



Assignment Grading

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Overview

When students have submitted their assignments, they can be accessed by clicking on the assignment activity. This will bring up the Grading Summary page.

The Grading Summary page displays a summary of the assignment, including; number of participants, number of drafts, number of submitted assignments, due date and time remaining.

Clicking on the [View/grade all submissions](#) link will bring up the Grading Table.

The Grading Table contains columns of information about the student, the status of their submission, a link to grade their submission, a link to each submission and feedback comments and files.

Simple Grading

Simple Direct Grading

This is the default grading method. Here you can choose to use Scales or a grade from 1 - 100. When using this method, you grade to a number or scale as defined. You can also use Quick Grading. From the [View/grade all submissions](#) page, under *Options* (scroll to bottom of the page) you can determine your preferences for the number of *Assignments per page*. You can *Filter* the page to either show all (no filter), submitted, or requires grading. This is also where you can turn on quick grading.

Quick grading allows you to enter grades and a feedback comment directly into the grading table. Quick grading is not compatible with advanced grading (see more about advanced grading below) and is not recommended when there are multiple markers.

You can enter grades and feedback comments using quick grading.

1. Enter the grades
2. Scroll to the bottom of the grading table and click 'Save all quick grading changes'
3. A confirmation screen will appear.

Scales

Scales are a way of evaluating or rating a students' performance. CIT has a number of Standard Scales, however, teachers can create their own scales within their course.

The standard scales are as follows:

Scales	Grades Used
Satisfactory/Not yet satisfactory	Not yet satisfactory, Satisfactory
Competence	NYC, C
Final Competence Grades	WW, WA, F, EG, AP, UP
Assessment Grades	DNS, NYC, NA, RS, C
Final Results	WA, WW, F, UP, P, CR, D, HD
Custom Competence	NYC, RESIT, UP

NOTE: There are a few more scales, starting with the words "DO NO USE". These are incorrect scales. If you are creating a new course, please make sure these scales are not used. If they are, you may notice that a Fail grade awards a student 100% and a Pass grade will award them 0%. If you are setting up an existing course, or using the backup/restore or import, please make sure you have changed your grade scale over BEFORE you complete any grading of that activity.

Creating course scales

1. Click the **Add a new** scale button in via the Scales tab in the gradebook.
2. On the next page give your scale a name in the **Name** that will identify it among other scales.
3. In the **Scale** box, create your scale. Each item in the scale should be separated by a comma. You can use as many options here as you require. You must order the comma separated elements in increasing order of value. For example, an A,B,C,D scale must be entered as D,C,B,A.
4. Write a detailed description in the Description box for your scale. Your students will have access to the description, and you can use this to give them additional feedback. The more details you put in the description, the more students will understand what each scale item means.

Annotating PDFs

If the student has uploaded a PDF file, you will see a link to Launch the PDF editor on the students' individual grading screen. This will display the PDF inline, allowing you to annotate it, using a variety of tools, stamps, and comments which may be saved to a comments bank. When the annotations are complete, clicking to save the changes will result in it being displayed to the student as part of their feedback. **Note that simply clicking on the file itself will not display it inline for annotating. See guide on PDF Annotation for more information.**

Advanced Grading

The link 'Advance grading' in the activity settings form leads to a management screen where the assessment form can be defined, edited and deleted. If there is no form of the selected method defined yet, there are two options:

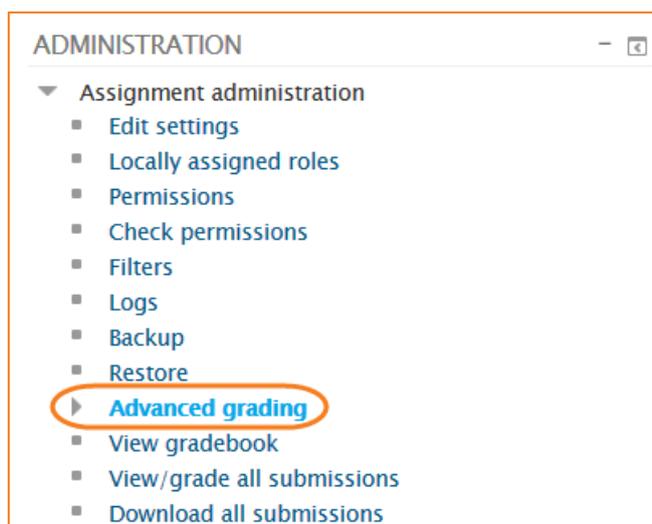
- **Define new grading form from scratch** - creates a blank grading form and lets you define it. Each grading type provides its own grading form editor.
- **Create new grading form from a template** - lets you re-use a previously defined form. You can copy any of your own grading forms (that is those you have created elsewhere) or a grading form that was shared.

