribute to the type of work ethic that results in a passing grade. For example, an instructor might create a badge that is based on posting 15 discussion posts in the first month of a course, or on perfect attendance, or on academic excellence. These items are the types of trends that can help a learner to succeed in a course or program.

Certificates are also awarded based on criteria determined by the instructor. Certificates are similar to Badges, however, they include a PDF that users can print. Certificates typically indicate an official statement of certification or award at the end of a program, but can be awarded during the course for other criteria as well. Certificates can be awarded based on achieving a milestone that a learner can use for further academic or career success, such as passing a practical exam. Certificates also do not contribute to achieving a passing grade.

Badges and Certificates can be automatically awarded based on release condition criteria, or can be manually awarded.

Create a new award

You can create awards that can be shared with other users in other courses, or restricted to the course and its child org units. If you restrict the award, it can only be added to the course offering in which you create the award, and any child offerings of that course.

1. Within the course, do one of the following:

   - Click **Awards** on the navbar.

   - Click **Course Admin**, and from the **Assessments** area, select **Awards**.

2. Click **Add Award to Course**.

3. Click **Create Award**.

4. Enter a name and description for the new award.

5. Select an award type from the drop-down list.

6. Select the appropriate check boxes to indicate if you want the award to be available to other award managers, and where it is available within the org structure.

7. Select the expiry options:

    - If the award will not expire, select **Never**. Examples of awards that never expire are certificates of merit for passing a course, or badges for perfect attendance.

    - If the award will expire on a specific date, select **Fixed date**. Examples of awards that will expire on a specific date are certifications for a skill that must be renewed, such as first aid training.

    - If the award will expire on a day relative to the day the award was granted, select **Relative Day of the Month**. Examples of awards that expire on a relative date are badges for Student of the Week or for having achieved 100% on a test or assignment.

8. If you want to notify the award recipient before an award expires, select the check box and indicate the number of days of lead time, if necessary.

9. In the **Choose Award Image** area, do one of the following:

    - If the image already exists in the image library, click **From Existing Library**.

    - If you want to add a new icon to the image library, click **Upload New Icon**.

    - To launch the OpenBadges website, click **Create your own award image**. OpenBadges is a free website that allows you to create custom icons.

10. If you are creating a new certificate, in the **Choose Certificate Template** area, do one of the following:

    - If the PDF template already exists in the image library, click **From Existing Library**.

    - If you want to add a new template to the image library, click **Upload New Template**.

11. Verify that the **Issuer Information** is correct.

12. Ensure that the **Associate this award to the <current course> on creation** check box is correctly set.

13. Click **Save**.

Share awards with other courses

When you create an award, you can choose to share it with other courses you teach. By default, new awards are available to all your courses, but you can also share with other award creators in your home org unit, or all org units.

1. Click **Edit** or **Create**.

2. If you are creating a new award, complete the creation fields.

3. Under Availability, do one of the following:

    - Select **Make this award available to all of my courses** if you only want to share within your own courses.

- Select **Make this award available to other award creators and their courses** if you want to share the award with others. You can further restrict the award to the course in which it is created and its child org units.

4. Save the award.

Hide an award from the Available Awards page

In some cases, you might want to hide an award from a learner until they have earned it. Hiding awards means that the award does not appear on the Available Awards page. After the learner earns the award, it appears in the Available Awards and My Awards page.

1. Within the course, click **Awards** on the navbar.

2. Click **Edit Properties** on the award.

3. Select the **Award hidden until earned** check box.

Add release conditions to an award

You can add release conditions to an award and release other content or another award to learners when they achieve the award requirement that you define.

1. Within the course, click **Awards** on the navbar.

2. Click **Edit Properties** on the award.

3. Click **Create**.

4. From the **Condition Type** drop-down list, select the release condition.

5. Complete the associated **Condition Details**.

6. Click **Create**.

7. Click **Save**.

Add an existing award to a course

When certificates and badges are available to a course, they are visible on the **Add an Award** page. You can click the **Badges**, **Certificates** or **All** buttons to filter the list of available awards. If you are searching for a specific award, use the **Search awards** function.

1. Within the course, click **Awards** on the navbar.

2. Click **Add Award to Course**.

3. If you want to filter the list to your own awards, click **Show only Awards I Created**.

4. Select the awards you want to add from the list.

5. Click **Add Award to Course**.

View awards for a classlist

You can view the awards that you've granted for all students in the classlist for a course.

1. From within a course, click **Awards** on the navbar.

2. Click **Classlist Awards.**

3. Click **All**, **Badges**, or **Certificates** to filter the awards that appear in the list.

4. Select the sort order.

5. Review the **Classlist** and associated **Course Awards**.

Manually grant an award

For scenarios such as when a learner is successful at a practical test, you can manually grant awards.

1. From within a course, click **Awards** on the navbar.

2. Click **Classlist Awards.**

3. Select one or more learners in the Classlist.

4. Click **Award**.

5. Select an award from the drop-down list.

6. Enter a reason for granting the award in the **Award Criteria** field.

7. Click **Award**.

Revoke an award

In some cases, you may want to revoke a previously granted award. You can use the **Search classlist** function to search for a specific learner.

1. From within a course, click **Awards** on the navbar.

2. Click **Classlist Awards.**

3. Select one or more learners in the Classlist.

4. Click **Revoke**.

5. Select an award from the drop-down list.

6. Enter a reason for revoking the award in the **Revoke Reason** field.

7. Click **Revoke**.

Troubleshooting: Certificate text is too long

Depending on the template that you use for your certificates, you may find that the text you intend to use extends beyond the text box borders. Some of the text in the certificates is gathered automatically from user and course

attributes, and you may need to adjust the template to fit your requirements. Try one or more of the following suggestions:

- Change the field length in the template

- Change the size of the font

- Add word-wrap to the text field

- Make the text box larger

Note Any changes you make to the certificate template affect other certificates that have been granted using that template.

Competencies

About competencies

Reasons to use competencies

Competencies help track information about the knowledge, skills, and abilities learners acquire as they participate in courses or other learning experiences. Competencies are an inventory of skills and knowledge rather than measures of how good learners are at something. Other vocabulary used to describe competencies can include proficiencies, learning outcomes, standards, objectives, and skills. Examples of competencies can include:

- Certification to operate a forklift

- Expertise on how to troubleshoot a network

- Essential teaching skills acquired from a teacher education curriculum

- License to operate a motorboat after successful completion of a boating safety course

The types of competencies you create and track depend on your organization and what you ultimately want to do with the information.

Use the Competencies tool to create competency structures to help you assess users' learning outcomes and determine if they have acquired the intended knowledge, skills, and abilities from a learning experience. The transparency and accountability of competency structures have an advantage over traditional grading mechanisms, because they do not mask gaps in learning with overall grade averages.

Understanding competency structures

A competency structure is a hierarchy composed of three basic elements:

- Competencies

- Learning objectives

- Activities

Although you can create multiple activities, learning objectives, and competencies within a competency structure, the most fundamental structure must contain at least one competency, one learning objective, and one activity.

If you share a competency structure with a child org unit, the child org unit must be associated with its own activities since activities cannot be shared between org units.

Element	Description
Competency structures inside and beyond your course	If you create a competency structure as part of a course offering, it is accessible only within that course offering. For example, you can create a competency to represent the entire course, learning objectives to represent specific units, and associate activities to each unit.
	You can create competency structures inside org units such as departments, semesters, or the organization to track users' achievements beyond a course offering. You can also share these competency structures with multiple course offerings and evaluate the competencies and learning objectives within specific child org units. This enables users to complete the competency in stages over time, working on different learning objectives within different courses. If a competency structure is large and complex, acquiring all the knowledge and skills associated with it might involve many learning experiences across several courses.
Learning objectives	Learning objectives are the skills, abilities, or knowledge a person must acquire to become competent in a given domain. Create learning objective statements that are directly measurable through related activities. Other vocabulary used to describe learning objectives can include indicators, criteria, requirements, and learning outcomes.
Activities	Activities are the only elements that can be graded in a competency structure. You can use existing tools in Brightspace Learning Environment to create activities, and you can create external manual assessment activities such as a concert performance or an oral presentation.
	You can associate activities with relevant learning objectives, and have users complete them so you can evaluate their learning objective achievements. Activities include quizzes, surveys, assignment submissions folders, discussion topics, grade items, manual assessments, and content.
	You can add measurable criteria to the activity and set the assessment method as a requirement to completing the learning objective. If a user's activity assessment meets the minimum required threshold set for that activity (for example, minimum rubric level score, minimum numeric score), then the user achieves or is on the path to achieving the associated learning objective.

About parent-child relationships between competency structure elements

When you create a complete competency structure you must first create the elements that make up the structure and associate those elements together. Associated elements have a parent-child relationship. For example, if an activity is associated with a learning objective, the activity is the child and the learning objective is the parent.

If you want to create more complex structures (for example, a learning objective associated with two competencies in different levels of a nested structure), consider creating all of your elements first before adding parent-child relationships.

You can create the following element associations:

Element	Parents	Children
Competency	Other competencies	- Learning objectives - Other competencies
Learning Objective	- Competencies - Other learning objectives	- Activities - Other learning objectives
Activity	Learning objectives	

About nested competency structures

You can nest competencies and learning objectives by adding a parent-child association between competencies or between learning objectives.

If you have one learning objective that is very broad in scope, dividing it into simpler learning objectives and nesting them beneath it allows users to complete the learning objective in smaller parts. This might also provide a more detailed view of the experiences involved to achieve the overall learning objective.

Nested competencies are ideal if competencies are prerequisites for achieving an overarching competency. For example, if you want to distinguish multiple levels of proficiency, a user might complete a basic level proficiency competency by achieving two learning objectives, then complete an intermediate level proficiency competency by completing two more learning objectives.

