

# Mastering the Blackboard Grade Center & Safe Assign

Facilitated by: Melissa Phillion & Pauline Clifford

November 3, 2016

# Are you maximizing your use of the Grade Center?

- **Safe Assign and other tools**
  - Graded Discussions
  - Rubrics
  - Safe Assign
- **Grade Center tools**
  - Setting up a running weighted total
  - Dropping the lowest grade
  - Exempting a grade
  - Adding extra credit
  - Creating smart views

Control Panel

- Content Collection
- Course Tools
  - Announcements
  - Blogs
  - Collaboration
  - Contacts
  - Course Calendar
  - Course Gallery
  - Course Messages
  - Date Management
  - Discussion Board
  - Glossary
  - Journals
  - Link Checker
  - McGraw-Hill Higher Education
  - Rubrics
  - Safety
  - Self Assessment
  - Send Email
  - Tests, Surveys, and Pools
  - Wikis
- Evaluation
- Grade Center
  - Needs Grading
  - Full Grade Center
  - Assignments
  - Tests
- Users and Groups
- Customization

Reminder: Please DO NOT post information or questions from the examinations on any discussion boards. Please also remember this THREAD is not GRADED! Please keep all discussion to the topic threads so you receive credit

**Unit 1 Topic Discussions** 267 2 19

Post your Unit 1 papers here for discussion. Please also post questions, concerns, comments and interesting information you find here. Please aim to share information, ethical issues, weblinks, articles and other information and comments at least daily for full credit. (Average 1 post per day).

Unit 1 Topics: Human Genetics and Inheritance

Cystic Fibrosis, Huntington's Disease, PKU, Maple Syrup Urine Disease, Color Blindness, Albinism, Genetics of Animal Breeding, Sickle Cell Anemia, SCID, Marfan's, Williams Syndrome, Tay Sachs, Hemophilia, Baldness or other genetically inherited disorder of your choice

**Unit 2 Topic Discussions** 384 4 17

Post your Unit 2 papers here for discussion. Please also post questions, concerns, comments and interesting information you find here. Please aim to share information, ethical issues, weblinks, articles and other information and comments at least daily for full credit. (Average 1 post per day).

Unit 2 Topic Discussions:

Chromosomal Disorders, Prenatal Testing and Reproductive Medicine

Topic Ideas: Trisomy 21, Trisomy 18, Trisomy 13, Klinefelter Syndrome, Cri du chat syndrome, Turner Syndrome, Ethics of Prenatal Testing, Amniocentesis and CVS, Gender Determination via Ultrasound, Ultrasound to Determine Gender and Use Worldwide, Ultrasound, Gender and Abortion, Gender Selection (China vs India vs U.S.) IVF, GIFT, Surrogacy, Embryo Destruction, Embryo Ownership, Embryo Donation

MasteringMicrob... x 18: Practical Appli... x TAP-Framework... x Home - myComm... x Create Forum - 3 x

https://ct-cc.blackboard.com/webapps/discussionboard/do/forum?action=create&course\_id=226915\_1&conf\_id=273618&nav=discuss

Wikis

- Evaluation
- Grade Center
- Users and Groups
- Customization
- Packages and Utilities
- Help

Grade

- No Grading in Forum
- Grade Discussion Forum. Points possible: 25
- Grade Threads

Due Date

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Associated Rubrics

Name	Type	Date Last Edited	Show Rubric to Students
Add Rubric			

Subscribe

- Do not allow subscriptions
- Allow members to subscribe to threads
- Allow members to subscribe to forum
  - Include body of post in the email
  - Include link to post

Create and Edit

- Allow Anonymous Posts
- Allow Author to Delete Own Posts
- Allow Author to Edit Own Published Posts
- Allow Members to Create New Threads
- Allow File Attachments
- Allow Users to Reply with Quote
- Force Moderation of Posts

Additional Options

- Allow Post Tagging

## • Graded Discussions

- Assign point structure
- See all posts in forum
- Requirements laid out clearly
  - # postings
  - Quality/Quantity

