

FACULTY GUIDE

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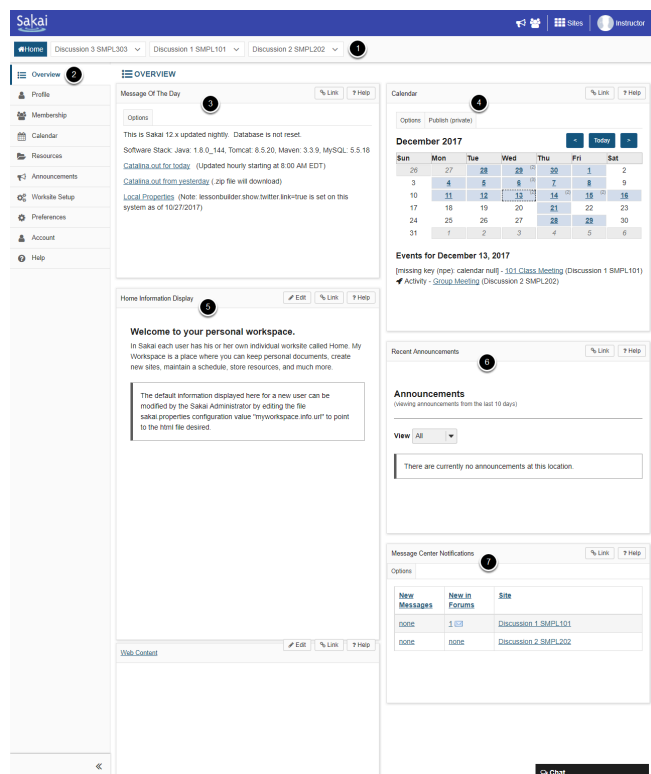
Sakai Basic Navigation

What is Home?

When you log in to Sakai, you will immediately see your Home area, or your individual workspace in the system. Your Home displays the Message of the Day as well as course announcements, calendar, and message notifications. You will also see links to account utilities, enrolled courses, and other system-wide resources.

Note: The default location and availability of items in Home may be customized by your institution.

Home Navigation and Display



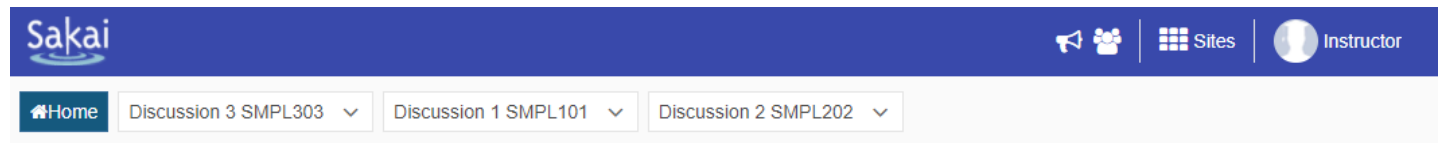
Home consists of the following navigation and display elements:

1. [Site Navigation across the top](#)
2. [The Tool Menu on the left](#)
3. [The Message of the Day](#)
4. [Home: Calendar](#)
5. [Home: Information Display](#)
6. [Home: Recent Announcements](#)
7. [Home: Message Center Notifications](#)

The Home area of Sakai is designed to give you an overview of what is happening in your courses, and provide access to your individual account information and preferences.

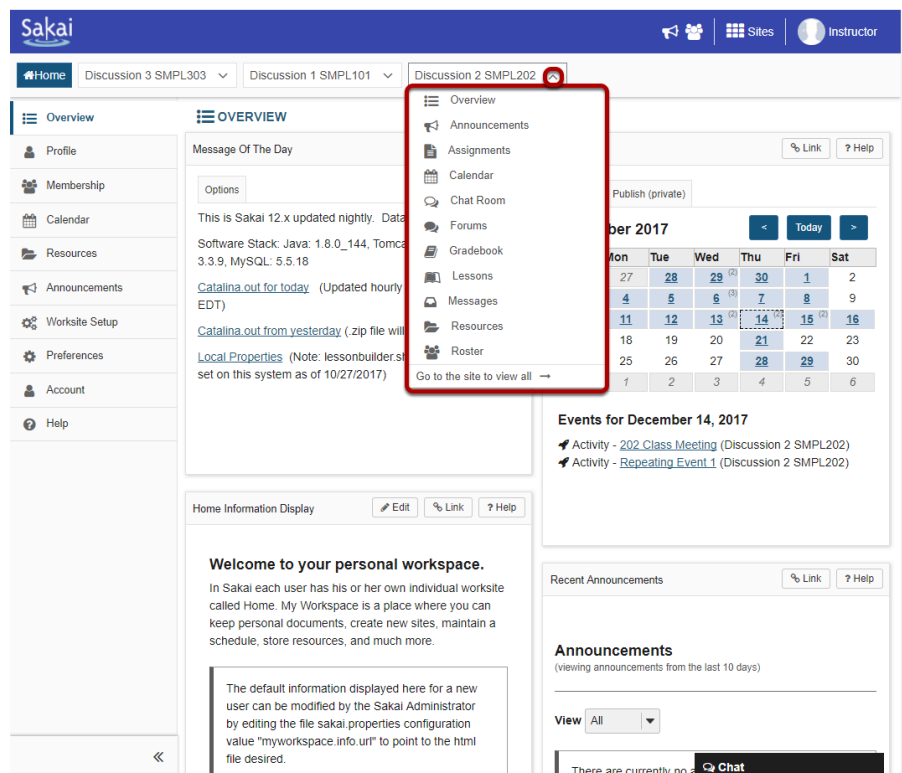
What is Site Navigation?

