

Quick Guide: GradeMark

V2.0 (13/08/14)

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This guide has been produced to give a quick start-up / overview of the functions and tools available within GradeMark.

GradeMark is currently designed for full compatibility with the following browsers:

- Internet Explorer 7.x and 8.x
 - Mozilla Firefox 3.x (Windows, Mac OS X)
 - Google Chrome 4+ (Windows, Mac OS X)
 - Safari (Mac OS X)
 - Other browsers may not have access to the full functions and feature.
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Please Note

When staff enter a Grade into the Grade section of a student's GradeMarked work it is intended that the grade is passed to Moodle and displayed in the Moodle module Gradebook. Therefore students are able to view their Grade **prior** to the post date and release of the GradeMarked work.

Staff are advised to follow the simple steps below to ensure students cannot view GradeMark grades via the Moodle Gradebook.

1. Login to Moodle, enter the module site and in the Administration block click on **Grades**
 2. Using the drop down menu in the top left of the screen select **Simple View**
 3. In the row of the assignment you are using GradeMark to mark students work click on the 'eye' icon to hide the grade from students (the blue eye will turn grey)
 4. Repeat step 3 for every assignment whose activity you want hidden and also ensure to hide the Course total at the bottom of the list if it exists.
 5. Finally click **Save changes** button underneath the table.
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Marking an Assignment

To mark an assignment, first navigate to the Turnitin assignment submission page:

Part 1

Title	Start Date	Due Date	Post Date	Marks Available	Export
Example Turnitin Assignment Submission (Part 1)	30 Jul 2014 - 09:14	6 Aug 2014 - 09:14	15 Aug 2014 - 09:14	100	
Peermark Assignments (0)					

Showing 1 to 1 of 1 entries.

Prev

Next

Student	Submission Title	Paper ID	Submitted	Similarity	Grade
☐ student, student	Demo Tii Upload	34825481	30/07/14, 09:36	5%	~/100 *

Click the Gracemark icon  for the submission you wish to mark:

Showing 1 to 1 of 1 entries. Prev Next						
Student	Submission Title	Paper ID	Submitted	Similarity	Grade	
 student, student	Demo Tii Upload	34825481	30/07/14, 09:36	5%	 ~100	

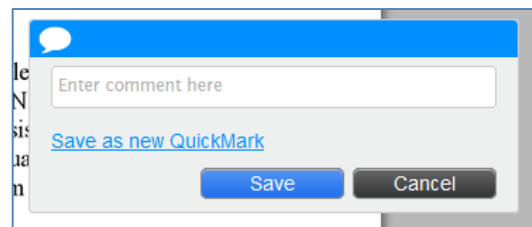
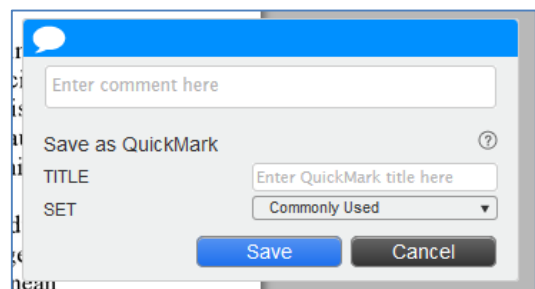
The GradeMark system contains several tools and types of mark that instructors can use in grading and assessing assignments. These include:

- bubble comments
- inline comments
- highlight text
- general comments
- audio feedback
- QuickMark comments (drag and drop commonly used comments)
- rubric scorecards

Adding Bubble comments

A comment is the equivalent to the notes a lecturer may write in the margins of an assignment. A comment may be up to one thousand characters in length.

1. Click on any part of the assignment to add a comment
2. Enter your comment in the box
3. (Optional) If you would like to make this comment a reusable QuickMark comment (a

comment that you frequently use), click **Save as new QuickMark**

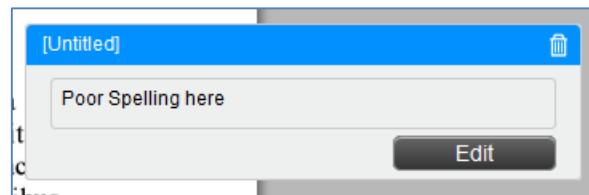
Enter a title for the QuickMark; this title will be displayed on the paper

