
WEEK #3 ASSIGNMENT: ASSESSMENT

Quality Matters Standards: (1) QM #3 Assessment and Measurement

LMS Skills: (1) Electronic Gradebook, (2) Dropbox & Rubric, (3) Quiz question library, (4) Create Quiz, and (5) Quality check with Demo Student

**NEW: Assignments are due by Saturday night by midnight, unless otherwise stated.*

If student wish to turn assignments in on Sunday by midnight, there will only be a 1 point deduction.

Company president message

The president has called you into her office to give you an update. Here is what she had to say:



MESSAGE FROM THE PRESIDENT: This week I want you to figure out a way we can create quality assignments in our online classes. We need to have the ability to easily and quickly assess our students. Currently we are having students complete test and written assignments and they are mailing them to the office. This causes problems because it takes a week for the assignment to get delivered through the mail. We have had several instances where assignments have been lost in the mail and students failed the class. In situations such as this, it is difficult to find out if the student actually sent their work. We are also having issues with plagiarism on the research papers that are being sent in our distance education classes. We also need a system that leaves a paper-work trail so students will have proof when they have turned in assignments.

I also want you to investigate methods that we can implement multiple-choice exam assessments. I see advantages and disadvantages of incorporating multiple-choice assessments. I hear some instructors complaining about them because they have heard that students all log onto their online multiple-choice exams and look up their answers online. I have also heard that some students will get together in a room and have one student complete the exam with the group looking up the answers while the one student is completing the quiz. Then all the other students log onto the system and just type in the answers to the quiz questions to complete the quiz. The last complaint I get about multiple-choice exams is that instructors feel limited because they need more flexibility than the question/ 4-option responses that are available on most multiple-choice tests. Take a look at the multiple-choice tools available in the learning management systems and see if they have some new options that could help us with these limitations.

I would also like you to check and see what Quality Matters has to say about the issue of assessment in distance education classes.

Step #1: D2L Demonstrate Mastery of LMS Tool(s)

ASSIGNMENT REQUIREMENTS: The first part of the weekly assignment is to demonstrate your mastery of tools in D2L. Completing these tools in your personal D2L site will earn you 50% of the weekly grade. After you complete these tools in D2L, you should log onto your other LMS that you are using to compare and evaluate against D2L. It is up to you to figure out how to accomplish these tools in the other learning management system. You will compare them in your written evaluation in step #2 of this assignment. For now, here is what you need to do to demonstrate your mastery of the D2L tools:

1. **CHANGE "GRADEBOOK" SETTINGS. CREATE ELECTRONIC GRADEBOOK CATEGORIES & ITEMS:**

D2L has the ability to have the grades from the different tools within the system flow to the electronic gradebook. Students will then be able to see their grades in the tool and also in their electronic gradebook. You will DEFINATELY want to do this as you will find that the majority of time students only go to their electronic grade book to get grades and feedback. In D2L this is called syncing the tools. This will not happen automatically, so you need to set it up. You should add a category or grouping in the grades (e.g. DROPBOX) and also the individual grade items for seven weeks of quiz grades (e.g. Week #1 Dropbox Assignment, Week #2 Dropbox Assignment, Week #3 Dropbox Assignment, etc.).

- a. **Personalize "Gradebook" Settings:**

1. Click on "Grades" on the NavBar.
2. Click on "Settings" on far right corner (looks like blue wheel).
3. Click the "Personal Display Options" tab which sets properties about how grades are displayed on your own individual computer. Be aware that you are ONLY making changes to the specific computer you are currently using and will need to redo these settings on each computer that you plan to use. Make the following choices:
 1. Select all options under "Grade Details" to show (1) Points Grade, (2) Grades scheme symbol, and (3) Grade scheme color. You can click on the gray question mark to see what each of these functions do.
 2. Under "Repeat Final Grades".
 3. Under the "Start Page" click the down arrow to select "Manage Grades" to be the default page that shows when you click "Grades".
 4. Click Save.
4. Click on the "Calculation Options" tab, which sets the system up for how grades are calculated, and make the following selections:
 1. Under "Grading System" select "Points".
 2. Under "Final Grade Released" select "Calculated Final Grade". You should use this options while the course is being taught and then you would change it if you plan to upload grades to the Student Information System (Banner) at the end of the course.
 3. Under "Grade Calculations", select "Drop ungraded items". While you are doing your grading during the term, you need to be really careful to give a "0" to uncompleted assignments to be sure that D2L takes that assignment into account when calculating the score. You can always go back and change the grade.
 4. Under "Auto Update", click on "Automatically keep final grades updated".
 5. Click "Save".