Site Navigation



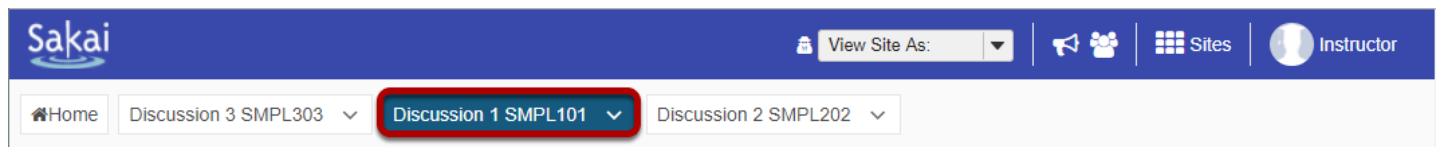
The Site Navigation across the top of the screen allows to you access all of the Sakai sites in which you are enrolled. You may also return to Home at any time by clicking on the **Home** button on the far left.

Jump to site tools.



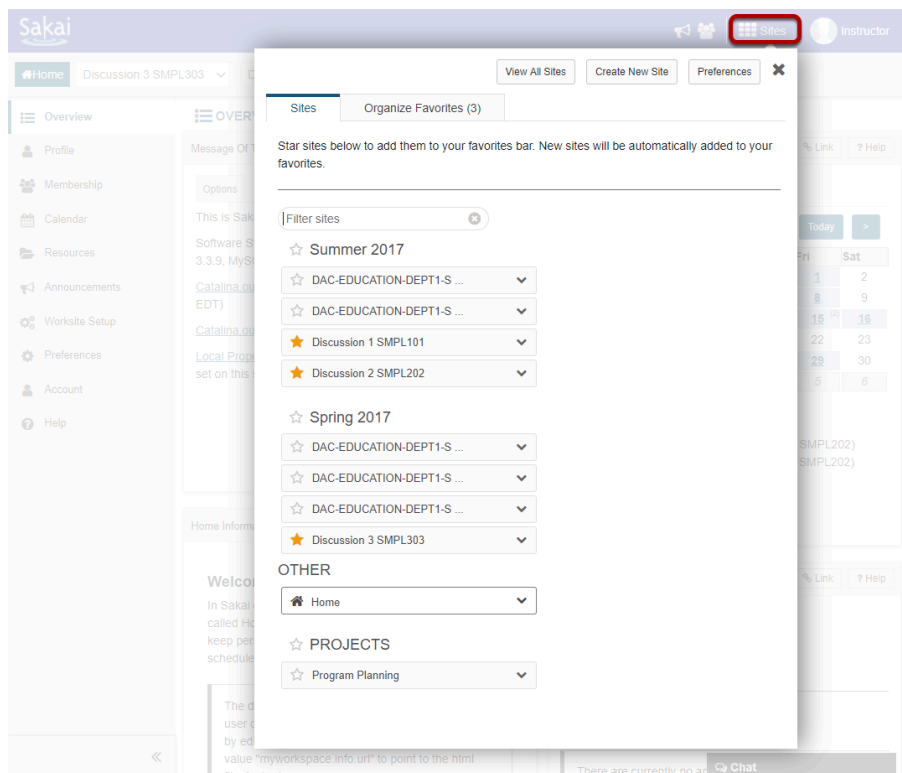
You may click on the down arrows next to each site name to expand the Tool Menu for that site. Selecting a tool from that list will take you directly to that area of the selected site.

Currently selected site.



The currently selected site will appear highlighted in a different color in the navigation bar.

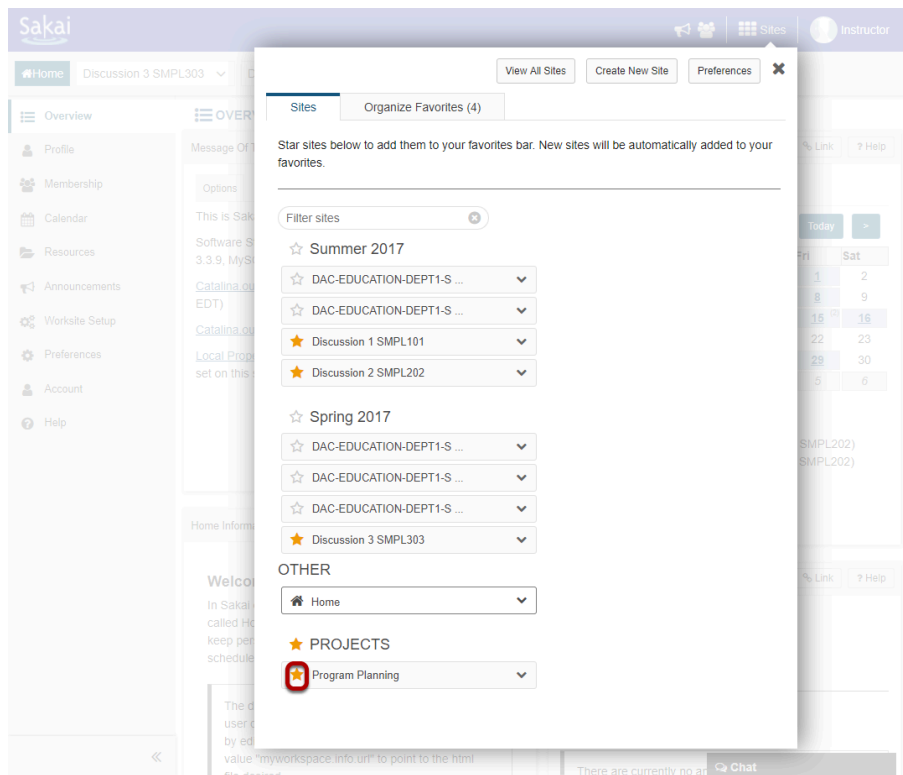
Sites drawer.