Select a set to add this QuickMark to by clicking on the **Set** drop down menu

4. Click the **Save** button to save the comment. The comment has now been added to the assignment.

Editing / Deleting a Comment

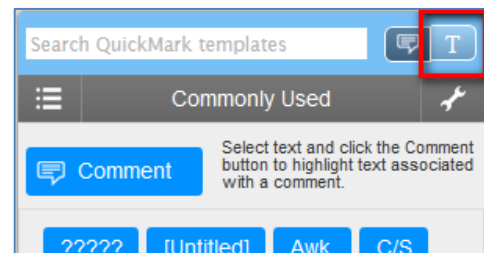
To edit or delete a comment hover your mouse over the bubble and use the appropriate button



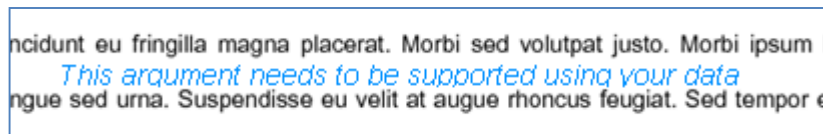
Adding Inline Comments

Inline comments allow lecturers to add marks directly onto the assignment. The comment appears as type overlaid on the assignment.

1. Click on the **Type** tool button within the sidebar
2. Click on the place within the assignment where you wish to add the Inline comment

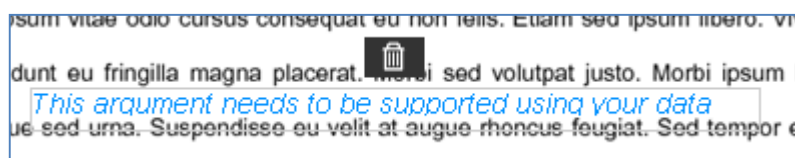


3. Type your comment into the box, when finished click elsewhere on the assignment.



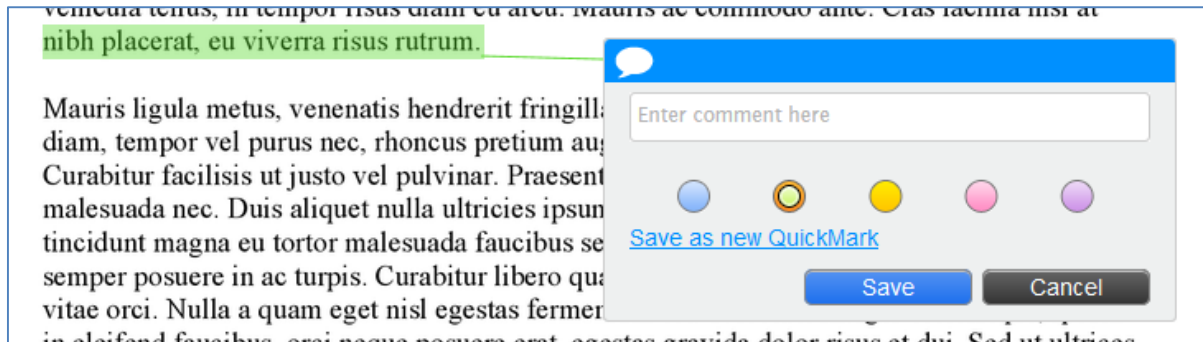
If you wish to move the comment; hover your cursor over the comment until you see a four-way cross. You can now drag the comment to its desired position.

To delete the comment click on the trash can



Highlighting Text for a Comment

1. To highlight text press and hold the left mouse button whilst moving across the text (ensure you have selected Bubble comment)

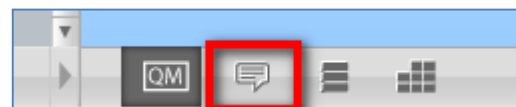


2. **Click** anywhere within the highlighted text to open a comment bubble
3. Enter your comment into the text box
4. You have the options to Save the comment as a new QuickMark, and also change the colour of the highlighter
5. Once happy click **Save**
4. You can move the comment icon by clicking on it and dragging it around the assignment

Adding General Comments

The general comment tool allows for longer overall feedback to be provided to the student.