b. Creating the Grade Categories:

- a. Click on "Grades" on the NavBar.
- b. Click on Manage Grades.
- c. Click on the down arrow to right of the blue "New" and select "Category".

- d. Give your category a name (e.g.- DROPBOX GRADES). I like to put my category (folder) names in all caps and the individual grade items in caps/lower case to provide more emphasis to show the groupings.
- e. Click on save.

c. **Create Individual Grade Items:**

Now that you have the grouping category, you can add the individual grade items.

- . Click on Grades on your NavBar.
- a. Click on Manage Grades.
- b. Click on the down arrow to right of the blue "New" and select "Item".
- c. Click on the blue hyperlink for "Numeric".
- d. Give your item a name (e.g. - Week #1 Dropbox Assignment).
- e. Select the category (example- DROPBOX GRADES).
- f. Put the number of points for the quiz (example- 20 pts).
- g. Click on "Save and Close".
- h. Continue this process until you create quizzes for quiz items for seven weeks (e.g. Week #1 Dropbox Assignment, Week #2 Dropbox Assignment, Week #3 Dropbox Assignment, ect.)

2. **CREATE DROPBOX ASSIGNMENTS, TURNITIN.COM, AND GRADING RUBRIC:**

The dropbox can be used to have students drop off many different types of files (e.g. .docs, pptx, xlsx) and assignment types (e.g. research reports, reflections, presentations). Don't forget to select "Originality Check" to ensure it checks for plagiarism with the integrated Turnitin.com. It is also possible to create a grading rubric to make grading of student assignments clear and quick to complete. You can search on Google for rubrics that other people have already developed (e.g. RubiStar). Once you create a rubric, you can use it for one assignment or you can reuse it for multiple assignments. You also need to create places in the system electronic gradebook for the dropbox grades to flow to. Here is how to add a items to the electronic gradebook, an assignment dropbox, and an electronic grading rubric:

a. **CREATE WEEK #1 - WEEK #7 DROPBOXES:**

Creating a dropbox assignment is one of the easiest things to do in D2L. Create a dropbox for seven weeks of class. Create seven Dropbox Assignments (e.g. Week #1 Dropbox Assignment, Week #2 Dropbox Assignment, Week #3 Dropbox Assignment, Week #4 Dropbox Assignment, Week #5 Dropbox Assignment, Week #6 Dropbox Assignment, and Week #7 Dropbox Assignment).

0. Click the down arrow to the right of "Assessment" and select "Dropbox". Click "New Folder". Give your Dropbox a name (e.g. Week #1 Dropbox Assignment).
1. Select to enable folder for "Originality Check" (plagiarism detection- Turnitin.com).
2. In the "Grade Item", associate the Dropbox to sync with the Electronic Grade Item.
3. Set the "Out of" to 20 points.
4. Select to Originality Check. Associate with the Grade Item. Add the 20 points.
5. Click "Show Advanced Originality Checking Options" at the bottom to expand additional options. Under "Display", select Allow submitters to see Originality Reports" to allow students to see the plagiarism detection reports that are generated.
6. Click "Save and Close" at the bottom.
7. Continue process and set up seven weeks of dropbox assignments. Continue naming convention (e.g. Week #1 Dropbox Assignment, Week #2 Dropbox Assignment, Week #3 Dropbox Assignment, Week #4 Dropbox Assignment, Week #5 Dropbox Assignment, Week #6 Dropbox Assignment, and Week #7 Dropbox Assignment)