Every grading form has a name and a description. These are not displayed to students. The description should summarize the form, explain its usage etc.

The grading form definition can be saved as a draft or as a final version. If the grading form is saved as a draft, it cannot be used for assessing. To release the form and make it available to assessment, save it using the button **Save and make it ready**. The current status of the form definition is indicated via a tag displayed next to the form name.

To change to advanced grading in your assignment, go to:

1. The assignment settings, choose **Marking guide** or **Rubric** under the **Grading method**,
OR
2. From the assignment page, in the Administration block to the right, click on **Advanced grading**. Here you can **Change active grading method** to **Marking Guide** or **Rubric**.



Marking Guide

A marking guide is an advanced grading method where a teacher enters a comment per criterion and a mark up to a maximum.

To create a new marking guide:

1. From the Advanced grading page, choose *Define new grading form from scratch*.
2. Give the guide a **Name** and **Description**.
3. Click on the *Click to edit criterion name* to edit it. It will open up a box for typing into.
4. Click the *Click to edit* links to provide an explanation for students and for markers as to what is required.
5. Click the *Click to edit* link to allocate a maximum mark for this criterion.
6. Click the **+ Add criterion** button to add one or more criteria (and then repeat steps 3 - 5 as above)
7. If a teacher regularly uses the same comments when marking, it is possible to add these to a *Frequently used comments* bank.
8. Click the *Click to edit* link and add a comment.
9. Click the **+ Add frequently used comment** button to add another one and repeat as needed.
10. Once completed, the guide may be saved as a draft or saved and made ready to use, according to the button selected at the bottom of the screen.

The screenshot shows the 'Marking guide' creation interface. At the top, there is a 'Name*' field and a 'Description' field with a rich text editor toolbar. Below the description field is a 'Path: p' field. The main section is titled 'Marking guide' and contains three criteria, each with 'Click to edit' links for the criterion name, description for students, description for markers, and maximum mark. Annotations with arrows point to these links: 'Click here to tell students what's required' points to the 'Description for Students' link, 'Click here to give markers advice' points to the 'Description for Markers' link, and 'Click here to enter a maximum mark' points to the 'Maximum mark' link. Below the criteria are buttons for '+ Add criterion', 'Frequently used comments' (with a 'Click to edit' link), and '+ Add frequently used comment'. At the bottom, there are 'Marking guide options' with two checked checkboxes: 'Show guide definition to students' and 'Show marks per criterion to students'. At the very bottom are three buttons: 'Save marking guide and make it ready', 'Save as draft', and 'Cancel'. A note at the bottom right states 'There are required fields in this form marked *.'

Rubrics

Rubrics are advanced grading forms used for criteria-based assessment. The rubric consists of a set of criteria. For each criterion, several descriptive levels are provided. A numerical grade is assigned to each of these levels. The marker chooses which level answers/describes the given criterion best. The raw rubric score is calculated as a sum of all criteria grades. The final grade is calculated by comparing the actual score with the worst/best possible score that could be received.