If users can view competencies, nested competencies are displayed individually and also within their parent-child associations.
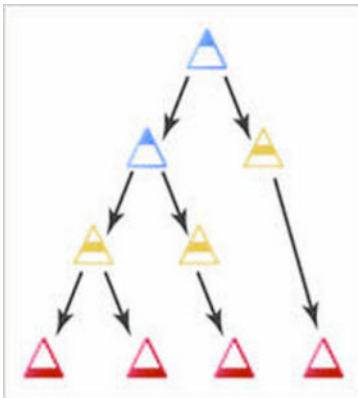
Figure 2: An example of nested competencies in a competency structure

About overlapping competency structures

Separate competency structures in the same org unit overlap if they contain the same competencies, learning objectives, or activities. This is ideal for elements that are relevant to completing multiple competency structures.
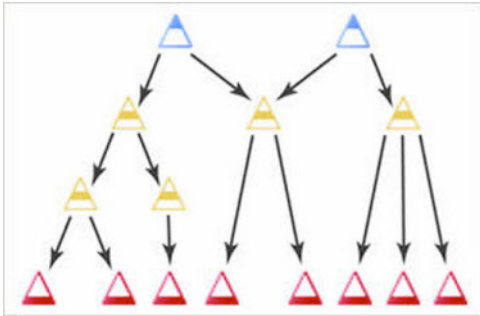
Figure 3: An example of overlapping competency structures

Switch your view in competencies

The Competencies interface has two different views: standard and advanced.

The advanced view contains a navigation pane that enables you to view competency structures, as well as independent learning objectives and activity assessments that are currently not associated with a competency.

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

2. On the **Competency Home** page, click **Settings**.

3. Select your view.

Setting visibility for competency structure elements

You can choose which elements are visible to course participants. For example, you can set competencies to only display activities to users if you want to provide a list of activities for them to view without seeing the learning objectives and competencies they might be associated with.

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

2. On the **Competency Home** page, click **Settings**.

3. In the **Org Unit Settings** section, select the check boxes beside each type of element you want course participants to see.

Why can't I see my learning objectives?

Learning objectives are only visible if they are attached to a competency that course participants can see. You must attach learning objectives to competencies with the **Make competency and its children visible to users** check box selected in order for users to see them.

Allow users to add competencies to their Brightspace ePortfolio

You can allow users to add competencies to their Brightspace ePortfolio as artifacts.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click ⚙ **Settings**.

3. In the **Org Unit Settings** section, select the **Allow users to add their competencies to their Brightspace ePortfolio** check box.

Using automatic evaluation

Understanding automatic evaluation

The competency, learning objective, and activity evaluation system automatically evaluates users as they work through competency structures. If you modify competency structures that users are currently working on, the evaluation system can also automatically re-evaluate each user's progress to determine if they meet the new requirements and update their results accordingly.

How an automatic evaluation is initiated

Automatic evaluation can be initiated for approved competencies and learning objectives that are set to **Ready for evaluation**. If your organization enabled the Status settings option, only approved competencies (including approved competencies that you edit in draft mode and re-approve) can be re-evaluated. If your organization disabled the Status settings option, any competency changes you make can also initiate re-evaluation.

The following actions can initiate an automatic evaluation for an approved competency:

- Completing a child competency or learning objective.
- Adding parents or children to an associated learning objective.
- Removing parents or children from an associated learning objective.
- Changing or removing an activity's achievement threshold.
- Changing an activity's assessment method (this erases the previous rubric or numeric assessment for that activity).
- Sharing or unsharing competencies with a child org unit.

The following actions can initiate an automatic evaluation for a learning objective that is set to **Ready for evaluation**:

- Completing a child learning objective or activity.
- Adding or removing a child learning objective or activity.
- Changing or removing an activity's achievement threshold.
- Changing an activity's assessment method (this erases the previous rubric or numeric assessment for that activity).
- Sharing or unsharing learning objectives with a child org unit (learning objectives are automatically shared if you share its associated parent competencies).

Allow automatic competency evaluation after a user achieves a competency

After a user achieves a competency, they are not automatically reevaluated for the competency unless you set evaluation settings to do so.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click the competency that you want to change evaluation settings for.

3. In the **Evaluating Settings** section, select the **Allow re-evaluation of users who have achieved this competency** check box.

Turn off automatic competency evaluation

You can disable automatic evaluations for users (even if they have not achieved a competency) by clearing the **Can be Evaluated** role permission. Your organization's administrator can disable the automatic evaluation by turning off the configuration variable **d2l.Tools.Competencies.Settings.AutomaticReeval**. If automatic evaluation is disabled, users need to manually initiate evaluation for each element.

Manually initiate an evaluation

If your organization uses manual evaluation, a notice about an outdated competency or learning objective appears on the Results page of every element affected by the change. For example, if an activity's Achievement threshold changes, the notice appears on the Results page of the activity and its parents, all the way up the structure to the competency.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, do one of the following:

- To re-evaluate a competency or learning objective, click the competency or learning objective that you want to re-evaluate. Click ▦ **Results** > **Re-evaluate**.

- To re-evaluate an activity, on the **Edit Learning Objective** page, click ▲ **Structure**. Click the activity that you want to re-evaluate.

Reevaluation requests are placed in a queue and processed in sequence. Depending on the number of requests already in the queue, there might be a delay between the time of your request and when users are reevaluated.

Monitor the re-evaluation service

When a competency structure change initiates evaluation, the elements affected are added to a table in the re-evaluation database and processed by the re-evaluation service the next time it runs. The Competency Service Jobs page lists the elements in the database table.

If automatic re-evaluation is disabled, elements are still added to the database table but they are flagged to be ignored by the re-evaluation service until a user manually requests re-evaluation. Once you manually initiate re-evaluation, you can check and see if the element is processed from the Competency Service Jobs page. The re-evaluation service normally runs at five-minute intervals.

Users require the role permission **See Competency Service Jobs** to access the Competency Service Jobs page.

1. From the ⚙ **Admin Tools** menu, click **Competency Service Jobs.**

2. If the list is not updated automatically, click **Refresh**.

Evaluating activities

Evaluate assignment submission folder activities

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

2. On the **Assignment Submission Folders** page, click the folder that you want to view.

3. Click the **Evaluate** link for the user that you want to evaluate. If you have already left feedback, click **Feedback Left** to review or revise previous feedback.

4. In the **Evaluation** section on the **Evaluation** panel, click the rubric associated with the learning objective that you want to assess.

5. Fill in the rubric assessment.

Evaluate survey activities

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

2. From the context menu of the survey you want to evaluate, click **Statistics**.

3. Click the **Overall Results** link for the user you want to evaluate.

4. In the **Objective-based Assessment** section, fill in the rubric assessment for each associated learning objective.

Evaluate discussion topic activities

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

2. On the **Discussions List** page, from the context menu of the topic you want to evaluate, click **Assess Topic**.

3. Click the **Topic Score** link beneath the name of the user you want to assess. This will bring up all of their posts for the topic, which you can then assign either individual scores or an overall topic score for.

4. To assess individual posts, in the **Assessment** tab of the **Edit Topic** page, select the **Allow assessment of individual posts** check box. Clear the check box to assess the topic as a whole.

Evaluate manual assessment activities

Enter evaluations for manual assessment activities on the Activity Results page. Manual assessment activities are labeled with the Manual Rubric Assessment icon.

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

2. On the **Competency Home** page, click a competency or learning objective.

3. Click **Structure**.

4. In the **Structure Summary** tab, click the **View Results** icon for the manual assessment activity you want to evaluate.

5. On the **Results** page, click the **Assess** link for the user you want to evaluate.

6. Fill in the rubric.

7. Click **Save**.

Enable learning objective completion using quiz or grade item activities with automatic assessment

You can configure automatic evaluation for quiz and grade item activities so that users' activity achievement is determined automatically based on their quiz score or grade item score.

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

2. On the **Competency Home** page, click on the learning objective you want to add a quiz or grade item activity to for automatic assessment.

3. Click **Structure**.

4. In the **Edit Structure** tab, click **Incorporate Activities**.

5. Click on the activity you want to add to the learning objective.

6. Select the **Assess Objective** check box.

7. From the **Assessment Type** drop-down list, select **Numeric**.

8. Select the **The activity is required to complete learning objective** check box, and then enter the Overall Threshold information.

9. Click **Add**.

You can also configure quiz and grade item activities to automatically evaluate by attaching a holistic rubric to the item. If you attach a holistic rubric for a quiz or grade item activity that uses Percentages as the scoring method, the user's quiz or grade percentage is automatically mapped to the appropriate achievement level.

Evaluate quiz activity manually

If you select an analytic rubric with multiple criteria, you must score it manually. This type of assessment can be useful if you need to make an informed judgment when grading submissions such as long answers and essay questions. When you incorporate an activity with a learning objective in the Competencies tool, set the assessment type to **Rubric** and select an analytic rubric item to configure a quiz activity or grade item activity for manual evaluation.

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

2. On the **Manage Quizzes** page, from the context menu of the quiz you want to evaluate, click **Grade**.

3. Click the **Overall Grade** link for the user you want to evaluate.

4. In the **Objective-based Assessment** section of the **Grade Attempt** page, fill in the associated rubric.

Evaluate grade item activity manually

If you select an analytic rubric with multiple criteria, you must score it manually. This type of assessment can be useful if you need to make an informed judgment when grading submissions such as long answers and essay questions. When you incorporate an activity with a learning objective in the Competencies tool, set the assessment type to Rubric and select an analytic rubric item to configure a quiz activity or grade item activity for manual evaluation.

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

2. On the **Enter Grades** page, from the context menu of the grade item you want to assess, click **Grade All**.

3. Click the **Objective-based Assessment** icon for the user you want to evaluate.

4. Fill in the associated rubric.

Creating and editing competencies, learning objectives, and activities

Understanding competency status settings

When you create a competency, each status setting you can select contains different restrictions on what can be done with the competency once it is created.

The competency	Draft	In Review	Approved	Archived	Not Ready *
is visible to course participants?	No	No	Yes	No	No
can be completed?	No	No	Yes	No	No
description can be changed?	Yes	Yes	No	No	Yes
visibility can be changed?	Yes	Yes	Yes	Yes	Yes
allows you to add parent-child associations to it?	Yes	Yes	No	No	Yes
allows you to remove parent-child associations from it?	Yes	Yes	No	No	Yes
allows you to edit associated learning objectives' descriptions?	Yes	Yes	No	No	Yes
allows you to associate activities with learning objectives within its structure?	Yes	Yes	Yes	Yes	Yes
status can be changed?	Yes	Yes	Yes	Yes	Yes

* If the Competencies status settings option is disabled by your system administrator, existing competencies that have a Draft, In Review, or Archived status will appear with a ⚠ **Not Ready** status.