The screenshot shows a web browser window with multiple tabs. The active tab is a Blackboard discussion board. The URL is [https://ct-cc.blackboard.com/webapps/discussionboard/do/message?layer=forum&conf\\_id=\\_273618\\_1&requestType=user\\_forum&num](https://ct-cc.blackboard.com/webapps/discussionboard/do/message?layer=forum&conf_id=_273618_1&requestType=user_forum&num). The interface displays two discussion posts. The first post is titled "Safer GMOs Using Synthetic Amino Acids" and was posted on October 30, 2016, at 10:24 AM. The author's name is redacted with a yellow box. The post content reads: "I came across this site that states they can make GMOs safer by using synthetic biology. What the scientist did was use only synthetic chemicals to grow and if the GM bacteria did escape into nature, it would die and never spread. They are calling this the new generation of GMOs. I added the site to check it out: <http://www.bbc.com/news/science-environment-30915785>". Below the post are buttons for "Reply", "Quote", and "Mark as Read". The second post is titled "Ecologist finds another cause of antibiotic resistance" and was posted on October 30, 2016, at 10:13 AM. The author's name is also redacted. The post content reads: "After reading chapter 7 on antibiotic resistance, I have found this website that believes there is another problem that causes resistance. An ecologist believes environmental contaminants have part to blame in the rise of resistance. There has been many test conducted in South Carolina where a large site was closed off for nuclear weapon testing back in the 1950's. The streams near this 310 square mile restricted area, were contaminated and showed the levels of antibiotic resistance were very high in this area. There were many other test conducted and the results are very interesting. Some of the streams had resistance to antibiotics that faught off pink eve. urinarv tract infections and sinus infections." To the right of the posts is a "FEEDBACK - SHOWN TO LEARNER" panel. It contains a large empty text area for feedback, a rich text editor with a bold 'A' icon, and buttons for "Add Notes", "Cancel", "Save Draft", and "Submit". At the bottom of the browser window, there are taskbar icons for various applications and the system clock showing 1:57 PM.

- Graded Discussions
  - Feedback provided
  - Can provide comments and/or rubrics
  - Sandwich method of feedback
    - Good
    - Improve
    - Good

Master x 18: Pra x Mail - f x TAP Re x TAP-Fr x BIO.QV x Home x Create x

https://ct-cc.blackboard.com/webapps/rubric/do/course/manageRubrics?dispatch=create&course\_id=\_226915\_1

**Control Panel**

- Content Collection
- Course Tools**
  - Announcements
  - Blogs
  - Collaboration
  - Contacts
  - Course Calendar
  - Course Gallery
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  - Course Messages
  - Date Management
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  - Tests, Surveys, and Pools
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- Evaluation
- Grade Center**
  - Needs Grading
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  - Tests
- Users and Groups
- Customization
- Packages and Utilities

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Add Row Add Column Rubric Type: Percent  Show Criteria Weight

Levels of Achievement

Criteria

	Novice	Competent	Proficient
<b>Formatting</b> Weight 33.00 %	Percent 0 abc	Percent 50 abc	Percent 100 abc
<b>Organization</b> Weight 34.00 %	Percent 0 abc	Percent 50 abc	Percent 100 abc
<b>Grammar</b> Weight 33.00 %	Percent 0 abc	Percent 50 abc	Percent 100 abc

Total Weight: 100.00% Balance Weights

CriticalAnalysisCa...docx OnlineHybrid\_Co...docx CriticalAnalysisCa...docx Show all

1:55 PM

## • Rubrics

- Used for Assignments and/or Discussions
- Create your own rubric grid
- Copy and paste rubric into submission box

There are no accessible items or items that match the search criteria to display.

GRADE BY RUBRIC

**GENETICS PARTICIPATION**  
Used for Grading

Show Descriptions  Show Feedback

INTERACTION WITH OTHERS --

- Novice** 6 (12%) points
- Competent** 12 (24%) points
- Proficient** 20 (40%) points

MECHANICS AND LANGUAGE --

- Novice** 3 (6%) points
- Competent** 6 (12%) points
- Proficient** 10 (20%) points

CONTENT UNDERSTANDING --

- Novice** 6 (12%) points
- Competent** 12 (24%) points
- Proficient** 20 (40%) points

**Raw Total: 0.00 (of 50.0)**  
Change the number of points out of 50.0 to:

Feedback: Students will not see this feedback unless you set the rubric grading score to be visible to the students.