The top site navigation bar can only display a small number of sites without appearing crowded or expanding to fill several lines. If you have many active sites, clicking on the **Sites** icon will display all of your active sites. Sites are grouped by academic term and type of site (i.e. course or project sites). If you have the appropriate permissions, you may also create sites from this location.

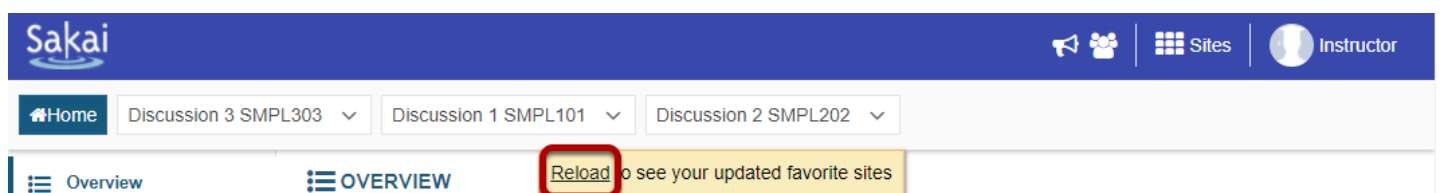
Note: Inactive or Archived sites will not display in the Sites drawer. You can access inactive sites from the Membership or Worksite Setup tools.

Favoriting Sites.



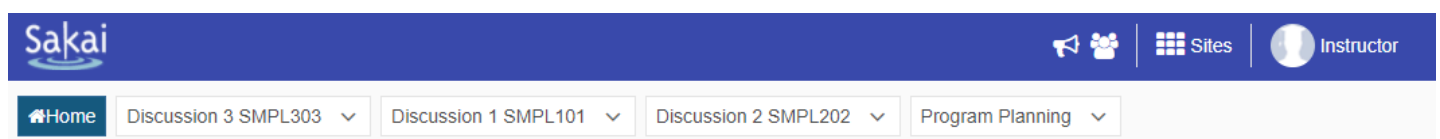
Click on the star icon (**Add to Favorites**) next to a site in the list to make it a favorite. This will add it to your persistent navigation buttons at the top of the screen.

Reload to view new navigation buttons.

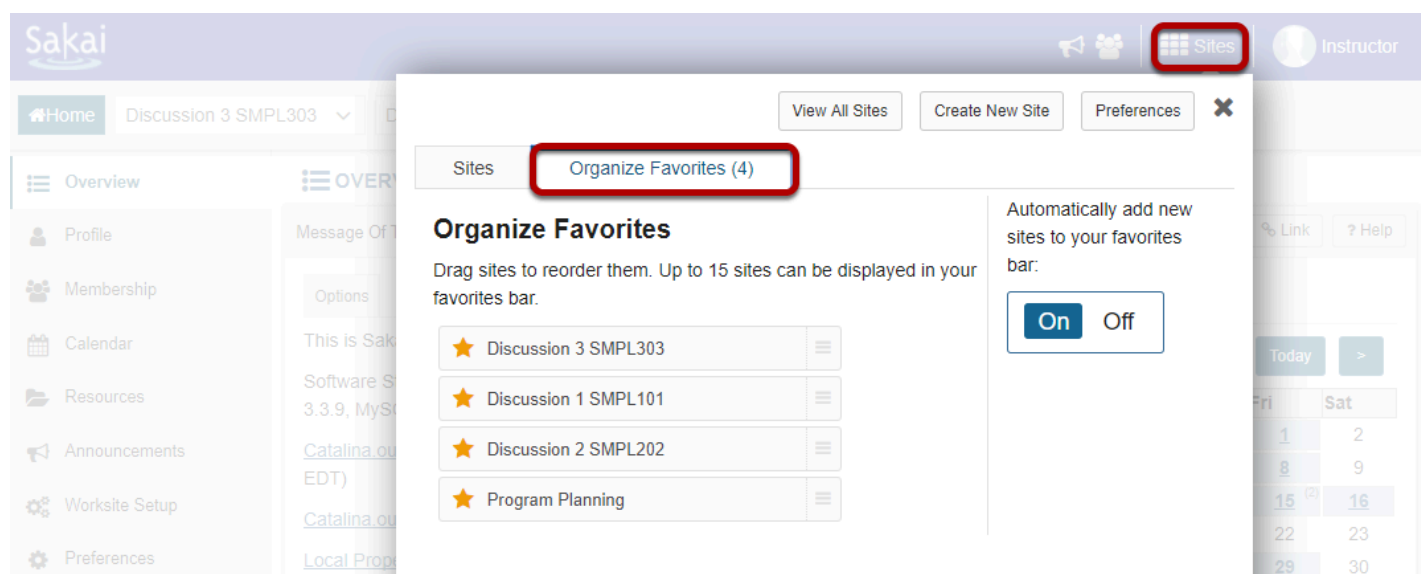


When you exit the Sites drawer, you will be prompted to **Reload** in order to view your newly selected favorites.

All of your selected favorites will appear in the navigation bar.