Competencies with a not ready status are hidden from course participants. They cannot be completed or evaluated even if users attempt associated learning objectives and activities. You can clear a not ready status by going to the competency's Edit Competency page and clicking Save.

You cannot revert an approved competency back to not ready.

Create a competency

1.   On the navbar, click 🔺 **Competencies**.

2. On the **Competency Home** page, from the **New** button, click ▲ **Competency**.

3. Enter your **New Competency** details.

4. In the **Evaluation Settings** section, select the **Make competency and its children visible to users** check box to share the competency with users.

5. If you are creating a competency in an org unit above the course offering level, you can click **Add Org Units** to share the competency with org units beneath it.

6. In the **Achievement Criteria** section, select how users can achieve a competency.

You can also create competencies from an element's **Structure** area. In the **Edit Structure** tab, expand the **Add Parent** or **Add Child** option and click **New Competency**.

Modify an approved competency

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click the competency that you want to modify.

3. From the **Status** list, change the selection from **Approved** to **Draft** or **In Review**.

4. Click **Save**. Users who are working on the competency can no longer see it.

5. On the **Competency Home** page, click the competency again.

6. Make your changes.

7. From the **Status** list, change the selection to **Approved**.

Copy a competency

Copied elements are saved in the same org unit as the original element. If you want a child org unit to have the same competency or competency structure, you can share it.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, from the **More Actions** button, click 🗐 **Copy**.

3. Click **Competency**.

4. Select your **Competency to Copy** from the drop-down list.

5. Enter a **New Competency Name**.

6. Select a **New Competency Status**.

7. Choose your copy options.

8. Click **Continue** and make your changes in the New Name column.

9. Click **Finish**.

Delete a competency

You cannot delete disabled competencies, including competencies with approved or archived statuses and competencies shared to you from another org unit.

Deleting a competency element does not delete the entire competency structure. But deleting a competency element will delete users' results for the competency. If you want to keep users' results, consider archiving your competency instead.

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

2. On the **Competency Home** page, from the **More Actions** button, click 🗑 **Delete**.

3. Select the check boxes beside the competencies you want to delete.

4. Click **Delete Selected**.

Create a learning objective

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

2. On the **Competency Home** page, from the **New** button, click **Learning Objective**.

3. Enter your new learning objective details.

4. If you are ready to allow users access to the learning objective, in the **Ready for evaluation** section, select **Yes**.

You can also create a learning objective from an element's Structure area. In the **Edit Structure** tab, expand the **Add Parent** or **Add Child** option and click **New Learning Objective**.

Copy a learning objective

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

2. On the **Competency Home** page, from the **More Actions** button, click **Copy** > **Learning Objective**.

3. From the **Learning Objective to Copy** drop-down list, choose a learning objective.

4. In the **New Learning Objective Name** field, enter a name.

5. In the **Copy Children** section, choose an option.

6. Click **Continue** > **Finish**.

Delete a learning objective

You cannot delete disabled learning objective types, including learning objectives attached to an approved or archived competency (deletion would change the competency's definition) and learning objectives shared to you from another org unit.

Deleting elements that are part of a competency structure can cause re-evaluations. If you delete all learning objectives associated with a competency, users who completed the competency will have their results changed to the Incomplete

status. This is because an element is only considered complete if all of its children are complete; elements that have no children cannot be completed.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, from the **More Actions** button, click 🗑 **Delete**.

3. Select the check boxes beside the learning objectives you want to delete.

4. Click **Delete Selected**.

Associating activities

Activities are created inside a course offering and are the only competency structure elements that can be assessed. You can set up flexible competency structures and associate multiple learning objectives with an activity or associate multiple activities to a learning objective.

The following are ways you can associate activities to learning objectives:

*   **Association only (no assessment)** - You can assign this type of association to activities that are part of a learning objective's coverage, but do not require any formal assessment. This association type has no impact on competency structure completion and does not affect competency or learning objective evaluations.

*   **Association with rubric assessment** - You can assign this type of association to activities if you want to assess users, but you do not want assessment to affect competency or learning objective evaluations within a competency structure. This is useful if you are creating diagnostic or formative assessments.

*   **Association with rubric assessment and threshold criterion** - You can assign this type of association to activities if you want to assess users and make the assessment a requirement for competency structure completion. The threshold is the minimum required rubric level or percentage score a user must achieve in the assessment to complete the associated learning objective.

Types of activities

*   **Quiz activity** - Quiz activities are assessed by a user's quiz score, the score of specific quiz questions, or a rubric.

*   **Survey activity** - Survey activities are assessed by a rubric. You cannot associate anonymous survey activities with learning objectives.

*   **Assignments activity** - Assignments activities are assessed by a rubric.

*   **Discussion activity** - Discussion activities are assessed by a rubric.

*   **Grade Item activity** - Grade item activities are assessed by a numeric score or a rubric.

*   **Content activity** - You can associate modules and topics in the Content tool with learning objectives, but you cannot assess them with a numeric score or rubric.

*   **Manual Assessment activity** - Manual assessment activities are not created with Brightspace Learning Environment course tools. They can be activities such as a live presentation, a musical recital, community service hours, and extracurricular activities. Manual Assessment activities are assessed by a rubric.

Understanding competency structures and associations

Associate a competency structure element with another existing element

The most fundamental structure must contain at least one competency, one learning objective, and one activity. Add associations between these elements to create your competency structure.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click the element that you want to associate with existing elements.

3. Click ▲ **Structure**.

4. In the **Edit Structure** tab, do one of the following:

   - Click **Add Parent**.

   - Click **Add Child**.

5. Click the element type that you want to associate with your competency structure.

6. Select the check box beside each element that you want to associate and click **Add Selected**.

Associate a learning objective with an activity

The most fundamental structure must contain at least one competency, one learning objective, and one activity. Add associations between these elements to create your competency structure.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click the learning objective that you want to associate with an activity.

3. Click ▲ **Structure**.

4. In the **Edit Structure** tab, click **Add Child**.

5. Click **Incorporate Activities**.

6. Click the activity type that you want to add and enter the required details.

7. Click **Add**.

Remove an association between competency structure elements

You can remove associations between elements without deleting either element.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click the element with associations that you want to remove.

3. Click ▲ **Structure**.

4. In the **Edit Structure** tab, select the check boxes beside the association(s) that you want to remove.

5. Click the 🗑 **Remove Associations from Selected** icon.

Remove associations between a learning objective and an activity from another tool area

You can remove associations between elements without deleting either element.

1. Navigate to the tool that corresponds with the activity that you want to remove associations from.

2. Do one of the following:

   - On the **Assignment submission folders** page, from the context menu of the folder with associations that you want to remove, click ✏️ **Edit Folder**.

   - On the **Manage Quizzes** page, click the quiz with associations that you want to remove.

   - On the **Manage Surveys** page, click the survey with associations that you want to remove.

   - On the **Manage Grades** page, click the grade item with associations that you want to remove.

   - On the **Discussions List** page, from the context menu of the topic with associations that you want to remove, click ✏️ **Edit Topic**.

3. In the **Objectives** tab, from the context menu of the associated learning objective that you want to remove, click ❌ **Remove Learning Objective**.

What happens when you share competency structures

You can create competency structures in an org unit and share them to child org units beneath it. A child org unit's Competencies tool displays the 🔺 **Shared Competency** icon beside each shared competency, and the 🔺 **Shared Learning Objective** icon beside each learning objective nested in a shared competency. In a child org unit you can associate its learning objectives and activities with shared competency structures. You cannot share activity elements between org units.

The only elements shared to you by the parent org unit that you can modify are **Make competency and its children visible to users** property and learning objectives' **Ready for evaluation** property. If you have never modified these properties within a child org unit, they will always contain the same settings as the original elements in the parent org unit. If you change these properties in a child org unit, the property setting in the shared element becomes independent of the property settings set in the parent org unit.

Share a competency structure

1. On the **My Home** page, on the navbar, click 🔺**Competencies**.

2. On the org level **Competency Home** page, click the competency or competency structure that you want to share.

3. In the **Make Competency Available To** section, click **Add Org Units**.

4. For each org unit that you want to share a competency with, follow these steps:

   1. Select the check box beside the org unit.

   2. Choose one of the following sharing options from the **Options** column. This step does not apply to any selected course offerings, which have no descendants to share with.

- To share the competency or competency structure with the selected org unit only, select the **This org unit** check box.

- To share the competency or competency structure with the selected org unit and all child org units beneath it, select the **All descendants** check box.

- To share the competency or competency structure with the selected org unit and specific child org units beneath it, select the **All descendants of type** check box. Select the descendant type from the appropriate list.

5. Click **Insert**.

6. In the **Achievement Criteria** section, from the list, select a criterion.

7. Click **Save**.

About competency versions

Depending on your settings, competency elements may have a **Ready for Versioning** property you can enable to let the system track a previous definition of a competency each time you save your changes. Version numbers increment by 1 (beginning with version 1). Competency version information can show every element in the competency structure except activities.

Currently you cannot edit previous competency versions, however, your organization might want to track competency versions to review past changes to a competency structure's definition.

If you do not see the **Ready for Versioning** check box, ask your organization's administrator to enable the configuration variable **d2l.Tools.Competencies.Settings.ShowVersionNumber**.

View competency structure results

The Results page displays an overview of the competencies, learning objectives, and activities that users can complete. Completed results are marked with an ✅ **Achieved** icon. Competency elements that are not visible to course participants will not be displayed.

You can click the 🔵 **Expand Activity** icon beside a user's achievement to view more information about how the activity was completed.

1. On the navbar, click 🔺 **Competencies**.

2. On the **Competency Home** page, click a competency or learning objective that you want to view results for.

3. Click 🔺 **Structure**.

4. In the **Structure Summary** tab, click the 📝 **View Results** icon beside the competency, learning objective, or activity that you want to view. A list of users and element completion results displays. If you do not see this, enter a blank search in the **Search For** field.

5. Click a user's name to view all competency structure results for that individual.

Shared competency structure results are only available in the org unit where the competency structure was created.

