Alright, this workshop has already been successful because I remembered to record it.

Hi, everyone, and welcome to Using Canvas to make your grading more efficient and more effective.

I’m here to talk to you today about all sorts of different things to know about grading and canvas.

And I want particularly to talk about using canvas to make grading somewhat easier and somewhat more efficient.

I’m going to say, I don’t know that grading is ever going to be easy.

But I also want to focus today on thinking about ways in which Canvas can help you communicate with students about their grades in a more kind of streamlined way.

Calculate and organize your grading process again in a more streamlined way and finally keep student grades and information about school grades private.

But I also want to emphasize some of the information that we’ve started seeing in the student data from the previous survey of students in the different schools is that students definitely want feedback on the work that they’re doing and they want that feedback to be at least somewhat personalized.

So I think one of the things that I want to talk talk about today is using Canvas to streamline some of the sort of smaller chores so that you can really focus your time on the more important stuff, the places where students need feedback. So with all that said, we are going to start by looking at what the students see in your Canvas sites so you can see how they look at their grades and what you can control of what they see in their grades.

We’re going to talk about ways to set up your grade book to automatically communicate about grades, but also to quickly calculate them at the end of the semester.

We’re going to talk about how to grade.
And if we have enough time, we're going to start talking about how to use rubrics to do some of that grading as well.

So when we sent out the message about this workshop, we encouraged people to go ahead and get their spring Canvas sites set up.

If you haven't set up your spring Canvas site, I do want to encourage you to go do that and I'm putting an email in the chat Canvas at pobox dot upenn dot edu.

Email them to request a spring Canvas site.

You won't get it in time to work on it in this workshop, but it will allow you to get started doing the work that we're talking about today.

One of the things that you're going to find today is that we're going to show you how to do things. And if you don't try them out yourself, you're going to forget. So please, if you see something, you're like, oh, I really want to do that.

I really want to try that out, go to a Canvas site and try it.

That said, do not go to a canvas site or use a canvas site that has students in it right now just in case they see you messing around with grades.

You know that that makes them really anxious. And as we're talking about trying to make things more efficient and effective for the students,

making them more anxious is going to result in a ton of emails to you.

So please don't do that. So if you can play along in your Canvas site while we're talking, that's great.

But we also want to encourage lots of questions. So there are three different ways you can ask questions in the workshop.

You can just turn your mute off and speak up. And I'm happy for you to interrupt us anytime.

You can use the raised hand icon in the bottom of the participants list.

It's on the left hand side. Or you can ask questions in the chat.

And while one of us is talking, the other of us is going to be answering questions in the chat. So having kept talking about us, there are two of us leading this workshop today, I'm Kathy Turner.

I'm from the Center for Teaching and Learning. And I teach in the English department.
And I want to introduce my partner, Emily Rush. Emily. Hi, I'm Emily Rush.

I'm an instructional designer for educational technology and learning management in 10 libraries.

What that really means is I support educational technology.

And if you put in canvas, support questions, I might be one of the from the people who respond to you.

So with that said, I'm going to turn the session over to Emily.

She's going to start by talking with you all about what do students see and how do you control it in the grade book. So Go Emily. OK.

And I should have said when I introduced me the most important thing, of course, I welcome questions.

But if at any time it seems like I'm talking about something that is not consistent with what you're seeing, please let me know right away.

All right. So I'm going to start out by showing us a little bit different perspective of the grade book.

And that is the student's perspective. And the reason I'm doing this is just so you can get a sense of how the information that you put into you canvas grade book in the way that you control settings, what that looks like for students. So from the average student perspective (and I'm not talking about student view)

I'm actually talking about what a real student would see as kind of a view of what they might see for their grades in any given class.

So I won't go through all the features, but if we look in the grade book, we can see the student's name.

We can see each assignments' name, the different due dates and the status.

So if an assignment is missing or late, it's marked.

If the assignment has been graded, the student could see their score and what is the possible total score.

So these are just some of the basic settings that a student can see.
But shortly I’ll go through some of the ways that you can control and enhance the information that different students see in the grade book.

So one thing that the student is able to see because of instructor settings is they're able to see, in this instance, the total grade.

Later, I'll show you what you could do to hide the total grade if you don't want your students to see it at some point in the semester or they're fretting about grades a little bit too much, or it's during a major grading process and you just want to temporarily hide the grades from the students.

You can do that. In the grade book, your students can also see that a grade weighting scheme is enabled for this particular course.