Master x 18: Pra x Mail - x TAP Re x TAP-Fr x BIO.QV x Home x Grade x

https://ct-cc.blackboard.com/webapps/discussionboard/do/message?layer=forum&conf\_id=\_273618\_1&requestType=user\_forum&nur

Thread: Safer GMOs Using Synthetic Amino Acids  
Posted Date: October 30, 2016 10:24 AM  
Status: Published

Post: Safer GMOs Using Synthetic Amino Acids  
Author: [Redacted]

I came across this site that states they can make GMOs safer by using synthetic biology. What the scientist did was use only synthetic chemicals to grow and if the GM bacteria did escape into nature, it would die and never spread. They are calling this the new generation of GMOs. I added the site to check it out:

<http://www.bbc.com/news/science-environment-30915785>

Reply Quote Mark as Read

Thread: Ecologist finds another cause of antibiotic resistance  
Posted Date: October 30, 2016 10:13 AM  
Status: Published

Post: Ecologist finds another cause of antibiotic resistance  
Author: [Redacted]

After reading chapter 7 on antibiotic resistance, I have found this website that believes there is another problem that causes resistance. An ecologist believes environmental contaminants have part to blame in the rise of resistance. There has been many test conducted in South Carolina where a large site was closed off for nuclear weapon testing back in the 1950's. The streams near this 310 square mile restricted area, were contaminated and showed the levels of antibiotic resistance were very high in this area. There were many other test conducted and the results are very interesting. Some of the streams had resistance to antibiotics that faught off nink eve. urinary tract infections and sinus infections.

FEEDBACK - SHOWN TO LEARNER

[Redacted]

Cancel Save Draft Submit

Exit

CriticalAnalysisCa....docx OnlineHybrid\_Co....docx CriticalAnalysisCa....docx Show all

1:57 PM



# Safe Assign

- **Punitive Tool**

- Program will assign similarity score %
- Determine how to grade if plagiarized
- "Fail", "Redo", "Loss of points/grade"

- **Educational Tool**

- Allows students to check own work for plagiarism/copying
- Puts the ownership and learning on students for changing their assignment prior to submission
  - Must set up to submit multiple attempts
  - As faculty, can see each attempt

The screenshot shows the Blackboard interface for a course titled "3128.116312 (BIO-L260-3128-Fall2016-Principles of Genetics)". The user is logged in as Melissa Phillion. The "Course Materials" section is active, and the "Assessments" dropdown menu is open, showing options: Test, Survey, Assignment, Self and Peer Assessment, Mobile Compatible Test, and McGraw-Hill Assignment. The interface includes a navigation sidebar on the left, a top navigation bar with "My Institution", "My Help/Training", and "My Organizations", and a bottom taskbar with various application icons.

## • Safe Assign

- Create Assignment
- Create multiple attempts
- Must teach students or explain how to use originality report to revise papers

*Multiple submissions may show "copied from another student paper"*

Master x 18: Pra x Mail - x Home x Bb Create x SafeAs x SafeAs x How to x

https://ct-cc.blackboard.com/webapps/assignment/execute/manageAssignment?method=showadd&content\_id=\_11433866\_1&course\_ ☆ !

Needs Grading  
Full Grade Center  
Assignments  
Tests

► Users and Groups  
► Customization →  
► Packages and Utilities →  
► Help

### Availability

*If any students are enrolled in more than one group receiving the same assignment they will submit more than one attempt for this assignment. It may be necessary to provide these students with an overall grade for the assignment.*

Make the Assignment Available

- Individual Submission
- Group Submission
- Portfolio Submission

*Selecting this option will require students to submit a portfolio as a response to this assignment*

Number of Attempts: Allow single attempt ▼

Plagiarism Tools

- Check submissions for plagiarism using SafeAssign

*SafeAssign only supports English-language submissions. See [Blackboard Help](#) for more details.*

*If SafeAssign is enabled with Anonymous Grading, SafeAssign Originality Reports will be hidden from Instructors until Anonymous Grading is disabled. However, Students may still be able to see SafeAssign Originality Reports depending on the state of the "Allow students to view SafeAssign originality report for their attempts" setting.*

- Allow students to view SafeAssign originality report for their attempts
- Exclude submissions from the Institutional and Global References Databases

### Grading Options

*You can choose to hide student names from submission attempts during grading, making them anonymous. You can also choose to delegate grading to multiple graders. Each grader provides separate grades, feedback and notes to students. Users with the ability to reconcile grades may review all the grades given to a*

Grade Center Tip...pptx ^ Grade Center Tip...pptx ^ Copy of ConnSCU ....xlsx ^ Show all x