b. CREATE ELECTRONIC GRADING RUBRIC

0. Go into Course Admin/ Tools. Look down at Rubrics (tools are listed alphabetically). Verify that Rubrics is activated by looking for a green check to right. If you see a red X, you must activate. To activate the Rubric Tool, select the box to the left of Rubric, click Set Active, Click Save. You know you did it properly because the icon to the right of Rubrics is a green check and not a red X. It will take about 5 minutes for it to be available.
1. Click the down arrow to the right of Assessment and select Rubrics.
2. Click New Rubric. Give it a meaningful name. I recommend giving it a versioning number so that you know which rubric you are using as you make changes to it. Create an electronic analytic rubric in D2L that has 4 levels and 4 criteria. Click Save.
3. Click the Levels and Criteria tab. Provide names for the levels, criteria, and descriptions for each level. Click Close.
4. Now you need to apply the rubric to the grade item. Click on Grades on your NavBar.
5. Now you need to apply the rubric to the D2L Grade item so that you can use it to evaluate student's discussion posting. To do this click on Grades on your NavBar. Click on the hyperlink to the grade item. Under Rubrics. Click Add Rubric. A list of all possible rubrics shows up, If you don't see the one you are looking for, most likely you have not changed the status from draft to published. Click Save and Close at the

bottom. Re-open the grade item and verify the rubric is listed under the "Add Rubric".

It is normal to have a red X to the right of the rubric.

3. **CREATE QUIZ QUESTIONS IN QUESTION LIBRARY:**

Creating quizzes in most learning management systems is not a terribly technical thing to accomplish, but it can be a little tedious because there are many steps you need to go through to get the quiz set up. Here is a link to a page that includes step-by-step instructions about how to create a quiz in D2L.

[\[Click here for step-by-step instructions about how to create D2L quizzes\]](#)

4. Create quiz questions and add them to the D2L question library. You must have at least five quiz questions in the D2L question library that include one of the following (see below). You can have more questions and incorporate other types of questions if you wish.

- a. One multiple choice question
- b. One true/false question
- c. One short answer question
- d. One Matching question
- e. One long answer question

5. **CREATE ELECTRONIC GRADES FOR QUIZZES, CREATE QUIZ, MODIFY QUIZ SETTINGS, AND ADD RANDOMIZING QUESTION SET TO QUIZ:**

Now that you have the grade items added to the electronic grade book, you need to begin setting up the quiz by changing the settings. You need to change the settings for the properties, restrictions, attempts, and submissions. Then add the questions in a randomizing question set to the quiz.

1. **Create Electronic Gradebook for Quizzes**

0. **CREATE QUIZ CATEGORY:** Creating the Grade Category for Quiz by clicking on "Grades" on the NavBar, Click on Manage Grades, Click on the down arrow to right of the blue "New" and select "Category" , Give your category a name (e.g.- QUIZ GRADES). I like to put my category (folder) names in all caps and the individual grade items in caps/lower case to provide more emphasis to show the groupings. Click on save.

1. **CREATE INDIVIDUAL QUIZ GRADE ITEMS:** Click on Grades on your NavBar , Click on Manage Grades , Click on the down arrow to right of the blue "New" and select

"Item" , Click on the blue hyperlink for "Numeric", Give your item a name (e.g. - Quiz #1). Select the category (example- QUIZ GRADES). Put the number of points for the quiz (example- 20 pts). Click on "Save and Close".

2. **Create Quiz**

0. Click Assessment/ Quizzes & Exams. Click New Quiz. Set up the quiz by completing the information on the seven tabs (see below).
1. Properties = Quiz name, Sync with Grade item, Auto Export to Grades, Auto Grade.
2. Restrictions = Active quiz, set dates, Time for 90 minutes, Grace period 5 minutes, Select Auto-Submit Attempt.
3. Attempts = Unlimited attempts, Average of all attempts calculation.
4. Submissions Views = Show questions is No, Select "Show attempt score and overall score.
5. Layout/Questions = Click "Add/Edit Questions" to add randomized set of questions

6. **CONDUCT QUALITY CHECK (DEMO STUDENT DROP OFF ASSIGNMENT AND INSTRUCTOR GRADE ASSIGNMENTS):**

As a designer, you should constantly be signing in as your Demo Student and complete newly created activities to ensure they are working properly and they are designed effectively. You should sign in as your demo student and complete the quiz and also drop off a Word document to the Dropbox and then go in as an instructor and grade the assignments.