And Cathy will talk about a little bit later how you would set up a grade weighting scheme like this if that’s something you prefer to use. We'll look at just a couple of the little things that seem like obscure icons or markings.

And I’ll explain what they mean. So if a student's looking at the grade book and they see this little marking,

which is sort of a box with a check in it, if your screen isn't very big.

Basically what that means is that the student clicks on that they can see how their grade compares to their classmates if there are more than five students in the class. A little bit later,

I'll show you how to hide that feature, if that's something you don't want your students to see.

But this particular sample, students, they can see the mean, the high and the low for the class and how they fit into that scheme.

A couple other things that students can see is if you used a rubric for the grading,

they can see this icon and they can click on it to access the rubric and any feedback that you put into the rubric.

Maybe one of the most important things that both students and instructors should know is how do students access comments on assignments.

And they do this in their grade view by clicking on this little dialog button.
Telling them that just helps them. Sometimes they don’t know where to find the comments that you might put in an assignment.

So by clicking on that, they can access those comments.

Lastly, if a particular assignments score is not visible to the students, they will see the icon with the kind of the slash marks through it.

So that means that the assignment has been hidden for some reason by the instructor.

And we’ll look at just one more view, and that is this is what it looks like up here.

If you hide the total grade from the student as an instructor, so the student will just see this notation that the calculation has been disabled.

And then at the bottom of their page, they might see this message that your instructor is working on grades.

With this ubiquitous eye, with the cross out icon, or as my team calls it “the stink eye.”

So you might see that and your students might see it as well. Now,

I’ll go through shortly how you can control some of these settings that allow you to release information to your students at different times or delay the release of information.

And I’ll start out with the most important one, which is the grade posting policy.

And this is something that in the earlier iteration of grade book.

prior to January to 2020, there was a different way of hiding grades from students and that way was called muting.

And so some of you might be familiar with that. That muting function has been replaced with something called grade posting policies.

And what grade posting policy is is essentially that you control how and when you release grades to students.

And I’ll show you how to set that up in a minute,

but I just wanted to introduce the concept before I show you how to do it so you can choose from two different policies.
One is the automatic posting policy, which releases grades as soon as they’re entered in the grade book.

And that’s the default for all the schools except for Wharton. The other is the manual posting policy, and that is a policy that allows you to.

hold or hide grades, basically, until you’re ready to release them.

Or in canvas terminology, post them to the students. And you can set these either at the course level, which I'll show you in just a minute.

And a little bit later on, I'll show you how to set them at the assignment level.

So I'm going to stop sharing the PowerPoint and let's move into the actual candidate site.

All right. OK.

So within the canvas, say, if you wanted to set up that course grade posting policy, you would go to your canvas site and you would click the Grade tab.

Once you’re in your grade book, you want to go to this right hand wheel on the navigation menu and you can click on that.

And you can choose your grade posting policy for the class.

So, as I said, all all schools except for Wharton default to automatic.

But if you know that you regularly want to delay the release of grades, you might switch it to a manual posting policy and you’d always be sure to update it.

You have to pardon me for toggling back and forth just a moment between PowerPoint and the grade book.

There’s just one more thing I wanted to show you from the PowerPoint. And then for the rest, the presentation will pretty much be in the actual grade book.

So let’s go back to the PowerPoint.

And we’ll go through one more slide in now that I mentioned some of the settings in terms of grade posting policy,

I just want to clarify some of the icons that you might see and what they might mean.

There's a whole host of icons and colors that maybe we can return to later.
But these are some of the just essential cues for reading the grade book.

And we would see these at different points in the grade book.

So the manual right here tells us that this assignment is set to a manual grade posting policy.

There's a visibility icon here by the two,

and that tells us that there are some grades within the assignment that have to be posted before they can be seen by the students.

So in other words, the students can't see these grades yet. And if we see this visibility icon in the total grade column, that tells us that

the grade that the students see

is a little bit different from the grade that you are seeing as the instructor.

And why would that . . . Excuse me. This is Jeff. Why would that be? Why would there be that difference?

Yeah, that's a really good question. So if there are assignments that you haven't released the students.

So if you've entered, sorry, if you've entered grades and you have not released them,

then the grade book will reflect it on the instructors side.

But because the students won't see it, their total score will be different than what you see.

Thank you. Sure. OK.

And sorry, hopefully I'm not making anyone motion sick or anything coming back and forth.

I'm going to go back one more time to the grade book just to talk about a few more things before turning over to Cathy.

So we've talked about grade posting policies and we had a great question.