12:34 PM



Blackboard Support Resources

Academic Support Resources

Course Email

Assessments

COURSE MANAGEMENT

- Control Panel
- Content Collection →
- Course Tools
- Evaluation →
- Grade Center →
  - Needs Grading
  - Full Grade Center
  - Assignments
  - Tests
- Users and Groups
- Customization →
- Packages and Utilities →
- Help

Assignment Instructions

1 of 3

Powered by **crocodoc**

Willie "Spider" Scott, the main character of Kenneth Royce's series of novels, is a former thief that wants to overcome his criminal inclinations. When he finds out that his predisposition towards crime is the result of an extra Y chromosome, he tries to live on the straight and narrow by lending his talents to the British secret service. The XXX Man books were based on conventional wisdom of the 1970s. Other sex chromosome aneuploidies like XXY or XYY syndromes result in sterility and mental retardation. It was clear at the time that an additional male Y chromosome should impart a deleterious hypermasculinity to anyone with the complement. Prisons and psychiatric hospitals must be teeming with XYY males according to Dr. Mary Telfer (Fox, 1971). Today it is known that XYY males are neither violent nor criminals. While genomics teaches a great deal about the human condition, stories about genetic markers are sometimes little more than molecular phrenology more suited for episodes of Law and Order.

Sex chromosomes in humans exhibit dimorphism. Typical females have an XX configuration, while in a male, one of the X chromosomes is switched out for a Y. When sex cells replicate (meiosis) there are two divisions. The first leaves daughter cells each with a set of copied DNA, and the second meiotic division separates those copies into individual gametes that contain half the information required for progeny (Hartl, 2012). The first report of an XYY male speculates on reasons for the scarcity of the condition. Identified XYY males were so rare that an XYYY subject was already known by the time of its publication. Since the nondisjunction of sister YY chromatids can only occur in the second stage of male meiosis, the Y chromosome contains "relatively insignificant gene content," and there was no available cheek swab test to differentiate from a typical XY male, there is considerable difficulty in screening for the condition (Hauschka, Hasson, Goldstein, Koepf, & Sandberg, 1961).

The XYY sex trisomy is not as rare as originally expected. It occurs in between 1:700 and 1:1000 of males but the majority express a typical, if taller phenotype. Men often learn about their condition only when karyotyped. Although the majority gain the extra Y chromosome by nondisjunction, 16% occur in the wake of mitotic dysfunction after the creation of the zygote (Abdel-Razic, Abdel-Hamid, & ElSobky, 2012). Less mystery surrounds the condition today and XYY advocacy campaigns have largely removed the stigma surrounding it. Society took a little more than half a century to go from recommending termination of XYY fetuses, erroneously attributing the actions of mass murderer Richard Speck to the disorder, implementing antiandrogen therapy without consent, and falsely imprisoning carriers for murder (Carter, 2006) to providing affected males with genetic counseling and dismissing unfounded fears.

Assignment Details

**GRADE**  
LAST GRADED ATTEMPT

**ATTEMPT**  
10/14/16 3:18 PM

SafeAssign  10% over

**SAFEASSIGN SUBMISSION**

XXY.docx	10%
----------	-----

[View Originality Report](#)

**SUBMISSION**

[XXY.docx](#)

### 1 Trisomy 18 By:

Cory DeGiacomo

Trisomy 18, or Edward's syndrome, was first discovered by John Edward and his colleagues in 1960 (Czuba, 2013). It is characterized as an autosomal chromosomal disorder caused by the presence of an extra chromosome 18 (Graham, 2016). Its phenotype, or physical appearance, is characterized by many malformations and developmental issues at birth. Fetuses with the disorder are rarely brought to term and scarcely survive long when they are. Diagnosis of the disorder is simple and often caught in the first trimester with simple testing (Cereda, and Carey, 2012). 2 This review will serve to examine the prevalence, etiology, symptoms, treatment and social ramifications for those individuals with Trisomy 18 and their families.

3 Trisomy 18 is the second most common autosomal trisomy disorder; trisomy 21 being the first (Graham, 2016). The prevalence of

- 8 <https://en.wikipedia.org/wik...>
- 9 Another student's paper
- 10 Another student's paper
- 11 Another student's paper

Genomics Perspective (6th ed.). Burlington, MA: Jones and Bartlett Learning.