DEMO STUDENTS DROP OFF ASSIGNMENT TO DROPBOX:

You should log onto Pilot as your Demo Student by clicking on "Classlist" on the right side NavBar, scroll to the bottom of your classlist and finding your Demo Student, click the down arrow to the right of the Demo Student and select "Impersonate" and click "Yes". As your Demo Student click on down arrow to right of "Assessment" and select "Dropbox". Click on the dropbox for week #1 and drop off a Word document by clicking "Add a file" and then click on "Submit". You MUST use a Word document for the file to be able to go through the plagiarism detection review. It normally takes about 10 minutes for assignments to go through the plagiarism detection review, so you can come back in about 10 minutes and review the originality report if you wish. When you are done as a student, you can go back to being a designer by clicking on the down arrow to the right of the "Demo Student" button in the upper right corner of your NavBar and select "Restore".

a. DEMO STUDENTS COMPLETE QUIZ:

You should also go in as your demo student and complete the quiz you set up. Don't forget to

save and submit the quiz when complete. When you are done as a student, you can go back to being a designer by clicking on the down arrow to the right of the "Demo Student" button in the upper right corner of your NavBar and select "Restore".

b. **GRADE DROPBOX ASSIGNMENT AS INSTRUCTOR:**

Now that you have practiced turning in an assignment as a student, you should go back in as an instructor and grade it to ensure everything is working properly. If you want to review the originality report, you need to wait 10 minutes to grade. Here is how to grade Dropbox assignments:

0. Click the down arrow to the right of "Assessment" and select "Dropbox".
1. Click on the hyperlink to the Dropbox folder.
2. Scroll down to see the students that have turned in assignments. You will see a a hyperlink to the file posted under the demo student.
3. Click on "Evaluate Submission" on right side.
4. An "Evaluate Submission" dialog box launches. You can click on the file to review it. You can give feedback in many ways to include (1) rubric, (2) typing in feedback box, (3) downloading file adding feedback and uploading, (4) recording an audio comment, or (5) giving feedback through Turnitin.com. For this assignment, type feedback in the feedback box and give a score.
5. Click "Publish".
6. Click the electronic gradebook to verify the grades are syncing from the dropbox tool.

c. **GRADE QUIZ AS INSTRUCTOR:**

The quiz should automatically grade itself, but you should verify that the it worked properly and also verify that the grade was submitted to the gradebook. Sometimes this is tricky. You have to remember to set the properties of the quiz to grade automatically and also remember to connect the quiz to the gradebook so the grade flows to the gradebook for viewing.

Students can see the score in the Quiz tool, but it is a good design technique to make the connection and allow students to go to one place to see all their grades.

*******NOTE: BE SURE TO ALWAYS DO A QUALITY CHECK BY LOGGING IN AS YOUR DEMO STUDENT:**

It is important to add a "Demo Student" to every course created so that course designers can impersonate a students to check their work. Once you add your content to your personal D2L be sure to check it from a student's perspective to make sure you have loaded it properly. To do this, click on "Classlist" in the upper right corner and scroll to the bottom until you see the Demo Student. Click the down arrow to the right of the demo student and select "Impersonate" and answer "Yes". You are now seeing your course exactly the way students

see your course. Be sure to go to Content and click on everything you added to make sure you like the way it appears to students. As a course designer you should ALWAYS go into the course with your demo student each and every time you make a substantial change. Once you are done, click on the down arrow in the upper right corner on the white box where it says something like "Demo ZZstudent". Select "Restore" and you will be returned to your role as Instructor/Course Designer.