Override a user's result

You can override a user's result for any competency, learning objective, or activity, and manually set it to complete or incomplete. An override always takes precedence over a user's actual result; if you override an activity, the system ignores the user's actual assessment; if you override a learning objective or a competency, it ignores the number of child associations the user has achieved. Override results display with a red asterisk (.). If you want to change results for an activity, on the **Edit Competency** or **Edit Learning Objective** page, click ▲ **Structure**, then click on the name of the activity you want to override.

1. On the navbar, click ▲ **Competencies**.

2. On the **Competency Home** page, click on a competency or learning objective with results you want to override.

3. Click 📋 **Results**.

4. On the **Results** page, select the check box beside the users with results you want to override.

5. Do one of the following:

   - Click the ✔ **Manually override selected users' achievement to Complete** icon.

   - Click the ✖ **Manually override selected users' achievement to Incomplete** icon.

To clear your manual overrides, click the ✐ **Clear Override** icon.

Associate an independent learning objective or activity to a parent element

Independent learning objectives and independent activities are competency structure elements that were once associated with parent elements that have been deleted. Independent elements are also known as orphans. Activities associated with independent learning objectives are not orphans unless you delete the learning objectives. You must be using Advanced View in order to accomplish this task.

1. On the navbar, click ▲ **Competencies**.

2. Click ⚙ **Settings**.

3. In the **Personal Settings** area, select **Advanced View**. Click **Save**.

4. In the **Advanced View** navigation pane, click ⬚ **Independent Learning Objectives** or ⬚ **Independent Activities**.

5. Click the ✛ **Add Parent** icon beside the element you want to associate with a parent.

6. Browse and select the check boxes beside the competencies or learning objectives you want.

7. Click **Add Selected**.

Grades

Grade book basics

Grading concepts

Concept	Description
Grade book	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 assignment submissions folders and quizzes. You must set up a grade book before you can use the Grades tool. As you plan your grade book, consider: - What 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 assignment submissions folders. 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.

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

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, enter your scheme details. If you do not assign a value in the **Assigned Value %** field, the **Start %** is used as the default.

5. To add more levels to your scheme, click **Add Ranges**.

6. Click **Save and Close**.

Grading systems

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

System	Description
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 50%, (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. Releasing calculated final grades to users before the end of the course 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.

1. On the navbar, click ![icon] **Grades**.

2. On the **Grades Setup Wizard** page, click **Start**.

3. Choose your grading system, then click **Continue**.

4. Choose how you want final grades to be released, then click **Continue**.

5. Choose how you want to treat ungraded items. If you want final grades to automatically adjust after changing a grade item or calculation option, select **Automatically keep final grade updated**.

6. Click **Continue**.

7. Choose your default grade scheme and then click **Continue**.

8. 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.

9. Click **Continue**.

10. Select your student view display options and then click **Continue**.

11. On the **Grades Setup Summary** page, review your selections.

12. Do one of the following:

    - To make changes to your grade book setup, click **Go Back**.

    - Click **Finish**.

Creating grade items

Create calculated grade items

You can use a calculated grade item to display a user's cumulative achievement across multiple grade items. Calculated grade items cannot belong to a category and they cannot contribute to the calculated final grade. Note that you cannot

associate calculated grade items with course objects such as discussions, quizzes, and assignment submissions folders. Only numeric grade items can be associated with course objects.

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, select how you want the **Student View** and **Managing View** for the grade item to appear.

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 cannot 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.

- 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 Assignment submission folders. Only numeric grade items can be associated with course objects.

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, select how you want the Student View and Managing View for the grade item to appear.

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.
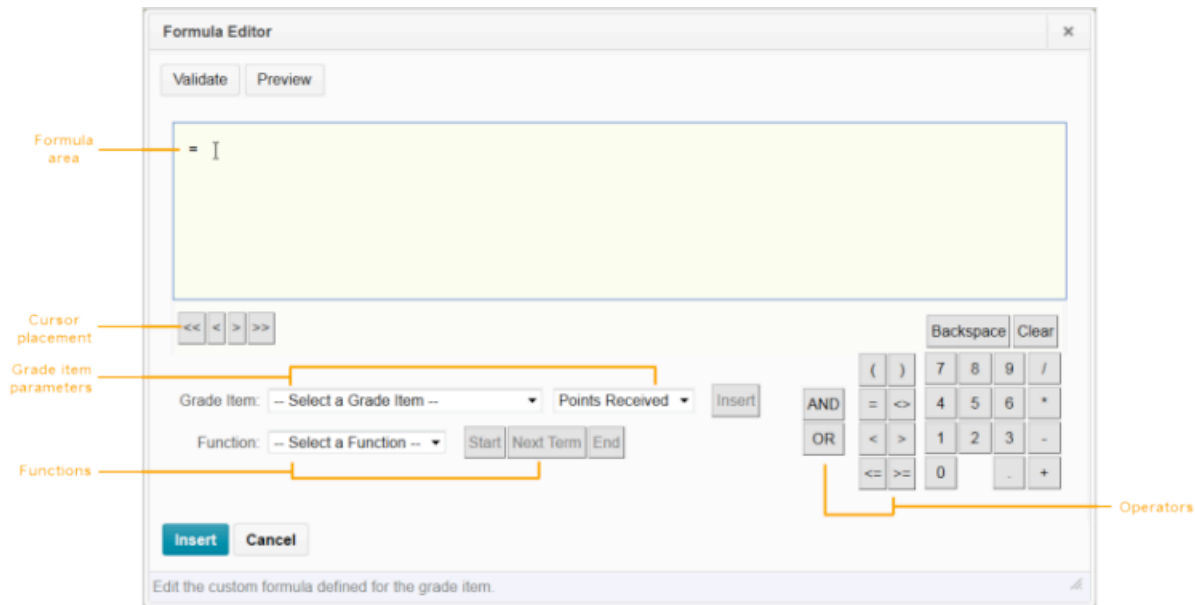
Figure 4: Formula Editor

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	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: • << - 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	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 Formula type grade items. You cannot reference the formula grade item you are defining or a final grade.
	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:
	• **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%.
	When using the weighted system, category and grade item weights are ignored in formula calculations.
	Dropped grade items and bonus grade items are calculated the same as other grade items.
Functions	The **Function** drop-down list contains a list of functions that you can use in your calculation formula:
	• **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.
	• **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.
	You can embed functions within functions.
	The Start, Next Term, and End options are used to define elements of a function:
	• **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}
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 cannot belong to a category and 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 assignment submissions folders. Only numeric grade items can be associated with course objects.

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 selectbox grade items

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

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, enter the maximum points and weight for the grade item.

6. Do any of the following:

    - If you want the grade item to be a bonus, select the **Bonus** 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**.

7. In the **Display Options** area, select how you want the Student View and Managing View for the grade item to appear.

8. 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 assignment submissions folders. Only numeric grade items can be associated with course objects.

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, enter the Maximum Points and Weight for the grade item.

6. Do any of the following:

   - If you want the grade item to be a bonus, select the **Bonus** 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**.

7. In the **Display Options** area, select how you want the Student View and Managing View for the grade item to appear.

8. 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 folders.

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, enter the maximum points and weight for the grade item.

6. 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.

   - If you want the grade item to be a bonus, select the **Bonus** 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**.

7. In the **Display Options** area, select how you want the Student View and Managing View for the grade item to appear.

8. Click **Save and Close**.

Managing grades and grade items

Manually assign 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 on their name.

3. In the **Org Unit Display Options** tab, set your **Student View Display Options**.

4. Click **Save**.

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

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. Bonus grades are calculated differently than other grade items and only added to final grades after all other calculations. Therefore, students 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 submitting to an assignment submissions folder, 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 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

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 ![icon] **Grades**.

2. Do one of the following:

- To recalculate a grade, click a user's name. In the **Final Grade** section, click the ![icon] **Recalculate the Final Calculated Grade** icon.

- To recalculate all grades, from the **Final Calculated Grade** context menu, click ![icon] **Grade All**. On the **Final Grades** page, from the **Final Grades** context menu, select ![icon] **Recalculate All**.

Enter an adjusted final grade

1. On the navbar, click ![icon] **Grades**.

2. On the **Manage Grades** page, from the **Final Adjusted Grade** context menu, click ![icon] **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 ![icon] **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 ![icon] **Recalculate the Final Calculated Grade** icon. Click **Calculate**.

4. Enter a **Final Adjusted Grade** in the fields provided or click the ![icon] **Transfer Final Calculated Grade to Final Adjusted Grade** icon.

5. Select the **Release** check box.

6. Click **Save**.

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**.

Scenario: 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
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% 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: 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
	= 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.

- Selectbox: Brightspace Learning Environment finds the range in the selectbox 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 student is given a **Pass**.

Automatically transfer overall score to learner's grade

To automatically transfer the overall score to a 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 will 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:

1. From the Course Homepage, go to **Grades**.

2. Select **Manage Grades**.

When creating a grade item, make sure that you are not creating duplicate entries or blank grade items in the gradebook.

Blank grade items often occur as a result of a grade item unintentionally being published instead of being saved as a draft. Blank grade items often do not have a name or are oddly named, and they usually do not have an association.

Duplicate grade items can occur for a variety of reasons. Duplicates are often similarly titled and either have the wrong association or no association.

Managing event logs in a 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 users' final grades

1. On the **Enter Grades** page, from the context menu of the Final Calculated Grade or Final Adjusted Grade item, select **Grade All**.

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, Selectbox, Pass/Fail, or Text grade items that were removed, beside the item's name, click **Restore**.

Question Library

Importing questions into 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 from an existing collection

1. In Question Library, click **Import**.

2. From the **Import Source** drop-down list, select **From an Existing Collection**.

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 CSV file

You can create questions offline using a CSV formatted text file. If you want to download a text file template to use when creating your questions, click the **CSV Sample File** link.