1. Click on the General comments icon at the bottom of the GradeMark sidebar

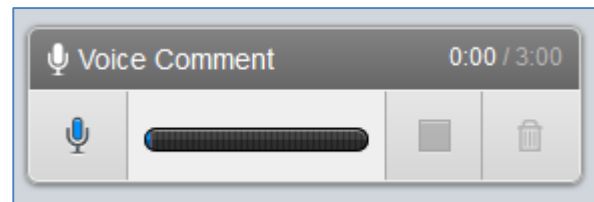


2. Click on **Edit** button
3. Type in your comment within the text box
4. Click **Save** to save your comment



Audio Comments

Within the General Comments section it is possible to record audio feedback if a microphone is connected to your computer. GradeMark allows you to record up to 3 minutes of audio per assignment. Use the Microphone icon to start recording then **Pause**, **Stop**, **Delete** and **Save** icons when required.



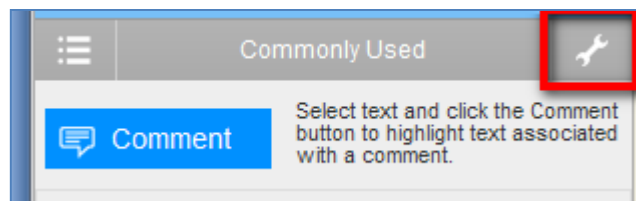
Students will be able to play to audio recording back when they access their GradeMarked report.

QuickMark Comments

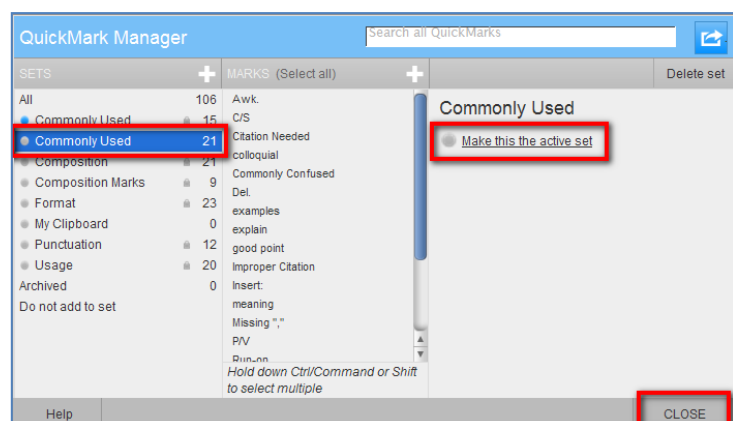
QuickMark comments are commonly used marks and comments that staff can use when marking and providing feedback on assignments. Staff can use the standard QuickMark sets, create their own or use a combination of sets. QuickMark sets can be exported and imported therefore sets can be shared between colleagues.

Selecting a QuickMark Set

1. Click on the QuickMark manager Icon (spanner)



2. Select the set you wish to use, then select **Make this the active set**



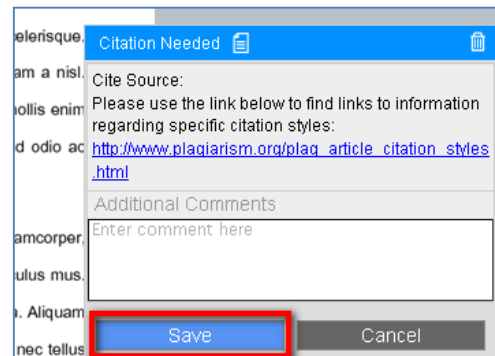
3. Finally select **Close** in the bottom right corner. The selected QuickMark set will now be displayed in the QuickMark sidebar

Adding QuickMark Comments

1. Hovering your cursor over a QuickMark comment will display its description. To place a QuickMark comment on the students assignment; click and drag the comment to the desired location on the assignment

2. To associate a highlighted part of the text with a QuickMark comment, select the text on the assignment and then click on the QuickMark comment in the sidebar

3. If you wish to add a comment to the QuickMark, select **Comment** and enter your text into the text box. Click **Save** when finished



Rubric Scorecards (quick overview)

Rubric scorecards can be used to evaluate student work based on defined criteria and scales. Staff can create and share rubric scorecards. There are three standard rubric types:

Standard: allows staff to enter scale values and criteria percentages. The maximum value for the Standard rubric will be the same as the highest scale value entered. This can be used to weight each criterion and award a numerical grade that is automatically calculated from the scales awarded to a student.

Custom: allows staff to enter any value directly into the rubric cells. The Maximum value for the custom rubric will be the sum of the highest value entered in each of the criteria rows. This can be used when you wish to assign different point values for each scale of the criteria which in turn awards a numerical value automatically calculated from the scales

Qualitative: allows staff to create a rubric that has no numeric scoring. Used when you do not wish to automatically grade the students work using the rubric but wish to provide detailed feedback.