One other thing is that in that same tab so that was the gradebook in that wheel

You can also set up late policies that would impact some of the, well, your students grades and what they see on their side.

So you can set up an automatic policy for missing assignments, whether you want them to count for zero percent or a little bit more.
And then there's also the option you can set up a percentage to deduct for late assignments.

By day, you don't have to use it but you can. So you could deduct three percent per day or if you wanted to, you could deduct three percent per hour.

And then you could also set the lowest possible grade percent.

And then you would always click update. I've already set it, so it won't let me update it right now.

OK. Emily, this is Peter Holquist. Sure.

Yes. On your previous slide.

Why are some of those entries in pink and some in blue?

That's a good question. And let me see if I can.

The easiest way is to show you this. There are a range of colors that correlate to the status of assignments.

And I just quickly found this map of it by going to the view menu.

But in any case, blue is a late assignment. I'd call this pink shows a missing assignment.

Green means students have resubmitted the assignment, which they can sometimes can do with papers or other assignments.

Cathy will talk about how you could create the option for dropped assignments.

So if someone's had a lowest quiz that you dropped, it would look like this.

And then you do have the option to excuse an assignment. And so it shows up in this.

Beige color. That's what I call it.

Some of the colors may not mean anything if you don't if you don't enact a late policy in your grade book, they're just colors.

And it will reflect that it's late, but the students will only have scores deducted.

If you've set up the late policy in this kind of master menu over here.

Did that answer your question? Absolutely.

Thank you so much. You're welcome. All right.
Just a few more things about the control of information for students, and that is what you can control through your canvass pages settings.

So I'm actually going to go back to the main page and click settings.

And you kind of have to scroll all the way down past more options.

But if I wanted to hide the totals in the student grades summary, as I showed you from the student view,

you would click that and you can click and unclick it throughout the semester.

If you click it, it's not like it's a policy that's set for the entire semester.

And you might also want to hide the grade distribution graphs so that if you have a smaller class or seminar,

Maybe you don’t want your students to see where their assignment fits within the assignment grades for the class.

And then you would just update. I’m going to stop talking about some of the grade book functions now and turn it over to Cathy, so I’ll stop sharing.

And before I start, I want to say, do you all have questions right now for Emily on the things she showed you?

Is there anything else we can answer before we move on? Excellent.

All right. So I am going to talk about how you organize and calculate your grades.

And I’m going to start with this professor who has set up a grading scheme.

This person has students doing discussion post and told students that they can drop two and that's 20 percent of the grade.

There are going to be short weekly papers. You can drop four, but you have to write the first one.

Another 20 percent. Three mid terms, 30 percent and the final is gonna be 30 percent.

So you can use this. The assignments tab to set up those grade weights in your grade book.

So I’m going to go over here to the assignments tab.

So I've created this big category called Assignments for Grading Tools, and I have all of the discussions and the short papers.
I’m gonna start by talking with you about how do you create a group.

You click on. Group. Hello. And let's call this group.

Discussion posts. And if you remember the discussion post were 20 percent of the grade and I've saved that.

And then I'm going down here and you can see I already prepared the midterm exams are already here and the final exam is in its own group here,

Because it is one thing that's weighted a certain amount. Now I'm going to pull this discussion post up here.

So having created all these assignments, I can move them up like this.

You just drag and drop, really just drag and drop.

So the process of doing this is a little bit slow. I'm not going to do all of it.

But I want to do at least enough so that I can setup some of the rules that I wanted to set up.

All right. So I know this is gonna be 20 percent of the total.

And of course, I have to move the video box here in order to edit the total here to edit.

And you can see I can set this up as, again, a percentage of the total grade.

And because this is gonna be the short papers, I'm gonna change the title. And if you remember, I had a complicated set of rules for the short papers.

I wanted to drop the four lowest scores. But I also wanted to say never drop the first week's paper and I can choose any of them here,

but I'm going to say week one short paper so I can save that.

And then go through and calculate. This one is going to be.

30 percent. But they have to take all of those.

And then this one, if you remember, it's also 30 percent. So my grading scheme is now set up.

And as we go through the course, students grades will be updated.

And that final grade tally will reflect the ways in which I'm weighting these grades.
So it can also send students the message that these short papers are not actually worth all that much,

but that this final is something that they really should pay attention to.

So, again, back to communication. It helps students understand what your course.

You know, sort of how the grading is going to work for your course. So that's a quick sort of introduction to this.

But I want to show you two other things in this. Emily's assignments tab is really nicely organized here.

She had it all set up. And I want to talk about two things that she does here.