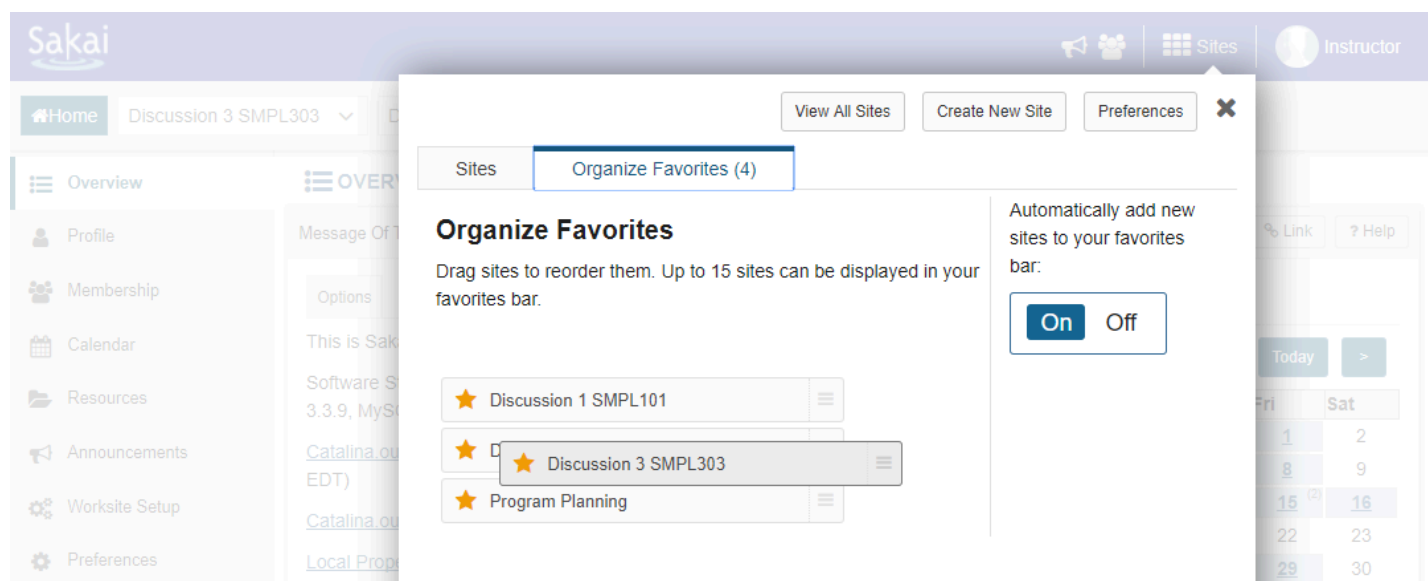


Organizing favorites.



To organize your favorites, go to **Sites** and select the **Organize Favorites** tab.

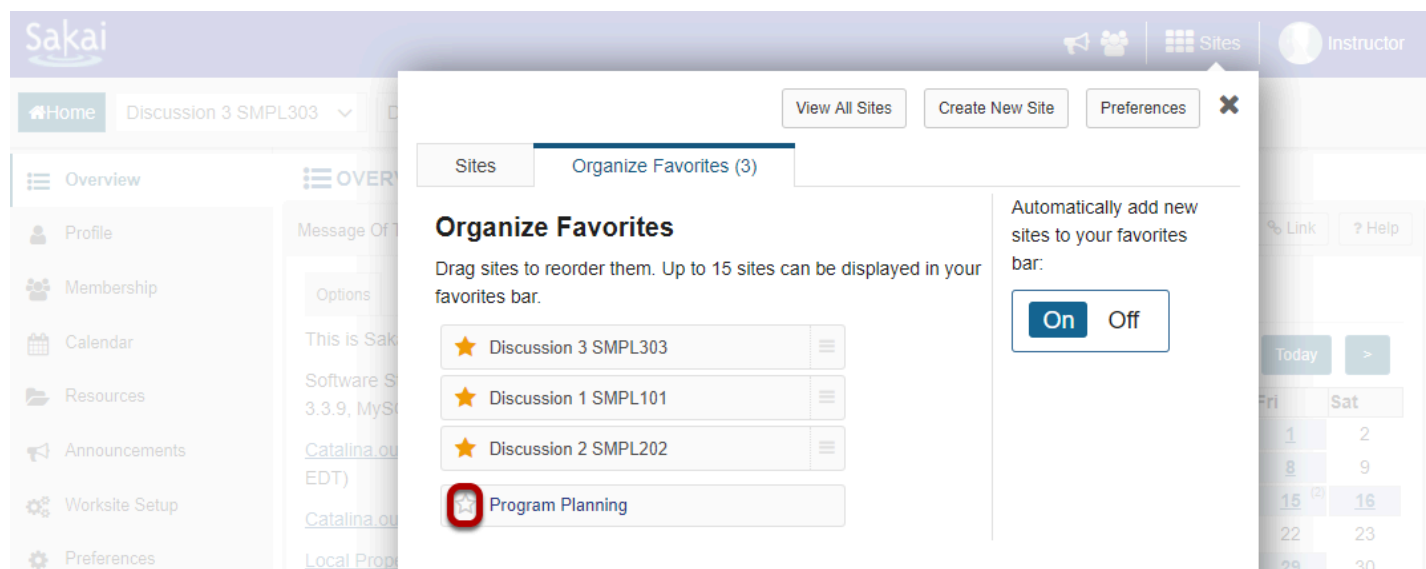
Drag and drop to reorder.