Step #2: Post Weekly Evaluation

ASSIGNMENT REQUIREMENTS: Now that you understand the Quality Matters standard(s) and how the tool(s) work in the LMS, you need to write up your weekly evaluation and post it in your D2L content section for the executive board to review. Be sure to clearly label each section so that it is easy to find the information in your evaluation. The content for your weekly evaluation should be written with the same labels and the same order as is listed in the assignments page to make sure that the instructor can easily identify your content to ensure that you receive credit for all parts of your assignment. Be sure to include screen capture images of each of the learning management systems to allow the executive board to get a good understanding of each system. Some screen capture tools are free such as [Jing](#) and [Gadwin Printscreen](#), and others have a small cost but are more powerful such as [Snagit from TechSmith](#). You can also include short (2-5 minutes max) screen capture videos w/audio narration of each of the learning management systems to highlight the aspects of the tools you liked and disliked. You need to include a recommendations when you are posting your weekly evaluations. Your recommendation may change week to week based on the strength of the tool(s) you are evaluating. During the last week of class you will make an overall recommendation, so don't worry if your recommendations change each week. Provide specific examples to support your recommendation. Each LMS is designed with completely different functions, so there is absolutely no way you will be able to do exactly the same things that you can do in D2L. Keep an open mind as you go through your evaluation and try not to judge until you have mastered both of them. Just because it is different does not mean it not as good. Here is what to include in your weekly evaluation:

*******IMPORTANT: Be sure to include sections titles to clearly identify each section so that your information can be easily identified.**

If your evaluation does not have clearly labeled sections listed in the same order as the assignments page, you will NOT receive credit for that section.

1. **QUALITY MATTERS EVALUATION:**

You will be evaluating Quality Matters to determine if you believe that the distance education classes should be required to be designed using the QM standard(s). Here is what needs to be included in your Quality Matters evaluation:

a. **STANDARD(S) OVERVIEW & EXAMPLES [QM #3]:**

The executive board has never heard of Quality Matters. In each weekly evaluation, you will be evaluating one or two Quality Matters standards (see the ones to include this week listed below). In this first part of your evaluation be sure to include an overview of the general standard and an overview of each of the specific review standards. Be sure to include examples of what an online course would need to include to demonstrate they have mastered this standard.

1. **QM #3 Assessment and Measurement:**

Assessment strategies are designed to evaluate student progress by reference to stated learning objectives'; to measure the effectiveness of student learning; and to be integral to the learning process. Assessment is implemented in a manner that not only allows the instructor a broad perspective on the student's mastery of the content, but also allows students to measure their own learning throughout the course.

b. **CHALLENGES IN IMPLEMENTING QM STANDARD(S):**

The president of your organization is considering setting a requirement that all distance education courses in your organization be designed so that they meet Quality Matters standards. What would be the challenges your organization would face in implementing these particular Quality Matters standard(s) that you are evaluating for this week. Can you anticipate any issues that would be challenging to overcome in implementing this week's QM standard(s)?

c. **SUGGESTIONS ON QM STANDARD(S) IMPLEMENTATION:**

If the president did decide to make this Quality Matters standard(s) a requirement for all distance education classes, how could she get the course designers and instructors to "buy-in" to the standard to ensure they designed the courses to meet this standard? What people or departments would need to "buy-in" to this QM standard(s) to ensure it would be successfully implemented? What quality check processes should your organization put into place to ensure this standard(s) was successfully implemented?

d. **QM STANDARD(S) RECOMMENDATIONS:**

What is your recommendation about your organization making all distance education classes

meet this particular standard(s)? Provide specific reasons why you made this recommendation.

e. **HIGH-QUALITY EVALUATION AND RECOMMENDATION:**

This evaluation and recommendation will be read by your organizations executive board, so it needs to be of the highest quality. Be sure each section is clearly labeled with titles that are easy to find and have a consistent font style that differentiates it from the other text (e.g. bold, all caps, etc.). If your evaluation does not include titles that make each section easy to find in the order that is listed on the assignments page, you will not receive credit for that section. Include screen capture images and/or videos w/audio narration of each of the learning management systems to allow the executive board to get a good understanding of each system (you can use products such as JING or Camtasia). If you include any screen capture videos, keep them short (2-5 minutes) to highlight the aspects of the tools you liked and disliked. Be sure you don't have spelling or grammar errors. Don't forget to include an in-text citations and references for materials from other sources to add credibility to your information.