Hauschka, T. S., Hasson, J. E., Goldstein, M. N., Koepf, G. F., & Sandberg, A. A. (1961). 1 An XYY Man with Progeny Indicating Familial Tendency to Non-disjunction. Buffalo, NY: Roswell Park Memorial Institute and Medical Foundation.

Ross, J. L., Tartaglia, N., Merry, D. E., Dalva, M., & Zinn, A. R. (2015). Behavioral phenotypes in males with XYY and possible role of increased NLGN4Y expression in autism features. *Genes, Brain, and Behavior*, 137-144.

Ross, J. L., Zeger, M. 2 P., Kushner, H., Zinn, A. R., & Roeltgen, D. P. (2009). 3 An Extra X or Y Chromosome: 4 Contrasting The Cognitive and Motor Phenotypes in Childhood Boys with 47,XYY Syndrome or 47,XYY Klinefelter Syndrome. 2 Developmental Disabilities Research Review, 15(4), 309-317.

Shani, R., & Barilan, Y. M. (2012). Excellence, Deviance, and Gender: Lessons from the XYY Episode. *American Journal of Bioethics*, 12(7), 27-30.

Questions?



BB Grade Center

# How are you using the Bb Grade Center?

**Grade Center : Full Grade Center**

When screen reader mode is on the table is static, and grades may be entered on the Grade Details page, accessed by selecting the table cell for the grade. When screen reader mode is off, grades can be typed directly into the cells on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Create Column Create Calculated Column Manage Reports Filter Discover Content Work

Move To Top Email Sort Columns By: Layout Position Order: Desc

	Last Access	Wk 1 - Argui	Wk 1 - Self-Ref	Wk 2 - Argume
	October 24, 2016	!	--	--
	October 24, 2016	--	--	--
	October 25, 2016	--	--	--
		--	--	--
	October 25, 2016	!	--	--
		--	--	--
	October 24, 2016	--	--	--
	October 24, 2016	--	--	--
	October 24, 2016	--	--	--
	October 24, 2016	--	--	--
	October 25, 2016	!	--	--

Selected Rows: 0

Move To Top Email

# Have you tried any of this functionality?

- Setting up a running weighted total
- Dropping the lowest grade
- Exempting a grade
- Adding extra credit
- Creating smart views
- Grading discussions

# Setting up a running weighted total

- You must first decide if you'll weight the total by assignment or by category
- If you're going to weight by category, you need to either use the default categories or create your own
- Select Manage>Categories from the Grade Center menu bar

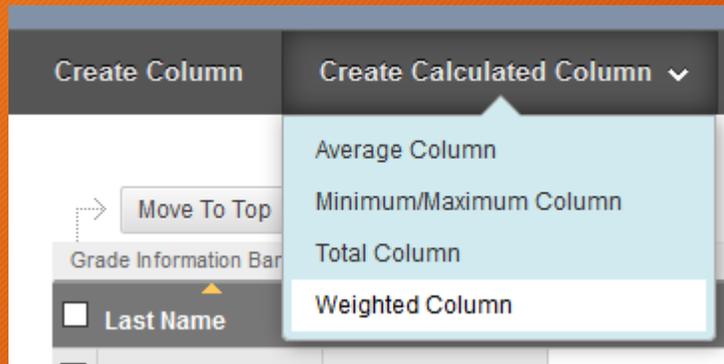
# Setting up a running weighted total

Create Category

<input type="checkbox"/>	Title ▲	Descrip
	Assignment	
	Assignments/Quizzes	
	Blog	
	Discussion	
<input type="checkbox"/>	Final Exam	
	Journal	
	Paper	
<input type="checkbox"/>	Research Project	
	SafeAssignment	
	Self and Peer	
	Survey	
	Test	

Delete

# Setting up a running weighted total



## SELECT COLUMNS

Select the columns and categories to include in this weighted grade and then set the weight percentages.

### Include in Weighted Grade

#### Columns to Select:

Total  
Extra Credit  
Critical Thinking  
Isagenix  
Diagnostic Pretest  
2/17/16 In-Class Assignment  
2/17/16 Homework

Column Information

#### Categories to Select:

Journal  
Self and Peer  
Survey

Category Information

#### Selected Columns:

Enter the weight percentage for each item. Percentages should add up to 100 percent.