The order in which sites are listed here determines the order in which the buttons appear in the top navigation.

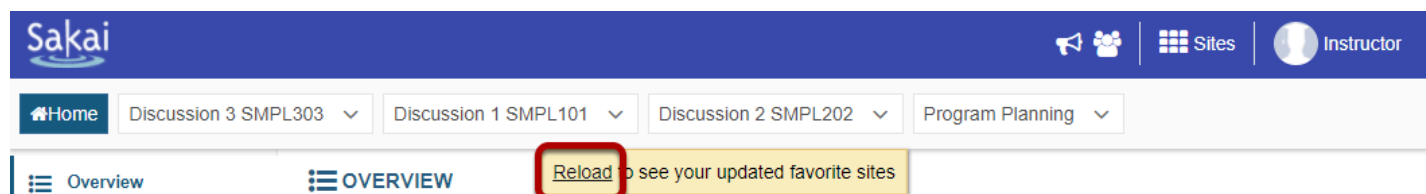
Note: The Home button is fixed and always appears in the same location.

Unfavoriting a site.



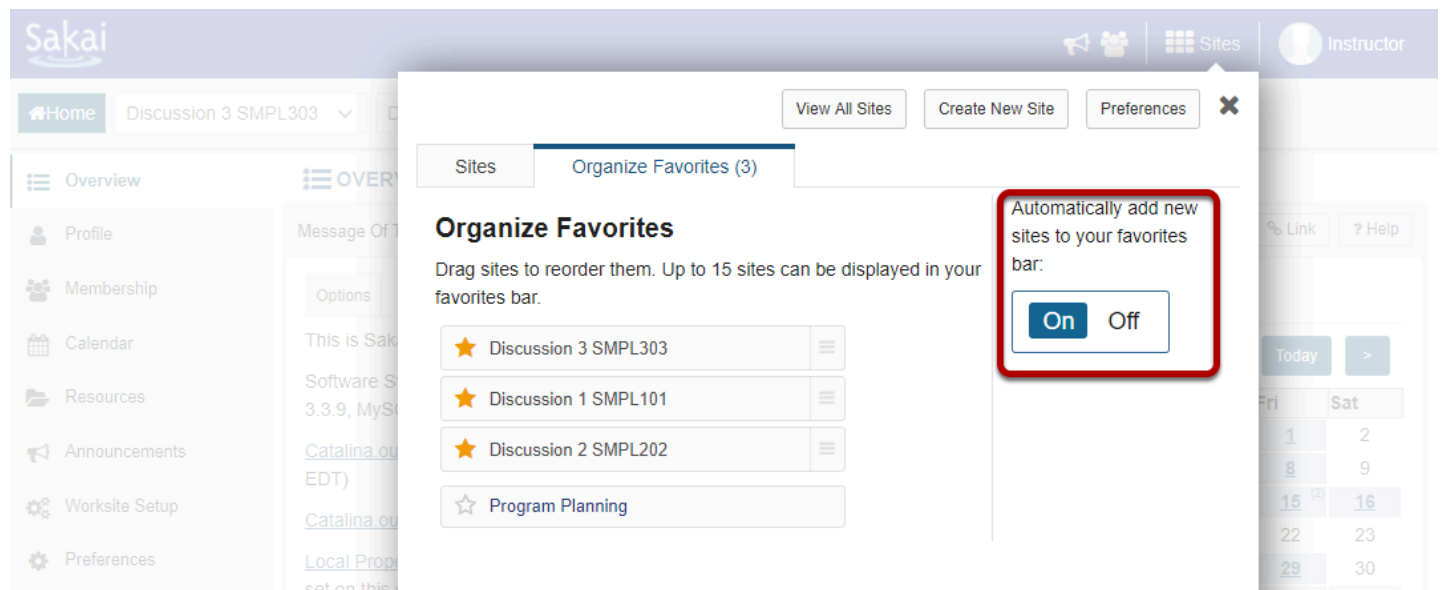
To remove a site from your favorites, click on the star icon (**Remove from favorites**) to remove it from the top navigation. You can do this from either the Organize Favorites tab or the Sites tab.

Reload to view current selections.



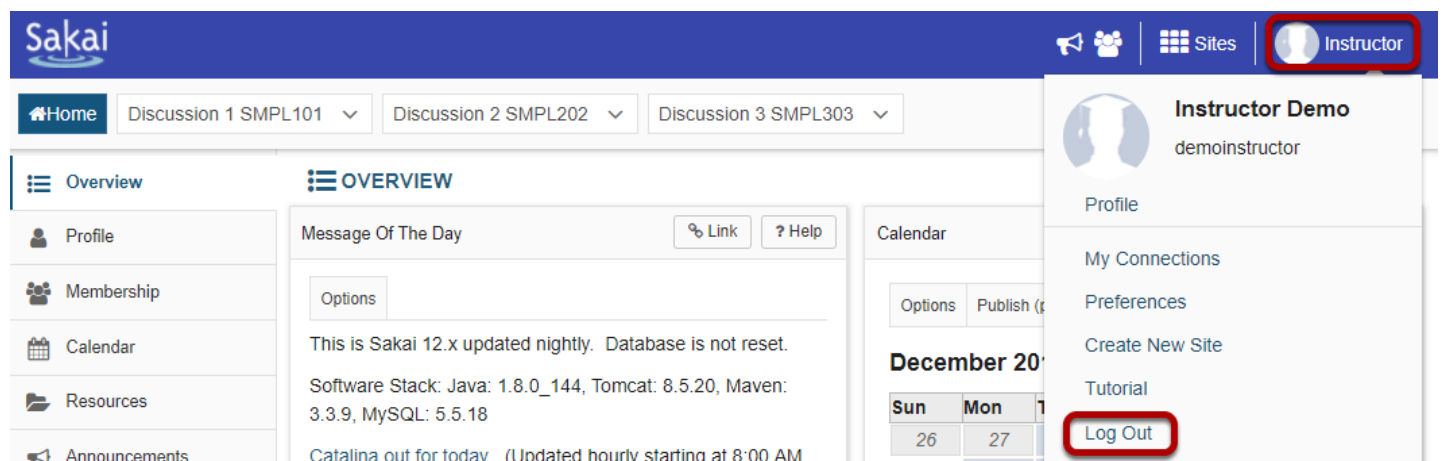
You will be prompted to **Reload** if you made any changes to favorite sites or site order.

