Transcript for Teaching Talk#16: Setting up and Grading Assessments in the Crowdmark Grading Platform

Aron Fazekas: All right well I think I'm going to get things started. Good afternoon everyone, my name is Aron Fazekas. I'm an Educational Developer in the Office of Teaching and Learning. Today I just want to start off by acknowledging that although we are all in various places, that we are all governed by different treaties and relationships to the land. As we consider those relationships, it's important to remember our collective responsibilities to each other as we consider how we can enact inclusion and respect in our daily lives and actions. So just some quick housekeeping things: so the webinar today on Crowdmark is going to be recorded and we'll have a link posted for everyone in a couple days. You'll notice that your audio and video have been disabled, and so in order to ask questions, you can see the Q&A tab at the bottom. So if you click on that, it'll pull up a window where you can ask your questions and as those come in, I will ask those to Kimberly as as they come in if they seem critical and if they can be held to the end, probably what we'll do is just save all the questions until the end of the of the presentation. So I think Kim's going to talk for about 20-25 minutes and then she's going to go through the details of Crowdmark: setting up and grading assessments, and then we'll have some some time for questions afterwards. So Kim comes to us from the Department of Math and Stats and she's had lots of experience using Crowdmark. So I think with that, Kim, I will turn it over to you.

Dr. Kim Levere: Thanks Aron. Hi everybody and thanks for joining us today on your Thursday afternoon. I was actually one of the very first people to use Crowdmark at U of G in sort of a beta testing phase, so I've had a lot of experience with it and sort of experienced the updates and changes that they've made along the way. So I'll do my best to give you a good feel for how to set up an assessment and what students see and how things go. So I can actually share my screen right now straight away with the Crowdmark website. So this is the Crowdmark website, crowdmark.com, and it's actually a wonderful website for getting help once you get started in Crowdmark. If you haven't already, you may want to move your Zoom faces, if you want, down to the bottom centre of your screen. A little bit later on in in this webinar, there will be important things on the left and the right of the screen to see, so I just want you to block the view with the Zoom faces.

So you'll you'll see that help is up here at the top. One of the most useful links on the entire page is the help page because it is pretty exhaustive when it comes to actually figuring out how to do different things. If you get stuck, the website does actually have some pretty detailed, how it works, and general kinds of information, so it's already a really good source of information.

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So I'm going to go ahead and sign in and just sort of show you what things look like and a general setup of an assessment from start to finish. I'm going to try and keep it within the 20 to 25 minute range but it's easy to talk for a long long time. So when you go to sign in - did I even show that - yeah I guess it was already signed in. So the sign-in is your UofG email and your single sign-on password. Sometimes the first time that you log in you actually have to select your school and there's some back and forth between trying to make the connection between you and Courselink, but once you've logged in once, it's a fairly smooth login. I guess I had mine already remembered and so it already brought me in. When you log in you will see some semblance of what you see on my screen now.

So I'm logged in via Courselink. Crowdmark is now supported by Course- link, they are linked, so it can see the students and things that are in your Courselink, and make a good connection between the two so that your grades can be teleported from one system to the other. So for those of you who've never used Crowdmark before, you will have an empty window of no courses. I've used Crowdmark a whole lot so you can see a variety of courses that I've used already so the typical thing to do would be to import a course. Okay, so when you go to import a course, what it's doing is looking to Courselink for any courses that you are in charge of. So right now, I'm in charge of courses that existed in the past and right now we're still working through the licensing details for the fall of 20, so none of those courses will show up yet, even though I already have Courselink websites set up for the courses I'm teaching in the fall. So the general process for getting your courses to show up there would be to contact your chair and say, "hey, I'm really interested in this Crowdmark platform, I want to find out if I can get a license or if I can be part of the license to use it in the fall," so contact your chair. Your chair will then have to contact the dean's office in CPES to sort of figure out if they can be part of the license that they negotiate. That's at least been the way that it's worked to now. If you have issues, don't be afraid to include my email, I'll show you that at the end of the webinar, so that you can get in touch with me for any questions you have.

So, because Crowdmark is a live system, any changes I would make to things that are existing on the screen would automatically be sent to students that I taught in the past. So I don't want to do that, but luckily because I've been a beta tester before, I actually have a secret passage that typical users don't have. So I'm going to actually activate that so that we don't send any information to students and make them worry that they missed an assignment or something in the middle of the summer. So I've created a course called Crowdmark webinar, in this slightly different framework of Crowdmark, just for the purposes of this webinar, so that I don't go sending emails to students and freaking them out.