\* 40 % Category: Assignment

Weight Columns:  Equally  Proportionally

Drop Grades OR  Use only the  
Drop  Highest  Lowest Value to  
Calculate  
Grades  Highest Value to  
Calculate

Grades

\* 30 % Category: Test

Weight Columns:  Equally  Proportionally

Drop Grades OR  Use only the  
Drop  Highest  Lowest Value to  
Calculate  
Grades  Highest Value to  
Calculate

Total Weight: 100%

Calculate as Running Total

Yes  No

A running total only includes items that have grades or attempts. Selecting No includes all items in the calculations, using a value of 0 for an item if there is no grade.

# Setting up a running weighted total

\*\* Make sure to enter zero for any assignment that a student did not turn in if you are using the running total option.

\*\* If you are including ALL columns, make sure to select the "Exempt" option if you're excusing a student from a given assignment.

# Calculate as running total

Calculate as Running Total: Select Yes to calculate as a running total. Running totals exempt cells that don't contain data. Select No to include all selected columns in the calculation, using a value of 0 if no grade exists.

Calculate as Running Total

Yes  No

*A running total only includes items that have grades or attempts. Selecting **No** includes all items in the calculations, using a value of 0 for an item if there is no grade.*

# The difference between proportional weighting and equally weighting categories for weighted grades

- Proportional vs. Equal weighting is a setting when you weight by category. It only makes a difference if you have columns with different points possible in the same category (e.g. a Discussion category with columns worth 5 points and columns worth 10 points). If all of the columns in the category are equal, both settings work the same way.
- When you have categories of differing values, Equal Weighting converts the columns to percentages and averages the percentages to get the category composite grade. It essentially gives each item equal weight when determining the composite grade. Proportional weighting calculates a category composite grade by adding the raw scores and dividing by the total points possible. It retains the proportional weight of each item, so items with a larger value have more effect on the composite grade.
- For example, consider two assignments in a category, one worth 5 points and the other worth 10 points. Assume the student gets 5 points on each assignment.
- Equal weighting:  $5/5$  and  $5/10 = (100\% + 50\%) / 2 = 75\%$  (or you can think of converting it to equal Points Possible:  $10/10$  and  $5/10 = 15/20$ )  
Proportional weighting:  $5/5$  and  $5/10 = 10/15 = 66.7\%$
- The category composite grade is then weighted according to the percentage you indicated for the entire category and combined with the other columns or categories you have included in the Weighted Total.

# Dropping the lowest grade

- Note: If you weight your grades by category, you have the option of dropping the lowest grade in the category; if you weight by item, you do not have this option.

The screenshot displays a configuration window for a grading system. It features two main sections, one for a 'Test' category and one for an 'Assignment' category. Each section includes a weight percentage, a dropdown for the grading period, and radio button options for 'Equally' or 'Proportionally' weighting. The 'Test' section is currently selected, showing 'Drop Grades' as the active option with sub-options for dropping the highest or lowest grades. The 'Assignment' section is also visible, showing similar options. A 'Total Weight: 60%' indicator is located at the bottom left of the window.

\* 25 % Category: Test

in Grading Period: All

Weight Columns:  Equally  Proportionally

Drop Grades OR  Use only the

Drop  Highest Grades  Lowest Value to Calculate

Drop  Lowest Grades  Highest Value to Calculate

\* 35 % Category: Assignment

in Grading Period: All

Weight Columns:  Equally  Proportionally

Drop Grades OR  Use only the

Drop  Highest Grades  Lowest Value to Calculate

Drop  Lowest Grades  Highest Value to Calculate

Total Weight: 60%

# Dropping the lowest grade

Drop Grades removes a number of either the highest or lowest grades for each category from the calculation. If you don't type numbers in the boxes, no grades are dropped.

Use only the Lowest -OR- Highest Value to Calculate removes all grades from the calculation except for the best or worst score.