Automatically add new sites.



If you would like new sites to be automatically added to your Favorites when you are enrolled, keep the default **On** selection in the Organize Favorites tab. If you prefer to manually add new sites, select **Off** instead.

Logging out of the system.



You may log out of the system by clicking on the user name and profile photo in the top navigation bar and selecting **Log Out** from the drop-down menu.

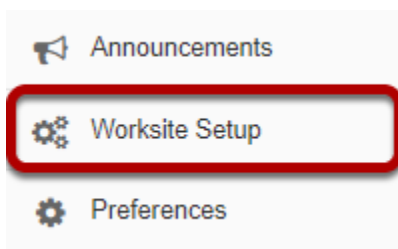
What is Worksite Setup?

The Worksite Setup tool provides information about the sites to which you currently belong or may join. If you have a role that allows it, you can use this tool to make changes to information about the site, tools available in the site, and access to the site. You can also publish the site using the Worksite Setup tool.

Many of the functions of the Worksite Setup tool mirror those of the [Site Info](#) tool; Worksite Setup is available through Home, whereas Site Info is available in each site.

If you don't have the appropriate permissions, you will only see the information about the site published by the site owner in Worksite Setup.

To access this tool, click Worksite Setup from the Tool Menu in Home.

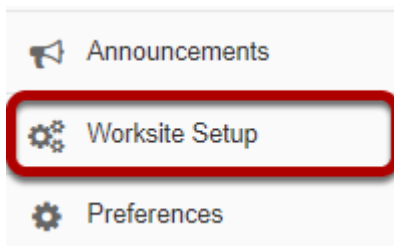


Create a Course Site

How do I create a new course or project site?

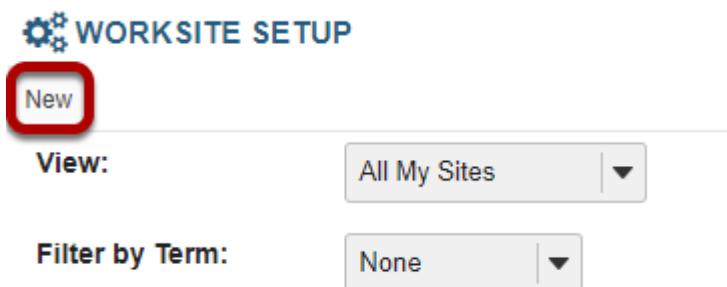
If you have the appropriate permissions to create new course or project sites, you may do so from either Worksite Setup or Sites in your Home area.

Go to Worksite Setup.



Select the **Worksite Setup** tool from the Tool Menu in Home.

Click New.