Okay, so effectively, when you create your course, this is what you'll see. You'll see the name of your course which I've called Crowdmark webinar and you'll see you have no assessments, so you better create one. So across the top you see course settings: that's just the name of your course really, and create an assessment.

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So once you get going with Crowdmark, if you have similar assessments, you can duplicate an existing assessment so you don't have to go through the full process again if they're very close, but for us, we're going to create a new assessment today. So you have to name the thing, so let's call it demo, sure, and all enrolled students: so what's that? Well, the minute that you actually imported your course, it was connected to Courselink, and it grabbed all of the students you have in Courselink. The other reason it's good to do this outside of the actual students in my courses, is because I don't show off information I'm not allowed to show. So this is a dummy list that I've put in just for our webinar. Kevin Herder is my husband, that's me and Sarah Murray is the hopeful name of my niece to be, that's showing up in about a month's time from now. So these are all sort of dummy names with dummy student ids so I'm not giving away any true information here.

Okay, but in practice, you'll see the actual set of people from your regular Courselink website. We know that students add and drop here and there and everywhere, so you can always update your students and add them manually with a CSV or by entering emails, and in the actual Courselink version of Crowdmark there's another button here that says sync with Courselink, so you can click that button at any time and it'll immediately pull a current list from Courselink and update your students right away. Okay, so this is the set of students from your Courselink website. The team on this side is just the set of TAs that you have working on the assessment. Once again, in the Courselink version of Crowdmark, there's another button here and it says sync with Courselink. So if you've entered your TAs in Courselink, they will immediately be propagated here as TAs in Crowdmark. You can also add them by email manually if you want to. You can also set their permissions here for how much they can see, so we'll talk a little bit more about that after. Okay, so let's get back to that creation of an assessment. I'll call it demo. So I want to enroll all the students, you can actually customize that and eliminate certain students. So imagine you had a student that for whatever reason was exempt, and you didn't want to freak them out by sending them an email and saying you have an assessment to do, when it actually isn't the case. You could actually exempt them here so they don't get any correspondence about the assessment at all.

Instructional members: I didn't add any additional TAs, so all team members is just me at this stage, but you can select particular TAs for a particular assessment if you want to, or you can just include all of them. So I'm going to go ahead and - what did I do? Oh, sorry. I fell out of my own assessment there. Okay. So I'm going to save that and we're going to see what happens. So there's two different kinds of assessments that you can do. You can do an administered assessment that's typical of a face-to-face scenario where you create your test, you print your test on paper, you submit it to all the students sitting in Rozanski 101, they write the test and you collect it. In that scenario, it would be on the TAs and the instructor to then scan and upload that assessment in preparation for grading. What I think we'll mostly be doing in the fall, given that we're working more remotely, is an assigned assessment and that is one where students complete the assessment on their own remotely and then they actually upload their answers for us in preparation for grading. So, I'm going to go through the process for an assigned assessment. If at any time you want to learn more about administered assessments don't hesitate to ask.

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Okay so an assigned assessment. So you're experiencing a little bit of rural internet here - there we go. You have to choose a due date, I'm going to make that today, so that we can actually see the grading process together. I need a time, so the great thing about Crowdmark is you're not pinned to the date and time that you set, you can actually change the due date even after students have submitted things if you want to. So if there was a scenario where something happened and you needed to extend the due date, you can still do that even after the fact. So what time is it now? So it's like 1:42, so I don't know how long it's going to take me to actually do my spiel here, so let's set it at 1:50 and see if I can get through what I need to say before then. You can set a lateness penalty which is immediately incurred at the time of grading, so students that submit late will still be assessed and graded by the TAs and so on, and then their grade will be penalized by whatever percentage you want, by day, by hour, by minute, that's up to you. So one of the wonderful things about Crowdmark is all the updates they're constantly doing. Group assessments have been around for quite a while now and they allow students to actually form groups and submit as the group so that you only end up marking the same assessment once for that group of people. I haven't used it all that often, so my apologies that I can't sort of expand on the information there, but I know that the help pages are actually quite useful. I did a little bit of reading before the webinar and I already have a better understanding of them. Timed assessments are brand new since like - I don't know, they weren't there in April when I used Crowdmark in the winter.