\* 25 % Category: Test

in Grading Period: All

Weight Columns:  Equally  Proportionally

Drop Grades OR  Use only the

Drop  Highest Grades  Lowest Value to Calculate

Drop  Lowest Grades  Highest Value to Calculate

\* 35 % Category: Assignment

in Grading Period: All

Weight Columns:  Equally  Proportionally

Drop Grades OR  Use only the

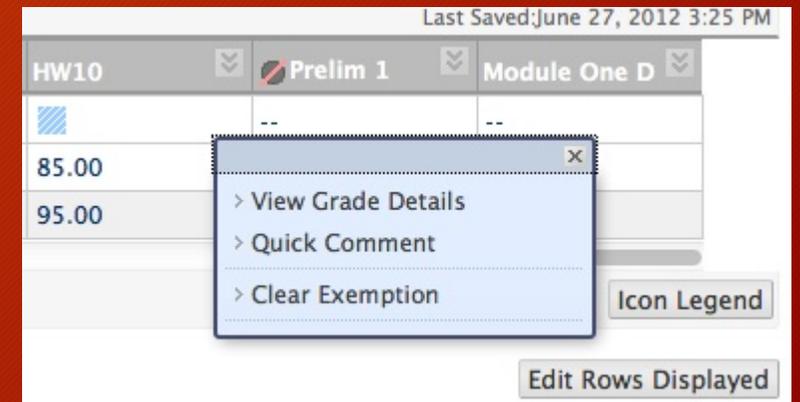
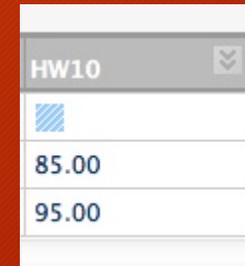
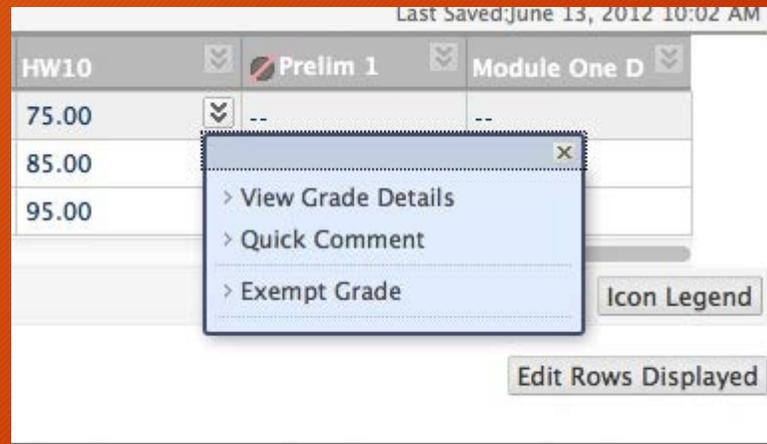
Drop  Highest Grades  Lowest Value to Calculate

Drop  Lowest Grades  Highest Value to Calculate

Total Weight: 60%

# Exempting a grade

- In the Grade Center, click the dropdown arrow next to the student grade you want to exempt
- Select “Exempt Grade”
- The cell will then contain a blue square
- *Note: You can clear the exemption; the last grade assigned will reappear*



# Adding extra credit (weighted)

- If your Grade Center is Weighted, you can still add Extra Credit. First, you'll need to Add a New Category with the name Extra Credit. Say you want to give your students an extra 15 points of the total course grade for completing some particular Extra Credit tasks, then you may simply create the New Grade Column, set the Category to Extra Credit, make the Possible Points one ("1"), and set the Weighting to 1%. Make sure you modify the whole Weighting point value to equal 100%.

# Adding extra credit (weighted)

- In the Grade Center, give all the students 1 point to avoid complaints that only a total of 99% is possible without the extra credit value.

Extra credit
1.00
1.00
1.00
1.00
1.00
1.00
1.00

Weighted Total	Total	Exam 1	exam 2	term paper 1	quiz 1	Extra credit
75.62%	246.00	80.00	75.00	50.00	40.00	1.00
78.22%	256.00	75.00	80.00	65.00	35.00	1.00
80.95%	264.00	80.00	83.00	60.00	40.00	1.00
78.53%	256.00	82.00	78.00	55.00	40.00	1.00
76.03%	246.00	75.00	75.00	55.00	40.00	1.00
75.70%	245.00	70.00	80.00	54.00	40.00	1.00

# Adding extra credit (weighted)

- When the students had completed the Extra Credit items, add the point value to the Grade Center.

Weighted Total	Total	Exam 1	exam 2	term paper 1	quiz 1	Extra credit
90.62%	261.00	80.00	75.00	50.00	40.00	16.00
93.22%	271.00	75.00	80.00	65.00	35.00	16.00
80.95%	264.00	80.00	83.00	60.00	40.00	1.00
78.53%	256.00	82.00	78.00	55.00	40.00	1.00
76.03%	246.00	75.00	75.00	55.00	40.00	1.00
90.70%	260.00	70.00	80.00	54.00	40.00	16.00

# Adding extra credit (non-weighted)

- You can create an extra credit column in the Grade Center that is included in the total computation and has a maximum score of 0. Then you can assign extra credit points as needed.