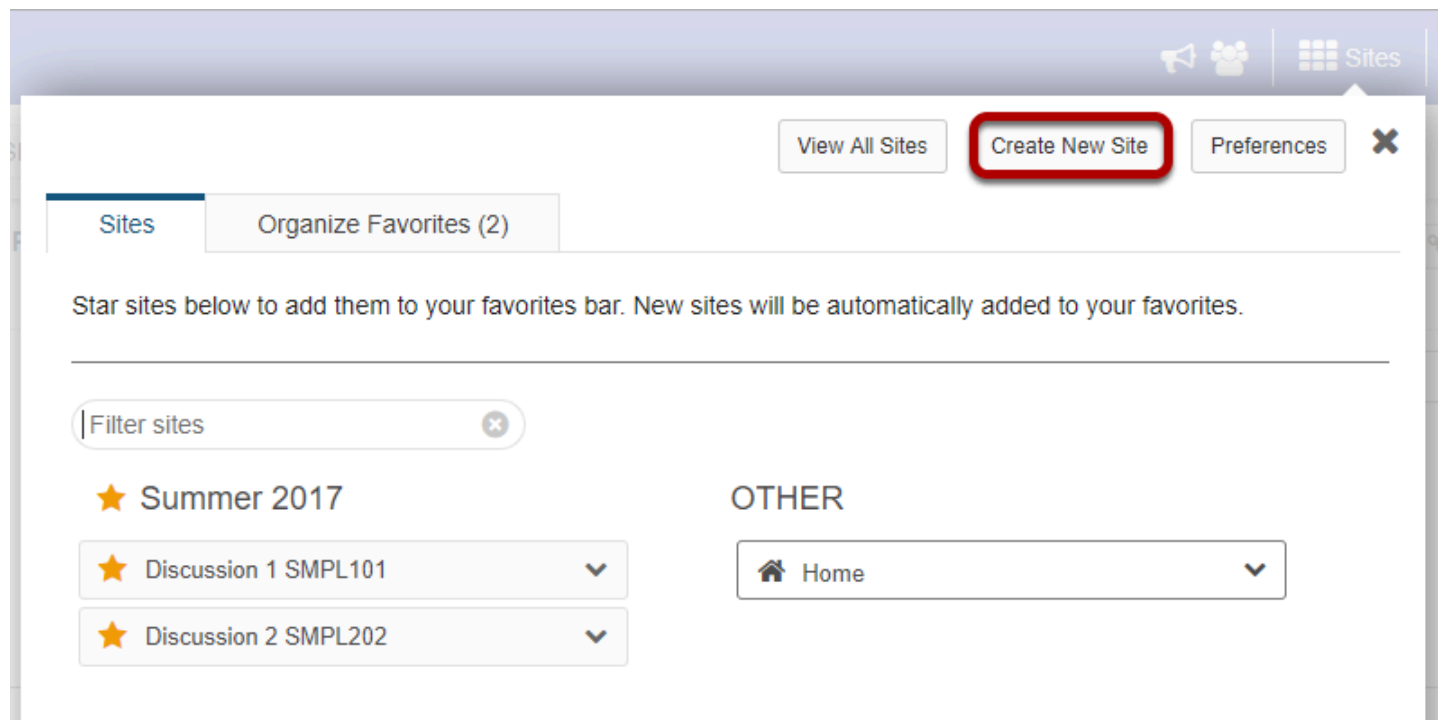


Or, go to Sites.



Click on the **Sites** link to view your sites drawer.

From your sites list, click Create New Site.



For Course sites only.

Select course site, the term and site template. Then click Select Course.

Create Site

Choose the type of site you want to create.

COURSE SITES: Only instructors can create official Sakai course sites. Support staff can create course sites. Teaching courses may need to request a course be created for them by contacting help@oit.duke.edu

PROJECT SITES: Duke faculty, staff and students may create Sakai project sites, but must agree to the Terms of Use.

☒ course site

* **Academic term:**

Site Template:

☐ project site

☐ Create site from archive

This allows you to use an existing site archive as a base for your new site, content from the archive will be added to the new site. Content from the site archive will be imported into the new site.

You can add or remove tools from either type of site at any time.

Select Course

Cancel

Select the course.

Course/Section Information	
Course/Section(s) Selection - 2018 Fall Term	
Please select the appropriate course/section(s) to add to your site. Selecting multiple class/sections will combine them	
GLHLTH 210 GLOBAL HEALTH ETHICS Use Official Description	
<input checked="" type="checkbox"/> GLHLTH.210.02.F18 Lecture	<input type="checkbox"/>
PUBPOL 330 GLOBAL HEALTH ETHICS Use Official Description	
<input type="checkbox"/> PUBPOL.330.02.F18 Lecture	<input type="checkbox"/>
ICS 397 GLOBAL HEALTH ETHICS Use Official Description	
<input type="checkbox"/> ICS.397.02.F18 Lecture	<input type="checkbox"/>
RIGHTS 330 GLOBAL HEALTH ETHICS Use Official Description	
<input type="checkbox"/> RIGHTS.330.02.F18 Lecture	<input type="checkbox"/>
GLHLTH 393 RESEARCH IND STUDY IN GH Use Official Description	
<input type="checkbox"/> GLHLTH.393.14.F18 Ind Study	<input type="checkbox"/>
GLHLTH 750K HEALTH SYSTEMS Use Official Description	
<input type="checkbox"/> GLHLTH.750K.01.F18 Lecture	<input type="checkbox"/>
Add course(s) and/or section(s) not listed above...	
Your site will be created - but left unpublished. To make it available go to "Site Info > Manage Access" in the new site.	

Check the box to the left of the course name.

Note: If you select multiple courses or sections, they will be **combined** into **one Sakai course site**.

For cross-listed courses or sites with multiple rosters: choose **ONE** course in this list that has the **most appropriate name** for the course site (cannot be changed later). Additional rosters can be added after the site is created through Site Info, Edit Class Rosters.

Click Done.

For academic staff and TAs creating sites on behalf of faculty.

Select course from drop-down menus.

Course/Section Information

Course/Section(s) Selection - - 2016 Fall Term

Add course(s) and/or sections(s) not listed above...

Please find course/section by entering the information below

Subject:

Accounting

Course:

ACCOUNTG 591 MANAGERIAL ACCOUNTING

Section:

Select
ACCOUNTG.591.101.F16
ACCOUNTG.591.102.F16

Current Selection:

ACCOUNTG.591.102.F16 (Requested)

[Save and add another section](#)
[Still cannot find your course/section?](#)

Click Continue.

Confirmation of Instructor or Delegate

In order to continue setting up a course site, you must select one of the following:

- ☐ You are the Instructor of record for this course.
- ☒ You have been asked to create a Sakai site by the instructor (or the instructor's delegate).
- ☐ You are a Student in this course.
- ☐ None of the above options match my association with this course.

Done **Back** **Cancel**

Only Instructors and approved delegates should create course sites.

TYPE "INSTRUCTOR" TO CONFIRM COURSE SITE CREATION.

Confirm **Cancel**

Confirm you are an instructor or the instructor's delegate. **Students are not allowed to create course sites. Type INSTRUCTOR in the text box to confirm.**

Click Done.

Duke University **Sites**

Home WRITING.205S.01.F18 ENGLISH.90S.01.F18

WRITING.205S.01.F18 has been created. **Publish Site**

WORKSITE SETUP

New

View: All My Sites

Filter by Term: None

A **link** to your new site will appear in a pop-up window. The site can be published immediately by clicking Publish Site.