To create a new rubric:

1. From the Advanced grading page, choose *Define new grading form from scratch*.
2. Give the guide a *Name* and *Description*.
3. Click on the *Click to edit criterion name* to edit it. It will open up a box for typing into.
4. The rubric is set out in criteria's, each criteria has a multiple level of competence and a point value. See example below:

Rubric	Active Facilitation	Lax in facilitation (i.e solicits few comments)	Solicits comments and posts follow ups	Solicits comments, posts and follow up questions	Very active facilitation, solicits comments, posts, follow questions and provides additional information	+ Add level
	0 points	1 points	2 points	3 points		
	Establish and demonstrate protocols for participation	Protocols are posted	Post protocols for participation, facilitator generally 'practices' what she/he preaches	Clearly identified protocols for participation. Facilitator clearly 'practices' what she.he has preached	Very clearly identified protocols for participation. Modeling ideal participant behaviour	+ Add level
		0 points	1 points	2 points	3 points	

+ Add criterion

5. Once completed, the rubric may be saved as a draft or saved and made ready to use, according to the button selected at the bottom of the screen.

Marking in eLearn

1. Log into eLearn and click into the course that you want to grade assignments in.
2. Depending on the assignment settings, the teacher may receive an email notification of an assignment submission, and the student may also receive a notification via their profile email address (see guide Profile - Updating your profile in eLearn on the CIT Teacher for more information on updating your profile email address).
3. A grading summary displays number of submitted assignments and ones needed grading.
4. Click **View/grade all submissions** to start the marking process (all submissions can be downloaded under Settings in the right hand column or from the drop down in the top left).
5. To grade click on the icon in the Grade column or use the icon in the Edit column and select Grade.

Participants	3
Submitted	0
Needs grading	0
Due date	Friday, 20 December 2013, 12:00 AM
Time remaining	2 days 8 hours

[View/grade all submissions](#)

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments
<input type="checkbox"/>				Submitted for grading			Wednesday, 18 December 2013, 3:55 PM	Assignments.docx	▶ Comments (0)

Via Simple Direct Grading

With Simple Direct Grading, you can complete your marking using the Quick Grading feature.

When you turn on Quick Grading, the assignment table will add in dropdown menus under the grade column, and, if feedback comments are turned on, a text box in the Feedback comments column.

1. To enter your grade, click on the dropdown menu next to your student, and choose the required grade.
2. To enter feedback, scroll to the right and type in your feedback in the text box.
3. Continue this until you have completed all grades on the page. To save at any time, click on **Save all quick grading changes**.

First name / Surname	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments
	Submitted for grading	<input type="button" value="Grade"/> No grade No grade C NYC		Wednesday, 18 December 2013, 3:55 PM	Assignments.docx	▶ Comments (0)		Well done.

[Save all quick grading changes](#)

Via Marking Guides

1. Click on the grade icon  next to the student you want to grade. You will be presented with the marking guide form you have created.
2. If using frequently used comments, click into the box you want to add the comment to, scroll down to your *Frequently used comments* click on the one you want to use.
3. Otherwise, just type your comment into the box.
4. Enter the associated *Score* on the right. Repeat for each line of your marking guide.
5. When finished, click *Save changes*.

<p>Ethical Issues Sketches in general terms ONE ethical issue that may arise from the restaurant's marketing campaign</p>	<p>Excellent work, you have shown a great grasp of restaurant marketing</p>	<p>score 5 /5</p>
<p>Learning outcome 1 – diagnose key learning design elements Design and create 10 online interactive activities to replace or compliment existing resources.</p>	<p>good effort - you have a basic understanding of the principles, don't forget to use a range of activities</p>	<p>score 10 /20</p>

Via Rubrics

1. Click on the grade icon  next to the student you want to grade. You will be presented with the rubric you have created.
2. Select the level describing the students' performance best for each criterion. Currently selected levels are highlighted in light green. A level must be selected for each criterion, otherwise the rubric is not validated by the server as the final grade can't be calculated.
3. If the form allows it, an optional remark can be filled for each criterion providing a detailed feedback/explanation of the assessment.
4. When finished, click *Save changes*.