What they allow for is actually pretty smart, because our students are sort of across the world in different time zones. It's sort of unfair to say you have two hours, here you go, and it's three in the morning somewhere in the world when you're doing that, for instance. So what it allows is when students are given the assessment, once they click to open it, their timer starts then, rather than the timer being forced to start at the same time for everyone. You can sort of double-edged sword that and say, well, people could save it and send it to each other, and whatever, okay fine, but it does give a good option for allowing students a small window of time based on their own current time zone and preparation and so on. Okay so, once you've got that all together and you selected what you want, you're going to - I should probably move this from 1:50 to like 1:55 because I'm guessing I'm not going to be done in time. Okay, next. Okay, cool, and then we're in the window where we enter information about our questions. So instead of creating a single pdf or word file that has all the questions in it, you're actually going to write the questions out one at a time, so that the solutions that students submit actually go per question. So your notes are going to be, you know, "you have two hours to complete this," or "submit this through your Crowdmark link," "don't cheat," all that sort of stuff. So, "this assignment should be done independently," whatever you want to write here, whatever notes you want to include, "make sure you keep three decimals..." whatever, right?

So this is the stuff that you would have at the beginning of any test or assignment to tell students the rules, so to speak. You can attach files if you've already typed that somewhere else and you don't care to type it again. You can still do formatting things, like bold and italics, and you can actually type latex math in here as well, you can include images as well. Okay so all those things are possible. All right. So question-wise, I'm going to do three questions for this assessment, just to show how it works.

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So I'll do question 1. a), I can specify how many points it's worth, so maybe I'll call it one mark. I can make it a bonus item so it doesn't count toward the actual total, that it is additive onto the total, and let's do: "what is your favourite breed of dog?" Okay, so my golden retriever puppy is right here behind me, I actually thought he was having a puppy dream, shortly, but I think he's just snoozing.

So again, you can attach files and format. So maybe if I want to make dog really bold, because I'm worried that people aren't going to read the question really carefully, I can do that. I can preview just the questions to see if that worked. Okay, I'm going to add another question, I'm going to make it question 1. b) and it's going to say, I don't know, "what are three primary colours?" Cool, and maybe I'll make that out of three. It's not a bonus item, I could attach files, and so on. I'll add one more.

It'll be question 2, I'll make it out of three, and to showcase some of the latex abilities of Crowdmark, I'll make this one calculate the integral of 3x squared with respect to x. Okay, in case you were nervous that you didn't latex correctly, you can preview that and make sure everything's cool. So all the symbols came out fine, everything's good, and I'm happy with that assessment.

I don't have any more questions to add, so maybe I'll just preview the assessment to show you exactly what students will see when they get this email to them, here in a moment. So this is what it would look like to the students. They'll see the name of the assessment, the due date, and time that we set a moment ago. The assignment description which I said is usually the instructions and and so on for the assessment. I was pretty terse there and just said "you got to do this by yourself," whatever, and then you can see each of our questions with their point values, and you see little dotted boxes below each one. So for each question that we created, there's now a dropbox available to students. So they're going to complete the assessment, and then scan or take pictures or however they convert from paper to to digital, and drag and drop their solutions to each of the individual dropboxes.

Okay, so that's what students will see, and there's a submit link down here, so that's what they'll see. I have to move our little faces from Zoom here for a second. So submit for evaluation... okay, so I trust it. I think everything's okay and so I'll head back to my Crowdmark. Okay so I trusted, it says save and go to dashboard, so that's it, that's all, not really that different from a typical structure of creating an assessment, I don't think. Okay so you're brought back to what's called the dashboard, which is the main screen for Crowdmark.

I see Aron there. Do you have a question for me, Aron?

Aron Fazekas: Yeah, I just had a quick question Kim. So the last view that you were showing us... Was that the actual student view?

Dr. Kim Levere: That's what they will get in email, yes. So it's exactly what they'll see in email and I will show you that when I click distribute here shortly.

Aron Fazekas: Okay, I was concerned that was still just the instructor view.

Dr. Kim Levere: Nope, that's what they'll see precisely, and we'll see that show up here in a moment. Okay, so here on the dashboard, you see a lot of stuff along the left side. You see your team which is your TAs again, the students, which are your students enrolled in Courselink as we saw before, questions which gives you your access to change and adjust questions and grades attached to questions. So that's where you would go if you needed to make any changes and results, which is rather boring right now, because we haven't graded anything and nobody submitted anything; so a little bit boring for the moment but it will get more exciting once we start reading. So I'll go back to the actual assessment, and we want to actually send it to students, we want to say "here you go, your assessment is ready to go." So you can either click manually on distribute to students, that will send that exact page that Aron just asked about to students by email, linked to whatever email is in their Courselink. If you're like me and you like to plan ahead, maybe you have some of your assessments ready ahead of the semester or before the due date. So you can actually schedule an automatic distribution. So you can get all of your questions prepared in Crowdmark, ready to go, and it'll just delay when that distribution happens to a future date when it should go out. So it's kind of nice that you don't have to wait and sort of be on it to click the go button.