2. **LMS TOOL EVALUATION:**

You will be evaluating two learning management systems to ultimately recommend one for your organization. Your executive board will be reading your evaluation. Be sure to label and title each section so that it is very easy to location your information. Here is what needs to be included in your LMS tool evaluation:

a. **LMS-D2L TOOLS REVIEW:**

What are the strengths and weaknesses of each of the tools that you evaluated in the D2L learning management system.

b. **LMS-2 TOOLS REVIEW:**

What are the strengths and weaknesses of each of the tools that you evaluated in the other learning management system.

c. **CLEAR LMS TOOL COMPARISON AND QM COMPARISON:**

There is a clear comparison between the strengths and weakness of the two systems. How will the tools in each of the learning management systems help the distance education classes meet Quality Matters standards (specifically, the ones you reviewed this week).

d. **LMS RECOMMENDATION:**

Based on your evaluations of the two learning management systems, which LMS would you recommend implementing in your organization. Provide specific reasons why you made this recommendation.

e. **HIGH-QUALITY EVALUATION AND RECOMMENDATION:**

This evaluation and recommendation will be read by your organizations executive board, so it needs to be of the highest quality. Be sure each section is clearly labeled with titles that are easy to find and have a consistent font style that differentiates it from the other text (e.g. bold, all caps, etc.). If your evaluation does not include titles that make each section easy to find in the order that is listed on the assignments page, you will not receive credit for that section.

Include screen capture images and/or videos w/audio narration of each of the learning management systems to allow the executive board to get a good understanding of each system (you can use products such as JING or Camtasia). If you include any screen capture videos, keep them short (2-5 minutes) to highlight the aspects of the tools you liked and disliked. Be sure you don't have spelling or grammar errors. Don't forget to include in-text citations and references for materials from other sources to add credibility to your information.

Step #3: Peer Feedback

Students will be put into groups to provide peer-feedback to each other. It is up to each group to figure out how you want to provide each other feedback. My only requirement is that every person in the group give feedback and every person receives feedback. It is perfectly fine to provide feedback to more than one person (great way to earn participation points). If the person you are supposed to provide peer feedback has not completed their assignment by the required time, you should provide feedback to someone else in your group so that you don't lose your points. Before you can review another person's information, they will need to add you as a "student" into their Pilot shell. Even though this is a requirement for the first week, you may need to "gently" remind your group-mates to add you as a "student" to their Pilot course shell. Here is how to give your peer feedback:

1. **REVIEW AND "TRY OUT" THE TOOLS:**

As a peer-reviewer, you will ONLY be required to review the information in their Pilot shell. You do NOT need to review their second learning management system that is being used for a comparison. To be able to give them peer-feedback, you will first need to review their postings. You will also need to "try out" the tools they have added. The instructors will verify that you have tested their tool additions by doing things like posting comments in discussions, taking quizzes, posting documents to a dropbox, and reviewing the grades tool. After reviewing all this information, you will then be ready to provide peer-feedback.

2. **CONSTRUCTIVE, SPECIFIC, MEASURABLE, SENSITIVE, AND BALANCED FEEDBACK:**

Your feedback should not be general comments such as "I liked it", "Good job", or "Keep up the good

work". Your feedback should be specific and substantive and takes both the strong and weak points into account. Peer feedback should be (1) **Constructive:**

Try to offer solutions, not just identify problems, (2) **Specific:**

Include a specific example of what is being recommended, (3) **Measurable:**

Be sure to include measurable feedback so the person will know when they have successfully implemented the feedback and suggestions, (4) **Sensitive:**

Avoid negative language. Keep recommendations and comments on a positive note, and (5)

Balanced:

Point out strengths as well as weaknesses. The feedback was not judgemental and was given in a cordial, cooperative, and collegial tone. The feedback was posted in the main Pilot Discussion topic and was posted in a timely format so that the feedback could be used to make improvements for their next presentation.