**Example:** Columns in the Grade Center

Column	Points Possible
Assign 1	10
Assign 2	10
Essay	50
Test	30
Extra Credit	0
Total	100

# Adding extra credit

1. In the Grade Center, select Create Column.
2. On the Create Grade Column page, provide the appropriate information.
3. Select Score from the Primary Display menu.
4. Select Percentage from the Secondary Display menu.
5. For Points Possible, type 0.
6. Select Yes for Include this Column in Grade Center Calculations.
7. Select Submit.

# Adding extra credit

Grade Center : Full Grade Center

Create Column Create Calculated Column Manage Reports

Move To Top Email Sort Columns By: Layout Position

Grade Information Bar		Total	Assign 1	Assign 2	Essay	Extra Credit
Last Name	First Name	106.00 (106.00%)	10.00	10.00	50.00	6.00
		88.00 (88.00%)	9.00	9.00	40.00	5.00

The extra credit column appears in the Grade Center. After adding points in an extra credit column, a student's total points can equal more than 100 percent. If a student receives full credit for all gradable items (100 points) and also receives 6 extra credit points, the result is 106 out of 100 or 106%.

# Creating smart views

- A smart view is a focused look at the Grade Center that shows only the columns that match a set of criteria. The view is saved for continued use. When the Grade Center includes a great number of students and columns, you can use smart views to quickly find data. Several smart views are available by default, but you can also create your own.

# Creating smart views

- With smart views, you can view the progress of these items:
  - An existing group
  - Student performance for a particular item
  - Individual students
  - Category and status of items
  - Custom combination of attributes

# Creating smart views

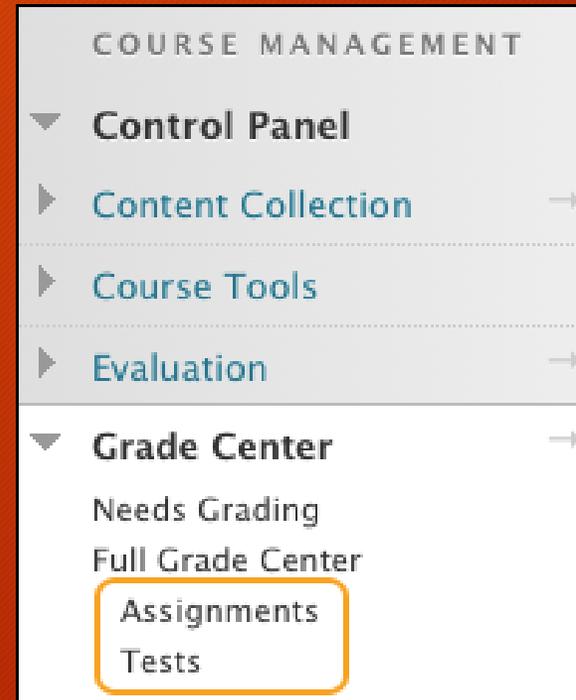
- Example: Tracking low scores
  - You create a smart view to track students with low scores to quickly see which students need help. You can email these students from the Grade Center.
- Example: Assessment comparison
  - You create a smart view to display only two columns in the Grade Center grid: a calculated total column for tests and a calculated total column for assignments. You can compare the two columns to gauge how students are performing.

# Creating smart views video & website resource

- <https://www.youtube.com/watch?v=TkT0hXRDWPc>
- [https://en-us.help.blackboard.com/Learn/Instructor/Grade/Customize\\_Grading\\_Interface/Smart\\_Views](https://en-us.help.blackboard.com/Learn/Instructor/Grade/Customize_Grading_Interface/Smart_Views)

# View smart views in the Bb Control Panel

- In the Control Panel, favorite smart views appear in alphabetical order as an indented list in the Full Grade Center section. In a new course, the Assignments and Tests smart views appear in the list by default. When you select the Assignments link, the Grade Center page opens and only assignment columns appear. When you select the Full Grade Center link, all the columns appear.
- You can add smart views to the favorites list so that you can access them easily. In the Grade Center, access the Manage menu and select Smart Views. On the Smart Views page, select the icon in the Add as Favorite column.
- If you don't want a smart view to appear, select the icon to remove it from the list.



Questions?