So for now, for this webinar, I'm just going to distribute to students. "Are you sure you want to do that?" Yeah, I really am. Okay, so because the students are secretly including me, in this case I will actually get an email to my personal email as part of this webinar. So you just have to wait a second for it to happen. So you can actually see inside of the Students page. So the name, submission, grading score, and you can see, if you click on it, that it hasn't quite been sent yet, and therefore it has not been opened. I just heard a ping which means I think I just got my email. So, to protect the innocent, I'm going to stop my share for a moment, and make sure that my email view is not too large.

So if somebody sent me an email, you don't see that, so I'll just grab my email and shrink it down to a size that's a little bit hidden. There we go, okay, and then I'll reshare so you can see me again. Okay, so here we are in my email, and in my email, I see Crowdmark mailer. So the only issue I've ever had with this, and this happens with like less than one percent of the students, is that for whatever reason it gets sent to a student's junk mail or whatever. You can pop into the Students page, just as I did a moment ago, and resend the email once it's been sent successfully. So when I come into here, I'm getting an email that says: "there's an assignment waiting for you," I'll go to the assignment.

Sorry, rural internet, and it's going to load, and it looks precisely as it did in our preview a moment ago. So it's telling them "hey, here's your assignment description... here's the questions and there's your dropbox" So it even says, after you complete the assignment, save, scan, or take photos of your work and submit them. So pdfs jpegs and pngs are accepted. I'm much a fan of pdfs purely because of their size and my rural internet. So they see exactly the same thing as we saw earlier, submit for evaluation is at the bottom of the page. Okay so, let's imagine that I'm a student now for a moment, and I've just received this. I, typically, as an instructor, will post the full assignment also on Courselink for students, so they can get started on it and not need to be within their email and such to be doing these things.

So if I sit down and I write out my answers on paper, I then need a way to turn the paper into a digital file. You can do that with a standard scanner or there are apps for cell phones and stuff that you can take photos of and scan to pdfs. So I've actually done that process ahead of this webinar.

So I'm going to actually just drag and drop my answers. So there's my answer to 1. a) and there's my answer to 1. b) and my answer to question 2. So you'll see that, currently, I can preview what I've updated and it's on its side which is not ideal from a grading perspective. So I'm a student right now, I can actually rotate my page until it is right way around. Okay so that can be done, sometimes students don't do that. I'll show you when we get into the greater view that graders and instructors can actually manually do this as well. Okay so maybe I'll leave that one unrotated so that we can experience that. So imagine I'm a student, I've got all my stuff uploaded, you can see that you can upload multiple pages if you have them. Maybe it's a really long question and you run over a page when you're trying to write it out. That's okay, you can then reorder them and stuff, just with dragging and dropping. It says please submit your three pages for evaluation, so I'll do that and I'll just wait for the thank you screen, so you can fully experience what a student would see. So as a student, you would see: "hey, thanks for your submission." Imagine as a student, you're like, "oh my gosh, I didn't answer that correctly," or "I uploaded the wrong thing," or whatever. You can still edit and resubmit up until the due date without being penalized.

So that's actually pretty cool. You can see each of the pages in your submission as well, so that's what a student sees. I'm actually going to pop back out now, pop into the actual Crowdmark now. So I'm in the student screen once again, so I'm now the instructor, so hopefully this isn't confusing as to who's who, but I showed you how to make the assessment and then I showed you in my email what a student would see and how they would drag and drop their digital files in for submission. Okay, so once that's happened, as the instructor or as a TA that has the correct permissions, you can actually pop into your dashboard once again and see all of the questions that we've created and how many people have already submitted it for grading. So we have one left because we submitted one, like only one assignment has been submitted. So we actually are within the time to start grading now. So you can click on any one of the questions to get started.

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Okay, so if I'm on question 1. a) and I'm a TA trying to grade this thing, I see a whole lot going on, on the screen. So you can see there's an anchor up here and I can select it and anything I annotate now will be attached to that particular anchor and will appear on that particular question.