Grading Rubric

1. D2L MASTERY OF TOOL(S)

To receive these points you need to complete the five tools that listed in step #1. You should carefully read the directions listed in step #1 and make sure you complete all the requirements.

1. **D2L LMS TOOL #1: CREATE ELECTRONIC GRADEBOOK CATEGORIES & ITEMS**
2. **D2L LMS TOOL #2: CREATE DROPBOX ASSIGNMENTS, TURNITIN.COM, AND GRADING RUBRIC**
3. **D2L LMS TOOL #3: CREATE QUIZ QUESTIONS IN QUESTION LIBRARY**
4. **D2L LMS TOOL #4: CREATE QUIZ, MODIFY QUIZ SETTINGS, AND ADD RANDOMIZING QUESTION SET TO QUIZ**
5. **D2L LMS TOOL #5: CONDUCT QUALITY CHECK (DEMO STUDENT DROP OFF ASSIGNMENT AND INSTRUCTOR GRADE ASSIGNMENTS)**

2. WEEKLY EVALUATION

a. Quality Matters Evaluation:

1. **STANDARD(S) OVERVIEW & EXAMPLES**
2. **CHALLENGES IN IMPLEMENTING QM STANDARD(S)**
3. **SUGGESTIONS ON QM STANDARD(S) IMPLEMENTATION:**
4. **QM STANDARD(S) RECOMMENDATIONS**
5. **HIGH-QUALITY EVALUATION AND RECOMMENDATION**

b. LMS Tools Evaluation:

1. **LMS-D2L TOOLS REVIEW**
 2. **LMS-2 TOOLS REVIEW**
 3. **CLEAR LMS TOOL COMPARISON AND QM COMPARISON**
 4. **LMS RECOMMENDATION**
 5. **HIGH-QUALITY EVALUATION AND RECOMMENDATION**
3. **PEER FEEDBACK:**

Peer feedback was timely and was constructive, specific, measure able, sensitive, and balanced.

GRADING RUBRIC WEEKLY ASSIGNMENTS				
[AE]	[E]	[S]	[NR]	[NE]
Above Expectation	EXPECTION	SUFFICIENT	NEEDS REVISION	NO EVIDENCE
Exemplary information provided that satisfies the requirements of the assignment and also goes beyond expectations.	Robust information provided that satisfies the requirements of the assignment.	Adequate information provided that satisfied the requirement at a sufficient level.	Not enough information or inadequate information included to satisfy the requirements.	No evidence provided.

Tutorials

1. **Desire2Learn**
 - a. **D2L Help Guide: Dropbox**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/dropbox/about_dropbox.htm

- b. **D2L Help Guide: Electronic Gradebook**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/grades/about_grades.htm
 - c. **D2L Help Guide: Rubrics**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/rubrics/about_rubrics.htm
 - d. **D2L Help Guide: Quiz Question Library**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/assessment_tools/question_library/about_question_library.htm
 - e. **D2L Help Guide: Quizzes**
https://pilot.wright.edu/shared/documentation/10/Instructor/learningenvironment/assessment_tools/quizzes/about_quizzes.htm
 - f. **Atomic Learning: Desire2Learn 10 Instructor Training**
http://www.atomiclearning.com/highed/d2l10_instruct
 - g. **Atomic Learning: Desire2Learn 10.1 Instructor Training**
http://www.atomiclearning.com/highed/d2l_101
2. **Canvas Learning Management System**
- a. **Canvas Help Center**
<http://guides.instructure.com/>
 - b. **Atomic Learning: Canvas Instructor Training**
http://www.atomiclearning.com/highed/canvas_instructor
3. **Blackboard Learning Management System**
- a. **COURSEsites by BlackBoard Vdeos, Webinars, and Guides**
<https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/getstarted.html>
 - b. **Atomic Learning: Blackboard 9.1 Service Pack 14 Instructor Training**
<http://www.atomiclearning.com/highed/blackboard-service-pack-14-instructor-training>