She set up assignments for the reading assignments, right, and the value of setting up your readings as assignments is that the students get a due date.

And it shows up in their to do list and on the calendar.

So, you know, this assignment due September 18th, when they started the class at the beginning of the semester.

This would have showed up around two weeks before this was due and the students would have had this as an assignment.

Now, when she set it up as an assignment, you're going to see. Let me show you.

She set it up. It's worth one point. How you decide to give that out.

You can you can do whatever you want to.

Or you can set it to zero points or say don't count this towards the final grade if you want students to not have to do anything.

And then the submission type here. There's no submission. Right.

And that's what makes this a really useful indication of this is due on this date.

But the students don't necessarily have to turn something in. That's a really helpful way for helping students keep track of their reading.

And I want to go back and talk about one more place where Emily did this. And that is for participation up here in this case.
She made it eight percent of the total grade. But, you know, you can make it any amount that you want to.

And she gives students, again, a participation grade so that they know how things are going.

Now, in some of the very large classes and I know people are here with really large classes, that may be a task that you can't attend to.

But in smaller sort of more seminar style classes, again, getting some grades about participation, particularly if you're going to use participation to help students understand where they are in the class,

that can be a really useful way of communicating with students: "Your participation is great.

Keep going. I don't know. Maybe you should raise your hand more often or, you know, maybe a raise in your hand too much."

Again, assignments like these can allow students to have assignments where students don't actually turn in anything and can help students communicate with you about how things are going on their side.

So let me stop and say, do you have questions at this point about how to setup the great book and the weighted grades?

Emily. Cathy. Yes. Is it possible to link the participation grade to students

You know, actually accessing the synchronous sessions and so forth.

So you don't have to go through and do that manually? Unfortunately, I don't think the Zoom integration works that well yet.

But I will say there is a way on the back end to see to get a list of the students who did show up to class.

Yeah. Yeah. Phil. I'm afraid my attention flag for just a second there, so I'm sure you said this already, but I make groups of assignments.

Yes, I saw that. And then. When I want to, I could just add a new assignment and drag it and drop it into any group I like.

Right. Yeah. When you create your assignments, you can actually create assignments.

Right, in a group. So if you know what you're grading scheme is going to be.
You can go into the assignments tab and create all your assignments.

And then if I can just show you really quickly. Like this, I’m probably going to be dribbling it out little by little over the semester.

OK. Then what will happen is your assignments will show up in a like tab. That's probably just like assignments here. It's called imported assignments.

But, you know, you can create them right here. Let's say you wanted to make another quiz.

Oh, awesome. Yeah, you can just just add it right there. So the type here would be another quiz.

All that other stuff, you input the due dates right in here. You can't edit it from this moment.

But, yeah, you can just you can just create them right in that category.

And when it’s just fifteen percent of total, did I set that or did it just add up everything that happens to be in that group at the moment?

No, the weights are only set by you.

So if you want to organize all your groups and have no weight at all placed on any of them, that's just fine.

Or you can go in again under the three dots to the edit thing and you can adjust these as you like.

I do think Canvas gives you a warning sign. If it doesn't all add up to 100 percent.

OK. Thanks. No problem. Anything else before we move on?

All right. It's Emily's turn to pick up on assignments.

All right. So we'll go back to the Canvas.

page a little bit.

And I'm just going to talk to you about some of the ways that the assignments that Cathy just talked about, how they will appear in your grade book.

So each assignment will populate as a column in your grade book.

And in just a moment, I'll tell you some of the things that we can do at the assignment level with grade book.

And then if you're using those grade weighting categories.
Let's see. That will do anything.

If you're using those grade weighting categories, oftentimes they'll (until you rearrange your grade book) they'll show up near the end.

But they look something like this. It will tell you that it's 20 percent of your grade. And I just want to remind you, I've done it myself.

If you're in a hurry or, you know, it's coming to the deadline, you are trying to add grades and you have an assignment called midterm grade and a category.

You can't enter anything into this particular column because it's populated by the assignment.

So sometimes people under duress confuse us too which everyone does.

It's not a big deal. Just in terms of the features of the grade book at the assignment level, we'll start with one of the most important of which is how you enter grades and Canvas's new schema.

Has this kind of crosshairs feature that allows you to easily line up the column, which is the assignment and the row, which is the students.

And you can enter a grade easily if you wanted.

If you click on this arrow, you can also bring out what is called the grade detail tray and the grade detail tray gives us the student's name.

The assignment name. We could see the grade if we've entered it.