So it's important that you select the correct anchor for what you are grading. So there's a few things on the right hand side over here, I see the booklet number, I see a grade out of one, a number pad for manually entering grades, and something called the tag feature, which I'll get into in a moment. So booklet you can click on to actually toggle between different student booklets. If you have the right permissions, you can actually see students, you can type names, if you want to sort of search for things, but you can actually limit TA access so they can't see student information. The overview grid is wonderful and actually lists all of the students along the rows and each question separately as columns so you can actually see who has uploaded things, what their current score is.

As I grade, this will actually fill in as completed and you can tell when there are things that are done and not done. Okay so, that's cool, and on the left you see all of your tools. So for instance there is a drawing tool, so you can use a stylus or your mouse to draw. There's a manual checkmark, x, or question mark, and you can toggle between them. Okay and there's a highlighter and maybe you don't love those colours, so you can actually switch. They just added red over the last few months that didn't used to exist, and then my personal favourite is the actual comment tool. This does accept latex markings, so you can type anything, including sort of math-y stuff. So you could say "correct," and save it just as that. Notice that any comment I add immediately gets added to something called the comment library for that question, and what that does is it makes that comment a drag and droppable for any future assessment that you're marking. This is wonderful for making a really big beautiful thoughtful comment and only having to type it out once and reuse it. It's also really useful because you can actually attach grades to things. So maybe "Why golden? Please explain," and maybe you want to dock them 0.5 for that. You can type in a points grade and it'll actually attach a mark to that. Now you'll notice a lot of stuff just happened, in just a moment there, just by typing that comment and attaching a -0.5 to it. Crowdmark knew that off the top of the full one mark that was available. I should take 0.5 off and populate a grade right away, so I didn't manually enter that. Crowdmark knew because it's already doing the math of total marks minus 0.5.

You can go the other way and add an additive mark that's worth positive marks instead of negative ones. The advice I'll give you is to use one or the other, either additive or subtractive, because they don't play nicely together. If the first comment that you add is subtractive, it will start at the total marks that were available and deduct from that moment. If the first comment you add is additive, it will start from zero and add. If you mix and match, it may add and then subtract from the total it was at, it just doesn't tend to work very well, so I tend to advise my TAs to grade with one or the other, not both on the same assessment.

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So what's great about it is you can sort of use typical comments multiple times, which has been very useful for consistency and that sort of thing. You also get very good at making useful comments that are fairly generic; so instead of saying the coefficient shouldn't be seven, you may say incorrect coefficient, and that way no matter what wrong coefficient they have, you can utilize that comment. Okay, maybe the student has an answer and the TA gets to it and says like, "I don't really know how to mark that, I don't know if that's actually right," and so they can actually use this feature called a tag, where they can say "please review," whatever, so students cannot see this, but graders can.

So what happens is anybody with the correct permissions can go into filter evaluations, and they can actually see anything that's been tagged and sort all of the assessments by just those tags. You can also sort by question, or grader, or whatever, but it does give you a way to sort of quickly find anything that has been flagged as like "what the heck is this?" So it's a nice tool if you're not grading necessarily together in the same room for TAs, to sort of not know what to do, and not feel forced to do a grade that they're not comfortable with. So once you've got it graded, you can go to the next booklet using this arrow, or down below there's also a next ungraded button. Because I've only uploaded one person, I don't have a second assessment to jump to, but there's also a button that does appear down here for next ungraded, in case there's students who didn't upload an assessment or whatever, you can skip over those. Okay so, the teacher in me wants to ask if everybody's doing okay, but I guess your sound and stuff is all muted and whatever, so you'll let me know when we chat here shortly.

So you'll have to switch anchors because you want to move to the next question. You can either do that by going back out to the dashboard, you'll notice that I've completed that question, there's no more remaining, it tells me how long it took me, and it also has these little icons to tell you who was involved in the grading of that question. So you can select the next question either by coming out to the dashboard and just clicking on it, or if you're already within the assessment on a different question, just by switching anchors. So it's one continuous page.

So if I scroll, I can still see the page up above, but now I can still see that I'm on question 1. b). So I've selected that anchor you can tell because question 1. b) is everywhere, it's out of three, it hasn't been graded yet. Oh my gosh, they didn't rotate it. Oh well, down here there's a little button on the bottom left that I'll click on and I can actually manually rotate that thing until it is the way around that I want. If it's like really super easy to grade, I don't bother, but if it's like some big long solution or something that's going to be super frustrating to turn my head and grade, I'll bother. So then you can hide that view and everything's good to go. So perhaps I would say that's perfectly correct and apply a plus three to that, and save. So notice that the comment library doesn't have any of the comments from the previous question in it. Comment libraries are specific to the current question. Okay so, that would now be a reusable comment on the next assessment and any further, for this question. Okay, so then I can jump to question two, and here it is, and it's a math question. So they've written a little bit more stuff, so maybe I give them check marks and x's as I go, to keep keep track.