1. In Question Library, click **Import**.

2. From the **Import Source** drop-down list, select **From a D2L Text Format File**.

3. Click **Browse** and select the completed CSV question file you want to upload.

4. Click **Open** > **Save**.

Import questions into Question Library from a learning object repository

1. In Question Library, click **Import**.

2. From the **Import Source** drop-down list, select **Learning Repository (LOR)**.

3. Click **Add Learning Object**.

4. When you find the CSV file you want to import, select the object and click **Select**.

5. Click **Save**.

Creating Question Library questions

Types of questions

You can create the following question types in Question Library:

- True or False (T/F)

- Multiple Choice (M/C)

- Multi-Select (M-S)

- Long Answer (LA)

- Short Answer (SA)

- Multi-Short Answer (MSA)

- Fill in the Blanks (FIB)

- Matching (MAT)

- Ordering (ORD)

- Arithmetic (2+2)

- Significant Figures (x10)

- Likert (LIK)

You can create the following information items in Question Library:

- Text Information (TXT)

- Image Information (IMG)

Create true or false questions

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

1. In the Question Library, from the **New** button, click **True or False Question (T/F)**.

2. In the **General** area, enter your true or false question details.

3. In the **Options** area, do the following:

   - From the **Enumeration** drop-down list, select how you want your options to be enumerated.

   - Select how you want your question to display.

   - In the **Weight (%)** fields, enter the weight for each response.

Create multiple choice questions

Multiple choice (M/C) questions present a statement or question with a list of possible answers, in which respondents must choose the best possible answer. Multiple choice questions differ from multi-select questions in that you can only 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.

1. In the Question Library, from the **New** button, click **Multiple Choice Question (MC)**.

2. In the **General** area, enter your multiple choice question details.

3. In the **Options** area, do the following:

   - From the **Enumeration** drop-down list, select how you want your options to be enumerated.

   - Select how you want your question to display.

   - Enter a choice in each **Value** field and the weight you want to assign the answer (you can set different weights if some solutions are more correct than others).

   - To include additional answers, click ✚ **Add Option**.

4. To verify your question, click **Preview**.

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 format and allow users to select more than one answer.

1. In the Question Library, from the **New** button, click **Multi-Select Question (M-S)**.

2. In the **General** area, enter your multi-select question details.

3. In the **Options** area, do the following:

   - From the **Enumeration** drop-down list, select how you want your options to be enumerated.

   - Select how you want your question to display.

   - Select your grading method.

   - Enter a choice in each **Value** field. Select the **Correct** check box for every right answer.

4. To verify your question, click **Preview**.

Understanding grading options for multi-select questions

There are three possible grading options for multi-select questions:

- **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.

- **Correct answers** - Users receive points for each correct answer they select and for each incorrect answer they leave blank. Incorrect answers selected and correct answers left blank are ignored. For example, if a question with a total of six potential answers has two correct answers, the total points available for the question is 4.

Create long answer questions

Long answer (LA) 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. Users can also respond in HTML code.

Note: HTML code is sometimes stripped from saved long answer 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.

Long answer questions are not auto-graded.

1. In the Question Library, from the **New** button, click **Long Answer Question (LA)**.

2. In the **General** area, enter your long answer question details.

3. In the **Options** area, customize your long answer question options.

Create short answer questions

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

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%.

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

2. In the **General** area, enter your short answer question details.

3. Enter your answer in the **Answer** field and select your **Evaluation** method.

4. In the **Weight (%)** field, set a weight for each possible solution.

5. To add additional answers, click **Add Answer**.

6. To verify your question, click **Preview**.

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%.

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%.

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.

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.

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}.

As a best practice, D2L recommends that you create long answer (LA) question types for arithmetic problems that require users to demonstrate their calculations and show their work.

1. In the Question Library, from the **New** button, click **Arithmetic Question (2+2)**.

2. In the **General** area, enter your arithmetic question details. To verify your formula before sharing it with learners, click **Test**.

3. 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, enter a number in the **Step** field.

4. To verify your question, click **Preview**.

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.

1. In the Question Library, from the **New** button, click **Significant Figures (x10)**.

2. In the **General** area, enter your significant figures question details. To verify your formula before sharing it with learners, click **Test**.

3. 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.

4. 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
{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.

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**.

Create text information

You can create text information if you want to provide supplementary information that relates to several questions. It is useful to create text information if you have several questions that need to reference the same passage and you want to avoid repeatedly writing the same text for each question.

For example, you may have a case study that you want to use as the basis for several questions. Instead of inserting the case study into each question, you can create a text information item and have related questions appear directly underneath it.

1. In the Question Library, from the **New** button, click **Text Information (TXT)**.

2. In the **General** area, enter your text information details.

3. To verify your question, click **Preview**.

Create image information

Create image information (IMG) if you want to provide supplementary information that relates to more than one question. It is useful to have an image information item if you have several questions that need to reference the same figure or diagram, and you want to avoid repeatedly uploading the same image file for each question.

1. In the Question Library, from the **New** button, click **Image Information (IMG)**.

2. In the **General** area, enter your image information question details.

3. To upload your image, click **Insert an Image**.

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*"

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 **beeeeeeeee** **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**

Character	Description	Example
	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 **o**s.

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 exactly n times.	**[0-9]{3,}** matches any three digits **o{2,}** does not match the **o** in **Bob**, but matches the two **o**s in **food** **b{4,}** matches **bbbb**
{n}	n is a non-negative integer. Matches at least n times.	**[0-9]{3}** matches any three or more digits **o{2}** does not match the **o** in **Bob** and matches all the **o**s in **foooood** **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 **o**s in **fooooood** **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** but not **catty**
(?!)	Makes the remainder of the regular expression case insensitive.	**ca(?i)se** matches **caSE** but not **CASE**
(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. This is useful for combining parts of a pattern with the "or" character (|).	**industr(?: y|ies)** is a more economical expression than **industry|industries**

Character	Description	Example
(?=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 the **p** in **plain**
[a-z]	A range of characters. Matches any character in the specified range.	**[1-9]** matches any single digit except **0** **[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**

Character	Description	Example
\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**
\S	Matches any non-white space character. Equivalent to [^\f\n\r\t\v]	
\t	Matches a tab character. Equivalent to \x09 and \cI	
\v	Matches a vertical tab character. Equivalent to \x0b and \cK	
\w	Matches any word character including underscore. Equivalent to '[A-Za-z0-9_]'	

Character	Description	Example
\W	Matches any non-word character. Equivalent to '[^A-Za-z0-9_]' You should only use \D, \W and \S 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.	**.\Z** matches **k** in **jol\hok**
\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.	**\x41** matches **A** **\x041** is equivalent to **\x04** and **1**
\num	Matches num, where num is a positive integer. A reference back to captured matches.	**(.)\1** matches two consecutive identical characters
\n	Identifies either an octal escape value or a back-reference. If \n 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).	**\11** and **\011** both match a tab character **\0011** is the equivalent of **1**
\nm	Identifies either an octal escape value or a back-reference. If \nm is preceded by at least nm captured sub-expressions, nm is a back-reference. If \nm is preceded by at least n captures, n is a back-reference followed by literal m. If neither of the preceding conditions exists, \nm matches octal escape value nm when n and m are octal digits (0-7).	
\nml	Matches octal escape value nml when n is an octal digit (0-3) and m and l are octal digits (0-7).	

Character	Description	Example
\un	Matches n, where n is a Unicode character expressed as four hexadecimal digits.	For example, **\u00A9** matches the copyright symbol (©)

Managing questions in Question Library

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** button, click **Section**.

2. In the **General** area, enter your section details.

3. In the **Display Options** area, select your display preferences.

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** button, click **Section**.

3. In the **General** area, enter your section details.

4. In the **Display Options** area, select your display preferences.

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 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**.

Quizzes

Quizzes basics

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

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, then click the 🗑 **Reset** icon.

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 random sections into your quizzes to distribute unique sets of questions to users.

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** to view the event log.

Creating quizzes

Create a quiz

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

2. On the **Manage Quizzes** page, click **New Quiz.**

3. In the **General** area, fill in your quiz details.

4. In the **Quiz Questions** area, click **Add/Edit Questions**.

5. Do any of the following:

    -   To create a new question, from the **New** button, select the type of question you want to add. Enter the question details and click **Save**.

    -   To add questions from another collection, a text file, or a learning repository, click **Import**. Enter your importing details and click **Save**. If you import questions from the Question Library, your quiz will contain a copy of the questions, not the original questions.

6. Repeat step 4 until you have added all your quiz questions.

7. Click **Done Editing Questions**.

8. In the **Optional Advanced Properties** area, do any of the following:

    -   Select the **Allow hints** check box

    -   Select the **Disable right click** check box

    -   Select the **Disable Instant Messages and alerts** check box

9. Click **Save**.

Once you've created a basic quiz, you can further customize it by adding restrictions, adding assessments, associating learning objectives, customizing the submission view, and adding reports.

Add restrictions to a quiz

1. On the navbar, click ![icon] **Quizzes**.

2. On the **Manage Quizzes** page, from the context menu of the quiz you want to add restrictions to, click ![icon] **Edit**.

3. In the **Restrictions** tab, do any of the following:

    -   In the **Dates and Restrictions** area, update the **Status** drop-down list, **Dates** section, and the **Additional Release Conditions** section for the quiz.

    -   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.

    -   In the **Special Access** area, select your **Type of Access** and click **Add Users to Special Access**.

4. Click **Save and Close**.

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 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.

Add assessments 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 assessments to, click **Edit**.

3. In the **Assessment** tab, do any of the following:

   - In the **Assessment** area, if you want to grade quiz attempts immediately, select the **Automatic Grade** check box. You can add a new or existing numeric grade item to the quiz, set quiz results to automatically export to the grade book, edit how the quiz grade appears to learners, add a rubric to the quiz, and give learners the ability to send their quiz results to their Brightspace ePortfolio, if applicable.

   - In the **Assessment** tab, under 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 and Close**.

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, under 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. Under **Attempts**, 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**.

Associate learning objectives with 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 learning objectives to, click 🖊 **Edit**.

3. In the **Objectives** tab, click **Associate Learning Objectives**.

4. **Browse** or **Search** for the learning objectives you want to associate with the quiz.

5. Select the check boxes beside the learning objectives you want and click **Add Selected**.

6. Click **Save and Close**.

Customize the submission view for a quiz

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

2. On the **Manage Quizzes** page, from the context menu of the quiz you want to customize the submission view for, click 🖊 **Edit**.

3. In the **Submission Views** tab, do one of the following:

   - To edit the default view, click the **Default View** link. Make your changes and click **Save**.