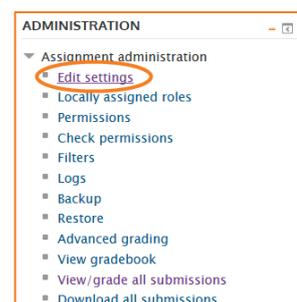
Active Facilitation	Lax in facilitation (i.e solicits few comments) <i>0 points</i>	Solicits comments and posts follow ups <i>1 points</i>	Solicits comments, posts and follow up questions <i>2 points</i>	Very active facilitation, solicits comments, posts, follow questions and provides additional information <i>3 points</i>	
Establish and demonstrate protocols for participation	Protocols are posted <i>0 points</i>	Post protocols for participation, facilitator generally 'practices' what she/he preaches <i>1 points</i>	Clearly identified protocols for participation. Facilitator clearly 'practices' what she/he has preached <i>2 points</i>	Very clearly identified protocols for participation. Modeling ideal participant behaviour <i>3 points</i>	

Via Offline Grading Worksheet

Turn on the Offline Grading Worksheet

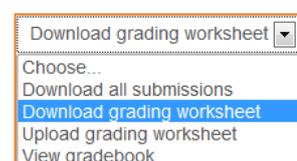
The Offline Grading Worksheet first needs to be turned on if you wish to use it:

5. In your assignment, click on **Edit settings** in the **Administration** block on the right.
6. Scroll down to the **Feedback types** section and tick the checkbox next to **Offline grading worksheet**.
7. **Save and display**.



Download the Offline Grading Worksheet

1. On the assignment grading page, click on the **Grading action** drop-down menu at the top and choose **Offline grading worksheet**.
2. Your browser will prompt you to download the worksheet. Save this where you will find it again.
3. When you open the worksheet, you can go ahead and edit all the grade fields, including feedback comments if so desired.
4. Save the file when you are done. **NOTE: The file must be saved in the same format it was downloaded in.**



#	A	B	C	D	E	F	G	H	I
	Identifier	Full name	Email address	Status	Grade	Scale	Grade can be changed	Last modified (submission)	Last modified (grade)
2	Participant 971216	Student 02	noemail@noemail.com	No	NYC	NYC	Yes	-	-
3	Participant 971222	TEST STUDENT	student@student.com	No	NYC	NYC	Yes	-	-
4	Participant 971227	Kerry Student	kerry.trabinger@cit.act.edu.au	No	NYC	NYC	Yes	-	-
5	Participant 963781	Jos Student	joanne.steel@cit.act.edu.au	Submitte	C	NYC	Yes	Friday, 30 May 2014, 8:25 AM	Friday, 30 May 2014, 8:27 AM
6	Participant 963772	Colin Student	colin.simpson@cit.act.edu.au	Submitte	C	NYC	Yes	Friday, 30 May 2014, 8:20 AM	Friday, 30 May 2014, 8:29 AM
7	Participant 971231	Jo Waldren Student	joanna.waldren@cit.act.edu.au	No	NYC	NYC	Yes	-	-
8	Participant 971234	Emma Hawkings Student	emma.hawkings@cit.act.edu.au	No	NYC	NYC	Yes	-	-
9	Participant 964460	Penny Neuendorf Student	penelope.neuendorf@cit.act.edu.au	Submitte	C	NYC	Yes	Friday, 30 May 2014, 9:52 AM	Friday, 30 May 2014, 9:52 AM
10	Participant 971236	Penny Neuendorf Student 2	email@noemail.com	No	NYC	NYC	Yes	-	-
11	Participant 963762	Amy Holland Student	email@fake.com	Submitte	C	NYC	Yes	Friday, 30 May 2014, 8:20 AM	Friday, 30 May 2014, 8:30 AM

Upload the Offline Grading Worksheet

1. On the assignment grading page, click on the **Grading action** drop-down menu at the top and choose **Upload grading worksheet**.
2. Drag and drop the saved worksheet (will not work in all browsers), or use the Choose a file button to browse for and find your saved worksheet.
3. The checkbox below the file upload box can be checked or unchecked. The following is an explanation of it's meaning:
 - a. When the grading worksheet is downloaded from eLearn, it contains the last modified date for each of the grades. If any of the grades are updated in eLearn after this worksheet is downloaded, by default eLearn will refuse to overwrite this updated information when importing the grades. By selecting this option, eLearn will disable this safety check and it may be possible for multiple markers to overwrite each other's grades.
4. Click **Upload grading worksheet** and you will be presented with a confirmation page. Check this is correct and what you wanted to change, then click **Confirm**.
5. The following page confirms how many grades you changed.
6. **Continue** and you will be taken back to the assignment grading page to see your changes.