So some people are really into using their mouse and clicking, and clicking, and clicking. Other people are more keyboard people because they're planning on using the comment tool a lot. So it's annoying to have to click and change everything with a mouse, so we actually do have shortcuts for switching between the different tools that can be done just purely on your keyboard, so you don't have to be clicking all over the place. So for instance, checkmark is the letter c, x is x, q for question, and so on. So maybe I would go through and I would say - sometimes I get this comment, or this error message, rather often because of my internet. It's just recognizing that the cloud can't update because my internet is pretty terrible. So I have to reload, apologies. It hasn't been too bad actually. I marked all the way through the end of winter 2020 with it here at home and it was fine, so for better or worse.

So maybe I'll give this one also an "awesome job," and I'll give that a perfect three marks. Okay and it'll populate the grade as usual. You can manually enter as well. So imagine that you've done some grading and you realize that a TA accidentally kind of messed up the comment, and it's not totally right or they've attached a set of grades that you don't agree with. You maybe think that the question should be out of less or so, they should have gotten less marks or more marks for the error that they made. So how do you fix that? It's part of the reason I like marking with comments, because it's actually a quick one change. I promise guys, I'm almost done sort of spouting information at you. So you can click on the actual comment library and it'll lead you to all of the comments you've made for that particular anchor. So you can do different things in here, you can sort your comments. So imagine you had a lot of comments in this comment library and you wanted certain ones to float to the top. You can do that, you can share things with the team, or not if it's a comment that you don't want your TAs to be using, because it was atypical or something, or you can edit. So maybe you want to be like super happy with them and say "correct, great job!" and that's what you wanted it to say. So it'll tell you how many times it was used and you can actually filter on that if you want to actually go and see each one and cycle through them to make sure that your change takes place, it does, don't worry, but sometimes when there are grades attached to them, you might just want to make sure everything came through properly, and you can save it globally. So this is amazing. So if you have your TAs grade with comments rather than doodling with the pen and so on to attach grades, anytime there's sort of a change that you want to make that's very global to a lot of assignments, you can actually make that change by adjusting the comment, and it will update it everywhere.

So this has happened a few times in grading big classes where I've needed to adjust a global issue. Okay so, that'll actually change it everywhere, you can see it happened right there on the one assessment that we did have together, so correct, great job you did it. Okay so, good to go, that's that. I want to show you the overview grid one more time because it's changed now that we've started to grade things, they'll go green when things have been graded. Imagine that you accidentally entered a mark that was too high, if you didn't notice it as you were grading, you can quickly see it in the in the overview grid and make sure you go in and fix it. It will never let you grade lower than zero, that can't happen, but it can actually exceed accidentally, depending on how you attach comments or whatever, or maybe you mistyped, whatever.

Okay so, I've already talked way longer than I was supposed to so I'm just going to quickly show you the results section and then I'll be open for questions. This looks slightly different than what you'll see in the Courselink version of things, rather than the beta version that I'm showing you here, but student view settings: so when you're sending this back, you're about to send this back to your students, anything you've annotated will be attached and it'll go right back to their email in much the same way that it was originally sent.

So you can say "please review the solutions before requesting a regrade." Maybe you have a rubric, or something that you want to attach as a file, you can choose to include the histogram or not, and this is a very boring set of results because I only have one student involved in the actual demo here, but it can show you per-question results.

Okay so in the Courselink version of this, there's a few other options for sending grades. Send grades to students will send an email to the students with their actual assessment. It used to be that you had to actually export a CSV and then upload that to Courselink. We've gotten a little smarter in time and now there's an additional button that says export to Courselink, it goes immediately into your gradebook and you're done. So it's much more streamlined now than it used to be, but you still do have the option to export it to a CSV if you want to play with some stats or whatever, that's all still cool.

Okay so that's the entire process start to finish of: how do I make an assessment, what does it look like for students, and how the heck do I grade that thing. So apologies for taking a really, really long time to say all of that, but I wanted to make sure that I got a fairly large snapshot for you of what this looks like.

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