   - To create a new view, click **Add Additional View**. Customize your view and click **Save**.

4. Click **Save and Close**.

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 **Edit**.

3. In the **Reports Setup** tab, click **Add Report**.

4. Enter a **Report Name**.

5. Select your **Report Type**. Using the check boxes provided, customize your report's output.

6. Select when you want to release the report, and which roles you want to release it to.

7. 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 in the Reports Setup tab for the appropriate quiz before you can view or export 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.

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.

Report Type	Details
Question Statistics	The average score on questions by points and percentage. You can choose to include or exclude the class average, score distribution, bonus questions, the Out Of value, standard deviation, point biserial, and discrimination index.
Question Details	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. 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.
User Statistics	The class average and standard deviation, score distribution, and the grade of each user. You can choose to include or exclude the class average, score distribution, and Org Defined ID.
Attempt Details	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. You can choose to include or exclude the Org Defined ID and attempt duration.
User Attempts	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. You can choose to include or exclude the Org Defined ID and attempt duration.

Give each learner a random set of quiz questions

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

2. On the **Manage Quizzes** page, click on the quiz you want to add a random section of questions to.

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

4. From the **New** button, click **Random Section**.

5. In the **General** area, enter your random section details.

6. In the **Display Options** area, select how you want your section to appear.

7. Click **Save**.

8. On the quiz question page, click on the random section you created.

9. Click **Import**.

10. From the **Source Selection** drop-down list, select the section you want to import.

11. In the **Source Collection** area, select the questions you want to import. Click **Save**.

12. In the **Questions per attempt** field, enter how many questions you want each user to see from the random section when taking the quiz.

13. In the **Points each** field, enter how many points you want each question to be worth. All questions in a random section are assigned the same points value.

14. 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.

Create bonus quiz questions

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

2. On the **Manage Quizzes** page, click on the quiz you want to create bonus questions for.

3. Click **Edit Values**.

4. Select the **Bonus** check box for every question you want to make bonus.

5. Click **Save and Close**.

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	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. 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.
Copying a quiz with Question Library associations to another org unit	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. 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 random sections in future quizzes with these questions.

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. In the **Properties** tab, click **Add/Edit Questions**.

4. Select the questions you want to delete.

5. Click 🗑 **Delete** > **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**.

Rubrics

Rubrics basics

Where can you use a rubric?

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

- Competencies

- Discussion topics

- Assignment submission folders

- Brightspace ePortfolio

- Grade items

- Quizzes

- Surveys

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 percentages 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 whether the activity is achieved.

Managing rubrics

Create a rubric for a course

You can create holistic and analytic rubrics to use in your course.

1. On the navbar, click ⊞ **Rubrics**.

2. On the **Rubrics** page, click **New Rubric**.

3. In the **General** area, enter your rubric details.

4. To associate your rubric with **Competencies** or **Brightspace ePortfolio**, in the **Advanced Availability** section, select the **Competencies** or **Brightspace ePortfolio** check boxes.

5. Click **Save**.

6. Do one of the following:

    - If you created an analytic rubric, in the **Levels and Criteria** tab, edit your criteria and levels.

    - If you created a holistic rubric, in the **Levels** tab, edit your levels.

Copy a rubric

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.

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.

1. On the navbar, click ⊞ **Rubrics**.

2. On the **Rubrics** page, click on the rubric you want to edit.

3. Make your changes.

4. Do one of the following:

   - If you are in the **Properties** tab, click **Save**.

   - If you are in the **Levels and Criteria** tab, click **Close**. Your edits save automatically.

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**.

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**.

Self Assessments

Reasons to use self assessments

- Self Assessments is a formative assessment tool that enables you to provide learners with a series of questions and give immediate feedback to their responses.

- The omission of numeric evaluation enables learners to make reflective learning and course material comprehension their main priorities during a self assessment.

- You can use self assessments as a way of enabling learners to provide feedback on how well they think they are doing with course material.

- Answering self assessment questions can illuminate learners to their own skills and development.

Best practices for creating and using self assessments

- D2L recommends that you create all self assessment questions within Question Library. This enables you to reuse questions in various quizzes, surveys, and self assessments. All point values are removed when importing questions from Question Library to self assessments.

- To allow users to see hints to questions, select the **Allow hints** check box when creating a self assessment.

- Create self assessment sections to organize your questions into folders. Avoid creating subsections within sections to keep question organization simple and intuitive.

- You can also create categories to organize your assessments based on similar or related content.

- Create random sections in self assessments to distribute a unique set of questions to individual users. Random sections pull questions from a designated pool of questions stored in Question Library.

- Use the integrated HTML Editor to insert a self assessment into a Content topic, Announcements item, or event via quicklink if you want to include other information with the self assessment.

Evaluating self assessments

Since self assessments are not graded and have no point value, D2L recommends that you provide feedback comments for each self assessment question. You can provide feedback at the end of every question. In some question types (like multiple choice), you can also provide feedback for each answer choice within the question, including what details instructors are looking for in an ideal answer.

All question types allow you to include feedback and hints. Use feedback to provide added information as a basis for improving content comprehension. Use hints to suggest how to approach a question. If you want users to see hints to questions, you must enable hints when you create the self assessment.

Create a self assessment

1. On the navbar, click **Self Assessments**.

2. On the **Manage Self Assessments** page, click **New Self Assessment**.

3. In the **General** area, enter your self assessment details.

4. Click **Save**.

5. Click **Add/Edit Questions**.

6. Do any of the following:

- To create a new question, from the **New** button, select the type of question you want to add. Enter the question details and click **Save**.

- To add questions from another collection, a text file, or a learning repository, click **Import**. Enter your importing details and click **Save**.

7. Repeat step 6 until you have added all your quiz questions.

8. Click **Done Editing Questions** > **Save and Close**.

Delete a self assessment

1. On the navbar, click 🖳 **Self Assessments**.

2. On the **Manage Self Assessments** page, select the check box for any self assessment you want to delete.

3. From the **More Actions** button, click 🗑 **Delete**.

Share self assessment questions with other instructors

You can share self assessment questions with other instructors by sending them to a learning object repository (LOR). This requires a separate tool, Brightspace Learning Repository.

1. On the navbar, click 🖳 **Self Assessments**.

2. On the **Manage Self Assessments** page, click on the self assessment that contains questions you want to publish.

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

4. Select the check box for any self assessment question you want to publish.

5. Click 📁 **Publish to LOR**.

6. On the **Publish** page, from the **Pick a Repository** drop-down list, select where you want to publish your questions to.

7. Click **Next**.

8. On the **Metadata** page, enter metadata details for the questions.

9. Click **Publish to LOR** > **Done**.

Surveys

Set up a survey

Create surveys and use the statistics tools to monitor current course trends, seek opinions, and assess user satisfaction.

Surveys are an excellent way to solicit feedback from participants regarding any aspect of a course. You can gather anonymous or non-anonymous opinions and information from users.   Unlike Quizzes, survey questions do not have to have right or wrong answers and Likert-style rating questions are possible.

1.   On the navbar, click 📋 **Surveys**.

2.   On the **Manage Surveys** page, click **New Survey**.

3.   Enter a **Name** and define additional settings for your survey.

4.   To add questions to the survey, do one of the following:

       • To add questions directly to the survey, click **Add/Edit Questions**.

       • To share questions between Self Assessments, Quizzes, and Surveys in the Question Library, click **Save and Close** to exit the survey**.** On the **Manage Surveys** page, click **Question Library** from the tool navigation.

5.   In the **Question Library** or the **Add/Edit Questions** area of the Surveys tool, click **New** and select the question type or information item you want to create.

6.   To return to the **Manage Surveys** or **Edit Survey** page, click **Done Editing Questions**.

7.   If you've created questions for your survey outside of the survey (for example, in the Question Library), do the following:

       • On the **Manage Surveys** page, click the survey name. Click **Add/Edit Questions** > **Import**. To import questions from the Question Library, from the **Import Source** drop-down list, select **From an Existing Collection**. From the **Source Collection** drop-down list, select **Question Library**. To display all questions available, select **Collection Root** from the **Source Section** drop-down list. From the **Source Collection** area, select the check boxes of the questions you want to import to your survey.
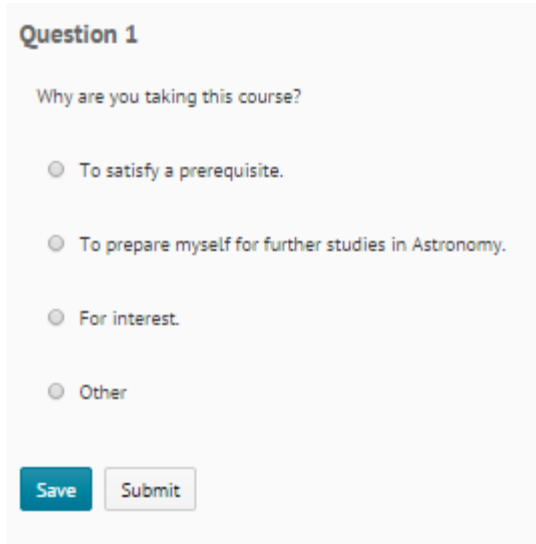
8.   Click **Save**.

Survey examples

Start off the course with an informal poll

An informal poll can ask about people's backgrounds, previous education, and interest in the course. You can choose to make the answers anonymous, or to share them so that students can see their classmates' responses. You can use a variety of question types for this fun poll, including:

   • Short Answer

   • Multi-Short Answer

- Multi-Select
- Multiple Choice

Figure 5: Using a multiple choice question to conduct a poll on course interest

Collect informal course evaluations or mid-year reviews

You can use a combination of different question types for this that are found in a typical evaluation or review, including:

- Likert
- Long Answer
- Multi-Short Answer

Figure 6: Using Likert and short answer questions in a course evaluation

Ask about people's learning styles and content delivery preferences

You can use a variety of different question types for learning style and delivery preference, including:

- Multiple Choice
- Multi-Select
- Long Answer or Short Answer

Figure 7: Using a multi-select question to discover discussion method preferences

Determine which learning resources were most helpful to achieve learning objectives

You can use the following question types to determine the most helpful type of learning resources:

- Multi-Select
- Multiple Choice
- Ordering
- Likert

Figure 8: Using an ordering question to determine effectiveness of learning resources

Pose open-ended questions to determine areas of student confusion

You can use Short and Long Answer question types for this scenario.