CRITERIA	SCALES				
	Scale 1 title	Scale 2 title	Scale 3 title	Scale 4 title	Scale 5 title
Criterion 1 Criterion 1 description. Description text is optional	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.
Criterion 2 Criterion 2 description. Description text is optional	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.
Criterion 3 Criterion 3 description. Description text is optional	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.
Criterion 4	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.	Text describing what meets this scale for this criterion. This text is optional.

RUBRIC SCORING % 0 SAVE CANCEL CLOSE

Rubrics comprise of three elements:

Criteria

Criteria are the performance characteristics against which the students' assessment will be judged (typically the learning outcomes). Criteria titles must be 13 characters or less and a rubric can have no more than 50 criteria.

Scales

Scales are the level of achievement, quality of performance or degree of proficiency expected from students. Rubrics can have no more than 20 scale columns.

Scale Descriptors

Scale descriptors describe the qualities or performance for how well the assignment meets each criterion.



Rubric Working Example:

Bachelor's Assessment Criteria						
Saved						
CRITERIA	SCALES					
	Outright Fail 0-29%	Unsatisfactory 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-79%
Res-Inf Lit Research-informed Literature. Extent of research and/or own reading, selection of	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.
K & U Subject Knowledge and Understanding of Subject. Extent of knowledge and understanding of concepts	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.
Analysis Analysis. Analysis, evaluation and synthesis; logic, argument and judgement; analytical	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes logical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant.	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant.	Sound, logical, analytical thinking, synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.
Prac App&Depl Practical Application and Deployment. Effective deployment of appropriate methods,	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Application and deployment extend beyond established conventions. Innovation and creativity evident.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident.
Skills Prof P Skills for Professional	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team.	Can communicate professionally and confidently in a suitable format. Can work professionally within a team.
This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.						
						Close

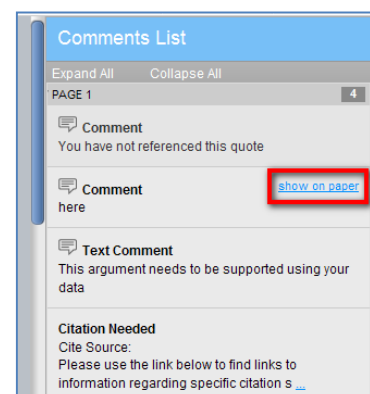
Rubrics can be created within the GradeMark interface but it is now possible to create Rubrics in an Excel Spreadsheet and upload to GradeMark, if you wish to add scoring to your rubric this is added once it has been uploaded. For a full guide to creating, modifying and working with Rubrics please see Turnitin Training page:
http://turnitin.com/en_us/training/instructor-training/using-rubrics-for-grading-and-evaluating or contact your campus Moodle team for more information.

Additional Functions

The Comment List

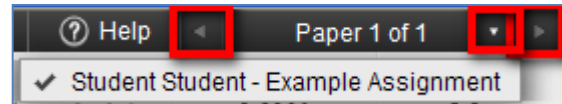
The list of all comments that have been added to a paper can be viewed by clicking on the  icon located at the bottom of the GradeMark sidebar.

The list of comments can be used to navigate to the location of a comment on the assignment by hovering the cursor over a comment and then clicking on **show on paper** link.



Navigation between assignments

If staff have several papers that need to be marked it is easy to navigate between students assignments. Use the **previous paper** and **next paper** arrows at the top of each assignment screen.

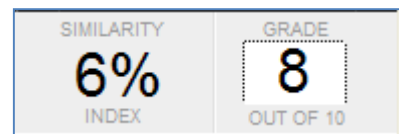


Staff may also select a specific student from the Paper # of # drop down menu.

Each time you move between papers, any changes that have been made are automatically saved.

Entering a Grade

A numeric grade may be manually entered for an assignment by clicking on the Grade box at the top right of the assignment screen. The Grade will automatically display - - until a grade is entered.



Students are unable to see their comments and grade until the post date and time has elapsed, this was set when configuring the Turnitin submission.

▼ Assignment Part 1

Name*

Start Date

Due Date

Post Date

Max Marks

Features within GradeMark are constantly being developed and added, if you come across something new or would like further advice or assistance with anything covered within this guide please contact your campus Moodle team.