And if we want to adjust the status of the grade, if we wanted to mark it late or missing, or sometimes if you have a mixed class with graduate and undergraduate students and you have an assignment that graduate students are exempt from.

You can click excused and excuse those grad students from the undergraduate assignment.

Let's see. So the other thing is within each individual cell, you can, depending on your schema, enter different types of grades.

So here you see have a numerical grade here.

I'm using a letter grade schema and
It is also possible, depending on your settings, to use a percentage.

But I . . . without scrolling through the whole grade book.

I don't see anything set up as a percentage, but . . .

What is the schema? Oh, I guess just a scheme, whether you want to use letter, numerical grades or percentage grades.

Is what I would call a scheme or a schema. Well, I guess whatever terminology you feel most comfortable with . . .

Sorry, go ahead. Where was it sent? So, yeah, you can set it right here as it integrates.

Good. Thanks. Sure. Thanks for that question.

So, yeah, that kind of gets me to the point of let's talk about what you can do at the assignment level, which is each column in the grade book.

So you can scroll down and enter the grade in points or percentage.

You actually have to go into the assignment to adjust it if you want to enter it as a letter grade.

As I did on the assignment that's just over here. Some other things that you can do at the assignment level.

One is I told you that if you don't want to use that manual posting policy for every single assignment to hide grades and feedback,

you can also set it at the assignment level. And you can do that by clicking this three dot menu grade policy and policy.

And you could just have a manual policy at the assignment instead, of course-wide.

So those are options that you could use. Just a couple other things that you can do that are nice in terms of features for each assignment.

If I wanted to message all the students who haven't submitted yet, which is all the students,

apparently I can easily do that from the Gradebook. I could email students who haven't been graded or according to their score.

And you could just send a message right from the grade book, which is convenient. Emily, yes, is Peter Holmquist again.
When the students get that, did they get that anonymized or do they see the other students also who have not submitted?

No, they will not see the other students. It will be anonymous. Perfect.

Thank you.

If you were using an automatic posting policy and decided that you needed to do a regrade or maybe you're streamlining grades with your teachers,

you could hide the grades after you've entered them.

It is really best, however, to use a manual posting policy because there are some quirks with hiding grades.

It's not the same as the old mute. The last thing that I'll say about this is you can try out some of the different features.

One feature I would never, ever urge you to try in a class that has grades is curve grades,

because as soon as you curve the grades, they are curved and you can't uncurved them.

So you're stuck with them. All right.

It sounds like there aren't any questions, so I'm going to switch gears.

If there aren't any questions about some of the answers.

Could you just talk about how there was an option in what you just had in the menu there for speed grader?

Yes. How what you have been showing us relates to that.

Cathy is actually going to talk about that in just a moment. Emily, go ahead and show them.

But if you click on the speed grader there, you get to speed grader like this.

Right. And I was I'm planning to show you another way to get to speed grader,

but it's good to know there are multiple ways that you can get to speed grader and speed grader.

Sounds weird, but it's actually just a place where you enter the students grades and can enter comments on, say, an essay or something.

Right. You can enter comments here. You can also easily get back to the grade book by this.
It's actually a grade book icon in the upper, most lefthand corner.

So there's there's multiple places to enter comments. You can also enter them from the grade detail tray right here.

So they're the variety of places where you can enter comments. Thank you.

Emily. Yes. Maybe this will come up again later.

But I found it very convenient in speed, grader when my students submitted an entire PDF document.

There are convenient tools for marking up that document right there in speed grader.

Absolutely, there are and Cathy is going to tell us a little bit more about that into someone.

All right. I want to move away from the actual grade book interface.

And I'm just going to talk about a couple other ways that you can use canvas to communicate with your students about grades and also some ways to do graded activities that maybe are not so demanding on your time.

So one of the ways that you can create activities in Canvas that are almost self-sustaining is to create auto grading quizzes.

And that's basically a self checking quiz, and you can make self checking quizzes, using a variety of questions, including multiple choice, matching, fill in the blank.

And true false. And so this is just a sample auto graded quiz that I've created.

I'll go through it quickly. So we see we had some multiple choice.

True, false. The fill in the blank the check all.

And some matching. And what we'll see is that . . ..

That the grade, the exam, The quiz grades itself. So we see the score two point three, three out of five.

I can answer questions about the irregular scoring in just a second.

Depending on the quiz, you can also get feedback. So very quickly, I'll just show you a different quiz that has feedback.
And then it sounded like there might have been a question. So I'm happy to take a question as well.