Set up a "choose-your-own adventure" game or quiz

You can introduce the course in a fun way or reinforce course messaging through this type of survey activity. You can use survey branching to do this, using the following question types:

- Multiple Choice

- True or False

Branching Wizard

#	Question	Type	Answer	Next
1 ?	I can best motivate people by...	MC	Paying them more	5
			Making them feel part of something larger	6
			Teaching them new skills	6
			Challenging them	6
2 ?	I don't tell people how to do th...	T/F	True	8
			False	10
3 ?	Where are you most likely to int...	MC	At an office party or casual lunch.	13
			In a regular one-on-one.	14

Figure 9: Using the branching wizard to craft a quiz that can lead to many different outcomes depending on the user's answers

Set a survey to active

1. On the navbar, click 🗒 **Surveys**.

2. On the **Manage Surveys** page, click the survey name.

3. Click the **Restrictions** tab.

4. In the **Dates and Restrictions** area, set the **Status** drop-down list to **Active**.

Set a date range for a survey

You can specify a date range that your survey becomes available to users. You can also add Surveys associated with a date to your course calendar.

1. On the navbar, click 📋 **Surveys**.

2. On the **Manage Surveys** page, click the survey.

3. Click the **Restrictions** tab.

4. In the **Dates and Restrictions** area, select **Has Start Date** and/or **Has End Date**, and specify the dates and times when users can see the survey.

5. To display the survey in the Calendar tool, select **Active** from the **Status** drop-down list and select **Display in Calendar**.

6. Click **Save and Close**.

Anonymous participation in a survey

If a survey is anonymous, your user data is hidden in survey results. The responses to survey questions are available for all users, but the system does not report who made which response.

Note: You cannot associate anonymous survey activities with learning objectives.

Ensure anonymous survey participation

1. On the navbar, click 📋 **Surveys**.

2. On the **Manage Surveys** page, click the survey name.

3. In the **General** area, select the **make results anonymous** check box.

Setting survey restrictions

On the **Restrictions** tab of the survey, you can create new, or attach existing release conditions if you want a survey to be available to users only after they fulfill other specified tasks. Examples of release conditions include completing a Assignments submission, scoring a specified grade in a particular quiz, completing a Self Assessments submission, and being enrolled in a particular section. You can also use Release Conditions to make the survey available only to a particular role. Edit and change release conditions by clicking the **Remove** icon or **Remove All Conditions**.

If you decide to make the survey available with certain release conditions, you can also use the Intelligent Agents tool to notify students that the survey is available once they've fulfilled the applicable release conditions.

Control user responses in a survey

You can set a response type to specify the number of survey attempts users are allowed.

1. On the navbar, click 📋 **Surveys**.

2. On the **Surveys** page, click the survey name.

3. Click the **Restrictions** tab.

4. In the **User Responses** area, set the **Attempts Allowed** drop-down list to one of the following:

    - **Unlimited** - Users can answer and submit a survey as many times as they want.

    - **Single attempt that is editable** - Allows users a single survey attempt. They can re-access and edit responses as long as the survey is still available.

    - **Limited** - Sets a number of permissible survey attempts.

Create special access to a survey

You can assign specific users a different set of survey availability dates. Special access properties enable you to increase the time limit for special-needs users and allow different start and end dates for individual users.

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

2. On the **Surveys** page, click the survey name.

3. Click the **Restrictions** tab.

4. Do one of the following:

    - To set special access for selected users, choose **Allow selected users special access to this survey**.

    - To restrict the survey only to users with special access, choose **Allow only users with special access to see this survey**.

5. Click **Add Users to Special Access**.

6. Search for users and select the check boxes beside the names of users you want to assign special access to.

7. Click **Add Special Access**.

Track survey progress and results

Based on how you have set up the survey properties, you might see a list of all users or just the overall survey results with anonymous responses.

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

2. On the **Manage Surveys** page, from the survey's context menu, click **Statistics**.

3. In the **Users** tab, search for users and their listed attempt types. You can restrict your search of survey results by attempt in the **Attempts** tab.

4. To view a specific user's results, click on an individual attempt. To view the number of attempts per question within a survey, click **View Overall Results** at the bottom of the page.

Set up survey reports

Survey reports gather information on survey data. Survey reports are different from survey results; they collect and present more types of information than is available through results. Choose a report type to display question statistics, question details, user statistics, attempt details, or user attempts. You can also select a release date and choose which roles have permission to view each report.

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

2. On the **Manage Surveys** page, click the name of the survey.

3. On the **Reports Setup** tab, click **Add Report**.

4. Enter a **Report Name**.

5. Choose a **Report Type**:

   - **Summary Report** - You can display aggregate data for multiple choice, true and false, Likert, multi-select, and matching question types. You can also display text responses for long answer, short answer, and fill in the blanks question types.

   - **Individual Attempts** - This report displays each attempt individually. You can choose to hide the user's first and last name when the **Individual Attempts** report is viewed.

6. You can choose to immediately release a report after a survey submission, or enter an alternate date and time.

7. In the **Release Report To** section, select the check box beside each role you want to release the report to.

8. Click **Save**.

View a survey report

You can export survey statistics and reports to a CSV file for data analysis. The CSV file contains all pertinent information from the survey so that you can query, sort, and evaluate the data without being connected to the learning management system. You must set up survey reports from the Reports Setup tab for the appropriate survey before you can view or export reports.

1. On the **Manage Surveys** page, from the context menu of the survey you want to view, click **Reports**.

2. Click on the report name.

3. If you want to restrict your report within a specific time frame, select the **From** and **To** check boxes and enter the date restrictions.

4. Click **Generate HTML Report** to view the report in your browser, or click **Generate CSV Report** to save the report as a CSV file on your computer.

Notify participants of an available survey

You can notify participants of an available survey in two ways:

- On the **Edit Survey** page, click **Invite Participants** to send a survey notification directly to a user's external email address.

- In the **Announcements** widget, create a **Announcements** item that announces the availability of the survey on the course home page and links to the survey via a quicklink.

Survey branching

When branching is used, survey questions present one at a time, each on a separate page (in other words, page breaks are inserted between every question). Survey branching presents multiple questions, allowing the instructor to choose which question comes up next based on the user's response.

1. On the navbar, click ▢ **Surveys**.

2. On the **Manage Surveys** page, click on the survey you want to add branching to.

3. In the **Survey Questions** area, click **Branching Wizard**. The wizard displays a list of the questions in your survey and their corresponding types. Answers are shown for Multiple Choice and True or False questions. You have the option to skip questions or terminate the survey based on the answer to a Multiple Choice or True or False question.

4. Choose the answers that you want to create a branch from and fill in appropriate branching information.

5. Click **Save**.

User Progress

Reasons to use the User Progress tool

You may want to use the User Progress tool to do any of the following:

- Monitor progress for any or all users in your course

- Prepare progress reports

- View user profiles, email users, or instant message users

- Track when a user accesses the course and downloads course content

- Track a user's grades, completion of learning objectives, access of content topics, participation in discussions, Assignment submissions, quizzes submissions, checklist completion, survey responses, and login history

Accessing User Progress data in the Brightspace Data Platform

When the Brightspace Data Platform and Brightspace Insights are included with the Brightspace platform, instructors can access the following data in the User Progress tool:

- Identify if learners download content at the topic, module, or table of contents level. For example, instructors can view download metrics from the **Summary** and **Content** indicators for a specific course.

- Identify when learners access their courses. For example, from the **Course Access** indicator, instructors can view detailed course access information such as when a learner last accessed the course and the total number of days they accessed the course. **Note:** When Course Access is enabled, the **Login History** indicator no longer contains a **Last Accessed Course** field. In addition, a **Course Access** check box is available in the User Progress Settings for including course access data in the User Progress report.

- Identify the minimum and maximum grade a learner can achieve in a course, based on grades received in the course to date, and the weight of the remaining course assignments.

When combined with other content access metrics, this data provides instructors with a more detailed picture of learner engagement.