I was just commenting on the nature of the quiz, what you majored in in college.

But given your wrong answers. And we're tracking my comments. That's fair enough.

Yes. I think this also this quiz also makes it kind of clear what my degrees were and my credit for having nice graphics.

Well, thank you. That should count for something. So we'll go through this one really quickly just so we can see the feedback.

Let's see.

And so this is a better example of a quiz that is self checking and has feedback so you can let the students know the correct answer.

You really want to set up the quiz. You don't have to grade. You don't have to do much in the way of grading.

So you can validate correct answers. You can offer corrections for incorrect answers.

It's a little harder to do with the multiple or

The matching options, but it still says what the correct answer is and some of the distractor questions that I threw in.

So that's one option for using canvas and grading tools to just efficiently check in with your students and how they're doing.

Emily, I want to stop for just a second because not in this quiz.

But there's another quiz here that does have some fill in the blank numerical answers where students are solving for certain kinds of problems.

And there when you get the wrong answer, Emily had it set up so that the suggested formula would show up.

So you don't necessarily have to give the students the right answer.

You can give them hints to think about it as well. And that can be really useful and a good way to give them feedback.

Right. OK. Thank you. Can I ask a question about ways of using quizzes?
Because I was interested for a class that I will be teaching and trying to set up basically in a central knowledge quiz where they would be able to practice this as many times as they wanted.

But I would also be able to get some sense of how they’re doing on questions.

Ideally, they’d be getting a subset drawn from a pool. And then I would have some feedback on how they did on different questions so that I could calibrate the quiz that they actually take so that they’re getting, you know, basically equal difficulty, even if they’re answering different questions.

And I was curious whether that was possible. If I’m understanding the question correctly.

Yes. I think it would mostly depend on what kinds of settings you create in the details.

So you could do things like allow multiple attempts and let the students take the test or the quizzes many times that they want.

Then canvas will keep track of each attempt. You could also limit the number of times or if it counts towards a grade in a significant way, you can decide whether or not the highest grade should be the grade that the students receive or if that is the deciding factor.

I don’t know, Cathy. Do you have any other suggestions about. You may want to talk about the moderate.

What happens when you click on the moderate? The survey tab where you can start to see some of the larger.

Yeah, some of the larger sort of patterns in student answers, which it sounds like you’re you’re gonna want to see.

I think the granularity that you’re asking for may be difficult to generate.

Just using canvas, there may have to be some manual work arounds.

I don’t know if you can say like, hey, show me what happened.

For everyone on attempt one and then for everyone on attempt two and everyone on attempt three.

I think that’s that’s gonna be a little bit more difficult.
And that might be what I'd be interested in is when you're ask this question, how many people are getting it?

What percentage of people are getting it right versus when you're asked this other question.

So, Emily, if you'll go back to the quiz and it's not "moderate", it's the "quiz statistics".

I'm sorry, but it's the same block. That'll show you some of that information.

There. Yeah. Sorry, I think maybe with an item of analysis, yes, or I mean, this is just the quiz break down right here.

So this is the quiz analysis and it will say how many students answer this question correctly.

Perfect. Thank you. And I was showing the settings because in order to get to that function, you may need to toggle on this quiz log auditing to get that function.

All right. The other thing briefly, that I wanted to talk about is just a another way that you can communicate your grading.

I'm going to skip the scheme. So you're grading scheme to your students or how you prefer to grade.

Another way is to use a rubric. And I know that everyone uses rubrics in a different way.

So I'm not going to focus so much on how any one way works well, but just what the rubric looks like and how you can use it to streamline grading,

especially if you have a lot of written assignments or maybe if you have a number of days,

it might be a way just to make sure everyone is sort of on the same page.

So if you have a rubric that you've created and you've entered, this is what it looks like in the assignments.

And if you create the rubric before the students see the assignment, this is exactly what they will see.

So they they will know what you're grading criteria. Looks like. If we wanted to just for a second and see what it looks like when you're grading.

It looks something like this. Maybe I can make it.

I don't know if it's going to behave. Come on.
It's not going to behave. And I think Kathy might go through this. But if you were using a rubric as your grading, it would let you very quickly.

Select what you know, what the standard of the paper is or what the criteria needs as you’re grading.

So this to go back to that, I would recommend considering a rubrics and of course,
they’re ready kind of rubiks as a way to communicate how you grade your students.

I think that’s it. And I’m going to turn it over to Kathy. You’re on you, Kathy.

Of course I am. So before we move on to the next section, I want to make sure.

Are there questions, other things to show want to know more about before we start talking about, like, let’s grade.

Well, you’re probably gonna come to this, but. When I have a rubric, it’s.

For each question on my exam, I have four things that I’m looking for in that question, then I want to put a number on each of them separately.

I want to break down my exam into four questions and each question break down into four items.

And each of those 16 items gets a number. So is that something we’re able to do?

That is much harder in Kansas than it is in great book.

And I think you’re already signed up to come and learn about. Great book. Next week.

On Thursday. I think I saw your name in the hope you didn’t see my name, isn’t it?


Yeah. Great scope allows you to do question level rubrics and to adjust them on the fly.

Canvas does not in quizzes. If you did want to set something up like that,
then you would want to set up a series of assignments and grade each question as is as if it isn’t an assignment.

And then you would you would create a a grading group and stuff like that.

But let’s talk about how you assign grades in campus. All right.

So I’m going to show you. I’ve got three different things here.
This these are really simple things, I'm to show you some more complicated things in a minute that Emily has set up.

So I have a quiz here that I've given my students. And if I want to grade it, I'm going to go right here to speak greater.

So I'm going to speak greater from this point.

And what happens when you get to speak later is that you can see a list of all the students in your class.

They're going to be checkmarks by the people who have already graded. You can see that there's some people who haven't done the quiz yet.

Maybe they're not going to. And I know that a student has not yet done this quiz.

If there's a little brown spot next to them, unfortunately, I've graded these quizzes so effectively that nobody is left.

But I want to show you. So here are some sort of questions that I've got here.

And you can always change your mind about how many points to student gets.

So let's say I thought, no, actually, you don't.

This isn't right. And so I'm going to change it back to zero, although in it, auto graded it.

I've been switching this one back and forth for a while. And then here there's an open ended question.

I gave the student four out of five points. But I can always give them five points and some some comments here about how they did.

And again, this additional comments box, you can just write in whatever you want.

So and then if you do change course like that, you want to update the scores and then you can give them comments here at the end.

So that's what a quiz looks like. But let's get back to the home page.

And I'm going to talk about essay grading, which is which is more complicated, and you get more tools.

So here again, you see the speed greater here. We'll click on that.

You can see that this student has turned to in the course designed for whatever
the fall brings for those we all who have seen this document before you like.

Oh, I've seen that. And you can see I know I need to grade the test student because they're the ones with the brown mark.

So the speak greater. If you have students turn in word documents or PDA apps and things like that, then they will be able you will be able to use these additional grading tools.

So here's like a point comment. No, great start here.

Thanks. You can also use a highlighter.

And again, you'll be able to highlight and leave an additional comment.

This seems. And if I don't like the comment that I've left, I can throw it out.

I'm not gonna do that here. You can add additional text here and edit it.

There's lots of different choices of colors. You can use a pen.

Well, it looks like a paint brush here to circle things.

I find this tool a little awkward to use, but it you know, it works just fine in general.

And you can also use a box. Like that.

I think we have a question. I'm sorry. Yes,

I'm talking about an instructor saying that when they used the common features on PDX that some of the students could see the comments in real time.

That has to do. I'm pretty sure with whether or not you mute the grades or not.

Is that correct, Emily? I believe so. So you want to use an annual.

Oh, yeah. There are instructors who do want students to see their comments in in real time.

And I've actually tried this myself. And it's actually a really powerful way to talk with students about their grades.

I've been reading the document while they've been reading the document. And they can watch me comment as I'm going through.

So if you want to set it up like that, you certainly can.
But if you're concerned about people being able to see your comments in real time, always make sure that your assignments are muted.

And even before you start grading, you can look at this icon up here in this case, right?

My students can see it so I can go to the great book right here.

And set. The great posting policy universally to make it manually.

And set it up. I must have played around with that setting up over here.

Anyway, you there's plenty of ways to make sure that your that you did the work that you're doing in canvas, giving students grades is.

You only you can see it until you're ready for your students to see it. Yeah, and you can actually do it right here.

Hide it like that. We have to.

Yeah. And now all the greats that I do will be hidden.

So. And you can see that the icon came up like that. Yeah.

Yeah, no, I understand that that's that's a concern and something that you really like.

it's great to be able to throw out comments and I love being able to use this comment function because I can I can type more quickly than I can.

Right. And my typing is much more legible than my handwriting.

So I have really appreciated using speak greater in this way.

And then you can go here and into this box and assign students whatever great you want to give them.