Note: If you do not have your events stored in the Brightspace Data Platform and have not purchased Brightspace Insights, these features are unavailable. For more information, contact your D2L Account Manager.
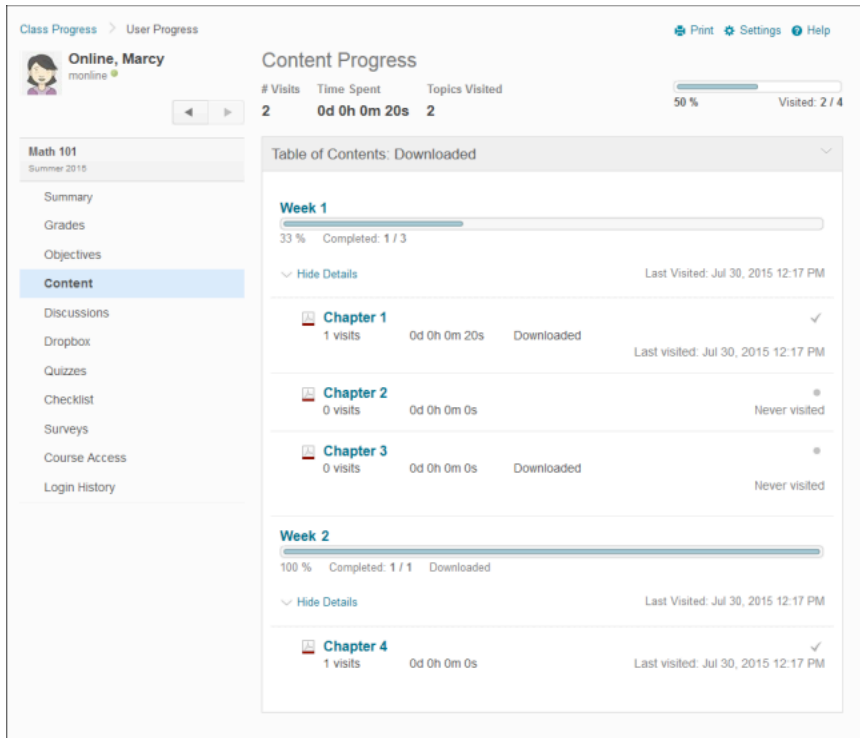
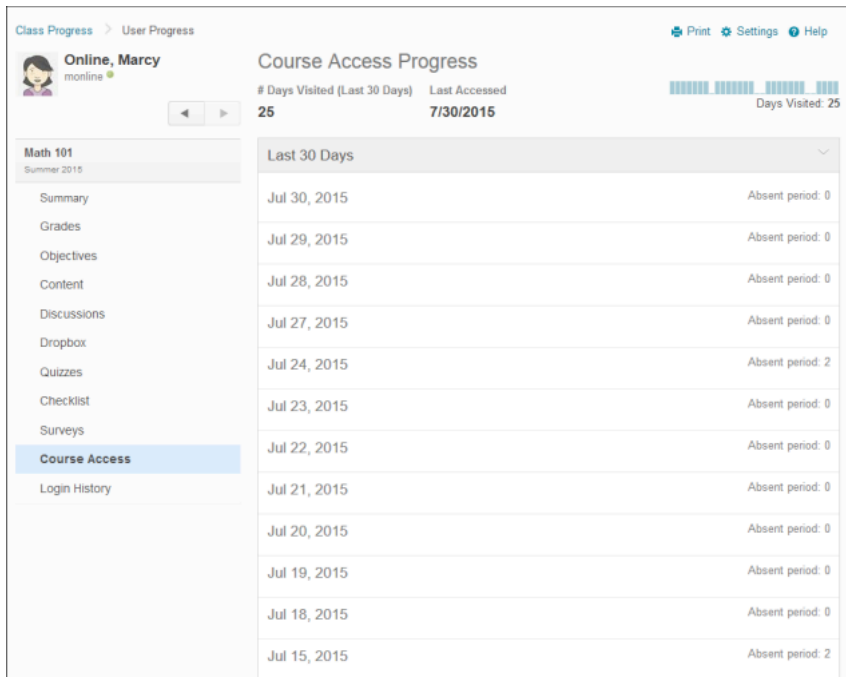Figure 10: Content Progress showing a download from Table of Contents (all course files), a Module download (Week 2), and individual Topic downloads

Figure 11: The Course Access indicator in the User Progress tool

User Progress overview

The User Progress interface consists of three main areas:

- The **User Information** area.
- The **Reports List** area. (If you accessed User Progress from My Home, the Reports List area also includes all courses that you are actively enrolled in.)
- The **Report Details** area.

You can access the User Progress from My Home and at the course level in the Classlist tool.

Figure 12: The Reports List area of User Progress shows other courses you can check when you access it from My Home.
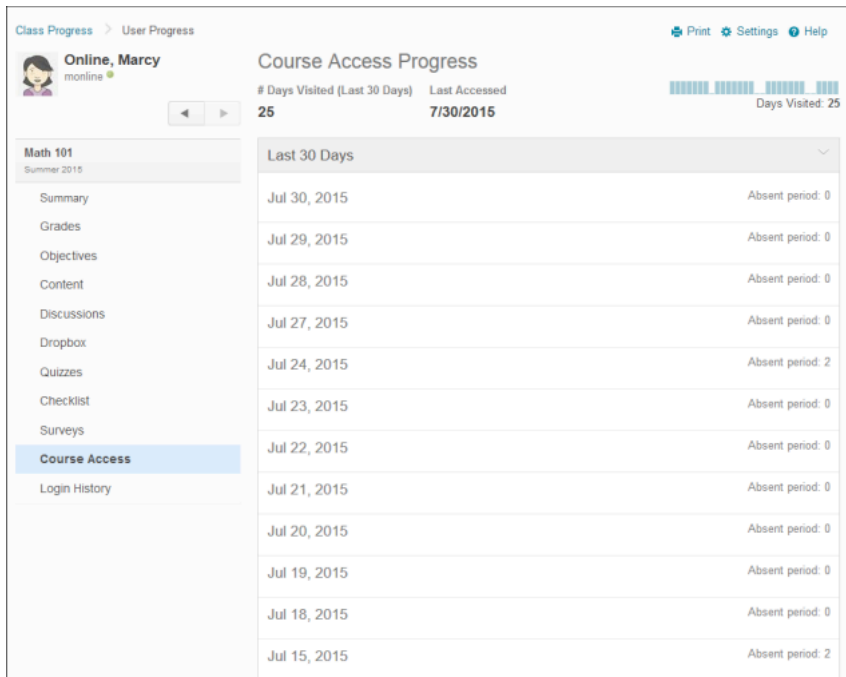
Figure 13: The User Progress interface with the Summary view of a course selected.

Change User Progress settings

By default, the Reports Detail area displays all 9 progress indicators in the Progress Summary report. You can remove progress indicators from the summary report. The Progress Summary view can display up to 15 grade items for each progress indicator. If your course has more than 15 items for a given progress indicator, only the 15 most recent items will display in the Progress Summary view.

You can also adjust color indicators. Color indicators help you track students by category, such as: **On Track**, **Some Concerns**, and **At Risk**.

1. On the navbar, click ▦ **User Progress**.

2. Click ⚙ **Settings**.

3. Make your changes.

Class Progress overview
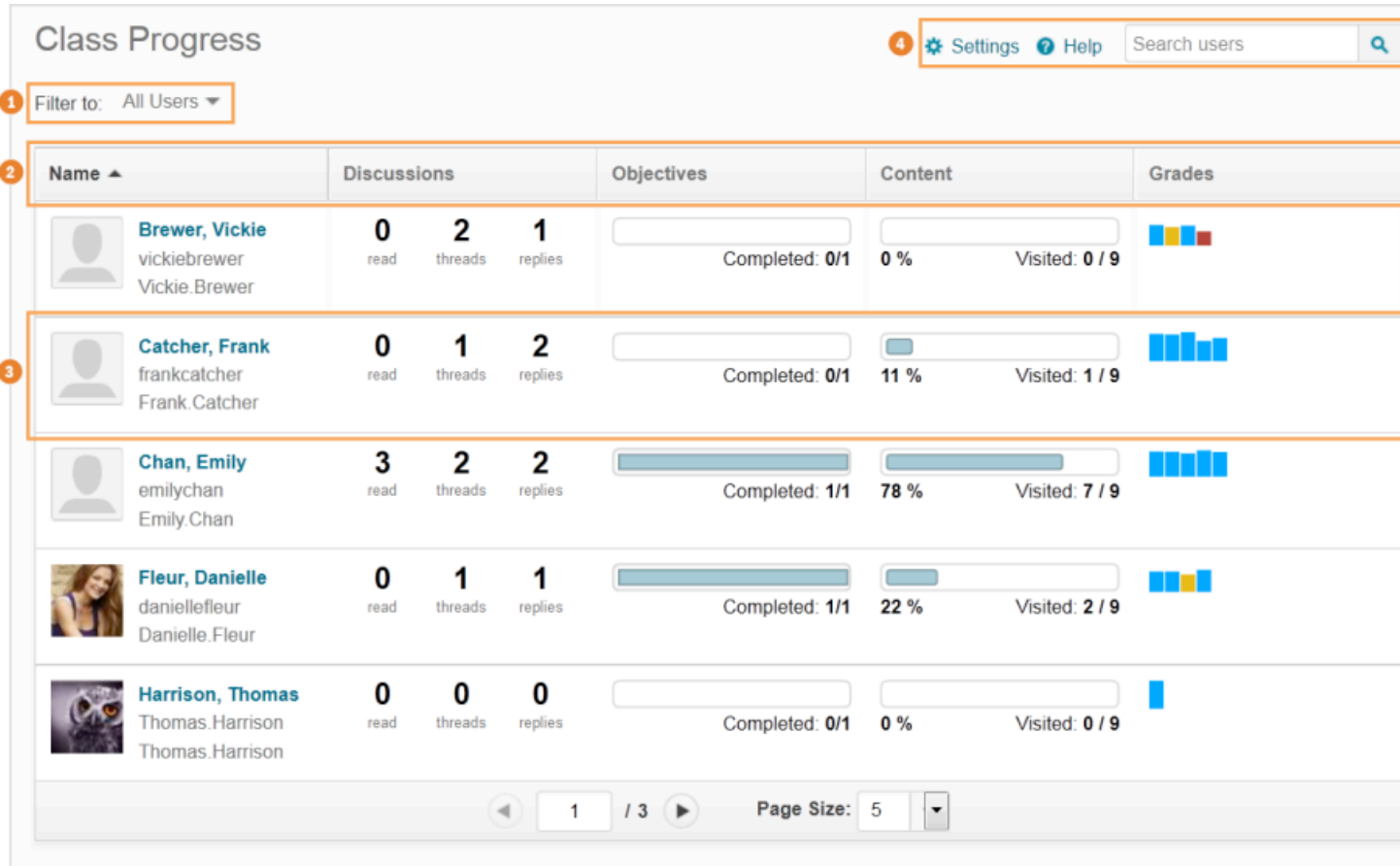
Figure 14: Overview of the Class Progress page

1) You can filter class participants based on membership in groups or sections.

2) Use the Class Progress navbar to sort the order in which users appear in the chart. By default, the following performance indicators appear from left to right in the navbar: Content, Objectives, Logins, and Grades. A maximum of 4 progress indicators can display at any time on the Class Progress page.

3) All course participants appear in the chart. Their name, username, and Org Defined ID display alongside their profile picture, if supplied. Their performance results for the listed indicators also display in the chart. Clicking on any area of this chart brings you to the individual user's User Progress page.

4) Adjust which performance indicators display by default using ⚙ **Settings**. You can also search for users in this area.

Change Class Progress settings

1. On the navbar, click 📊 **User Progress**.

2. On the **Class Progress** page, click ⚙ **Settings**.

3. From the context menu of the indicator you want to replace, select ➦ **Replace**.

4. On the **Select Progress Indicator** page, click on the progress indicator you want to use as a replacement.

5. To replace more progress indicators, repeat steps 2-3.

6. From the context menu of a progress indicator, select ⬆ **Move Up** or ⬇ **Move Down** to rearrange the order in which it appears in Class Progress.

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.
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