And as you can see up here, we talked about this already. You can view all the student submissions that they've done.

And you have the power to like sort of look over the number of revisions and such that they've given to you.

And I really like being able to do that. I find that very helpful. But I also will caution you that right now I think this is still true.

Students can not go back and see their earlier drafts.
So I always tell my students when I'm working with them on this kind of drafting that they need to make sure they download my comments and and they have the same space here to download submission comments.

So I just try to make sure that they always have the. Is there another comment?

OK. Sorry. Yes.

The people that you just said a minute ago, I want students to be able to see the comments that I read in their papers and would like you to do.

Yes. To make sure they can see it. Oh. So when I.

I tell students when they've turned in drafts to download the submissions that I've given to them.

So they have copies of the drafts themselves. They'll be able to see these comments are always able to see your most recent comments.

I can see my old comments on their former papers. So here I can I could see the the the things that I had commented here.

But I don't know why I poor test student grade lowered with the drafting process, which really should not happen.

That's less than ideal. But. Oftentimes, students cannot go.

They can't in Kansas go back. Like I can to see the former stuff that they've turned into me.

One of the things that I think is amazing and excellent about campus is that it does hold all the students grades right here in one place.

It's a place that's protected by the pankey. So, you know, I used to carry around piles of papers or exams, blue books and stuff like that.

And I was always too nervous about things getting lost or misplaced.

And I feel like Camus just keeps it all in one place. And it's really convenient.

At the end of this terms of the materials and campus, the student work gets archived.

You do have to ask for it back. But I've had students come back to me and say, like, oh, I took your course five years ago.
Could you write me a letter of recommendation? And I can go back and look at everything that I put in in these in their papers, in their work.

All the comments that I read on that to reconstruct a good letter of recommendation. I love that about campus, too.

Again, it takes a little doing. You have to request permission to see to see the old materials.

But it's so useful. Can I prohibit them from making multiple drafts if that's a one shot assignment?

Yes. Yes. Well. Yes. You can't prohibit them from doing multiple drafts.

You just know how to do that. Yes. Unless it's going.

See? Yeah, it's right here under submission at terms.

Got it. Just say it's only one. OK.

Yeah. I'm a firm believer in unlimited up to the deadline.

But not everybody has. I know that. Oh well, yeah.

But what about after the deadline? I mean, that's for sure. Oh yeah.

What I oftentimes do is, is unlimited up to the deadline and then all allow a diff another essentially I'll set,

I'll reset the settings for the assignment,

tell the students first I tell the students what I'm doing because I don't want them to get anxious about oh my God, that definitely changed.

Now, I told you this was gonna happen and here's how it's gonna work. And it works really well as long as you tell students what you're doing.

Yeah, sorry. Summarize. You just said you can tell them to.

You can tell a canvas for this assignment. Allow unlimited re submissions and then manually when the deadline comes.

You can turn that off. Yes. OK. Yeah.

Kathy, can you add an assignment for only one or a subset of students?

Does it have to be the whole class? Yes, you can. So, again, back into the editing settings.
I’m going to go here, takes a little while assigned to write.

I have sections set up in here, but I also could assign it all day to Julie and take everyone else off.

And now Julie is the only student who has to do it. And what’s interesting is that will say like, wait a minute.

Not everybody is going to get assigned us. And you can say, yeah, yeah, that’s what I want.

Can you. Can you put a, like, great value or point value on that?

On Julie’s work? Yes. OK. So anything.

So now that this assignment is only assigned to Julie, right,

there’s it’s worth 100 points because I have that up here and I will just display the greatest points.

But I could do letter grade or whatever I wanted to do. And it would show up as another column in the grade book with only a grade for her.

Right. Great.

And so I guess that would be one possible way to have multiple versions of exams for students.

You could certainly do it that way. But there’s a there’s an easier way to do that.

It’s a little bit outside the scope of what we have here. And it’s three o’clock.

So I want to stop for a minute. And then Cornell, show you how to do multiple versions of an exam.

I want to start by saying, like, thank you to everyone for coming today.

Emily and I are going to stick around for a while and answer any questions. Any additional questions that we can.

And. But if you remember at the beginning today, I showed you a campus at P.O. Box that you penned out to you.

That’s how you get in touch with Emily if you want extra help and you can get in touch with me.

See a turner at you, Penn. You are going to send that.

And so I’ll send a follow up e-mail with all of these links in it so that if you have other questions or things occur to you,

you can get in touch with us. Please ask questions. I know that this isn't simple.
All right. So now I'm going to stop the recording.