Newly created sites show up automatically under the **Sites icon** and in the **Sites bar** under the Duke header.

For Project Sites Only.

Select project type. Click Continue

Create Site

A site can be created in a number of different ways:

This is for experienced users and lets site owners add individual site tools.

☐ course site
☒ project site

You can add or remove tools from either type of site at any time.

ContinueCancel

Accept the terms of service. Select the purpose.

The screenshot shows the 'Terms Of Service' page in the Sakai interface. A sidebar on the left contains navigation links: Overview, Profile, Membership, Calendar, Resources, Announcements, Worksite Setup (highlighted), Preferences, Account, Search, Sakai Support Site, Duke WebEx, Delegated Access, Become User, and Help. The main content area is titled 'Terms Of Service' and contains the following text:

Terms and Conditions

By setting up a Sakai Project site, you are personally agreeing to the following Terms and Conditions:

(1) I understand that use of Duke's instance of Sakai requires adherence to Duke's acceptable use guidelines and that access may be revoked for any participant (whether from Duke or from outside of Duke) who does not follow these guidelines or the Duke Sakai Terms and Conditions.

(2) I understand that as the project site administrator, I have sole responsibility for informing participants in the project site about the nature of its availability - i.e. whether it is generally available, viewable by authorized users, etc. - and about any changes I may make at a later time to its availability.

(3) I understand that use of Duke's Sakai instance is subject to university data retention policies, and that Sakai project sites may be removed or archived by the university at a later time in accordance with published, formal guidelines. Furthermore, I understand that Sakai is not an archival repository and should not be used with the intent of providing open-ended, long-term storage for project site contents.

(4) I understand that I will be responsible for providing support to any third party, non-Duke participants in my Duke Sakai project site.

(5) I understand that the Terms and Conditions may be modified at a future date in accordance with the Duke Sakai governance procedures.

Below the terms, there are radio buttons for 'Accept' (selected) and 'Decline'. Below that is a dropdown menu with the text '* Academic resource for one or more formal courses'. At the bottom, there are two buttons: 'Create Site' and 'Cancel'. Three red arrows with numbers 1, 2, and 3 point to the 'Accept' radio button, the dropdown menu, and the 'Create Site' button, respectively.

1. Review and accept the Terms of Service.
2. Indicate the purpose of the project site you are creating.
3. Click **Create Site** to finish.

Define your site.

WORKSITE SETUP

Project Site Information
Enter basic information about the project site...

A * means required information.

*** Site Title** 1.

Site URL

Site Language 2.

Description (displayed on the site's home page) 3.

Source

St... - Fo... - Font - Size - A - B - X

Words: 0, Characters (with HTML): 0/1000000

Short Description (displayed in publicly viewable list of sites. Max 80 characters)

Icon URL

*** Site Contact Name** 4.

Site Contact Email

Intended primary use for the site 5.
☐ * Test space to learn more about Sakai functionality

1. Title your project site
2. Choose the default language.*
3. Provide a description for the site.
4. Enter the site's contact information.
5. Click Continue.

*If desired, you can change the default language for your site to any of the available languages listed. Languages in this list will vary depending upon the language pack(s) installed on your instance. Click on the desired language to select it.

The information entered into the description area will appear on the site's home page.

Select site tools.

Course Site Tools

Choose tools to include on your site

General

☒ Overview

For viewing description of the site. May include relevant announcements, documents, and chat links.

☒ Announcements

For posting current, time critical information

☐ Assignments

For posting, submitting and grading assignment(s) online

☐ Calendar

For posting and viewing deadlines, events, etc.

☐ Chat Group 1

For real time conversations in written form

☐ Discussions

A tool allowing open but allowing posts only to be moderated. Announcements are not moderated.

☐ Contact Us

A link to email and automatically responding tool

☐ Group Blog

For provide the sharing between instructor and student

☐ Mail

Used used to select participants in your site

☐ Email Address

For viewing email used in the site

☐ External Tools

Launch external tools using LMS Learning Tools Interoperability

☐ Forums

Enable forum and topics of a particular site

☐ Gradebook

The next generation gradebook tool for the Future LMS

☐ Journals

For creating content modules and resources, can be organized by user or user

☐ Messages

Display messages between users of a particular site

☐ News

For viewing content from RSS News Feeds

☐ Quizzes

For managing individual product and product based information

☐ Quizzes

For assignment quiz or writing

☐ Quizizz

For posting individualized test to each user in the site

☐ Resources

For posting documents, URLs to other websites, etc.

☐ Search

For viewing the site participants list

☐ Search

For searching content

☐ Section Info

For managing sections within a site

☐ Sign-Up

For creating online registration for meetings and other events

☒ Site Info

For viewing website information and site participants

☐ Statistics

For viewing site statistics by user, month or instructor of the site

☐ Submissions

For posting a summary outline and/or requirements for a site

☐ Tools & Quizzes

For creating and testing online tests and quizzes

☐ Web Content

For displaying external resources or an external website within the site

☐ Web

For collaborative writing of pages and content

Selected tools

Remove

☒ Overview

X

☒ Announcements

X

☒ Site Info

X

Course Modules for automatic rendering of LaTeX and AsciiMath in the site. (LMS202)

☐

Place a check mark next to any tools that you would like to use in the project site.

Re-use existing material.

Re-use Material from Other Sites You Own

☒ No, thanks.

☐ Yes, from these sites:

Discussion 1 SMPL101

Discussion 2 SMPL202

Note: To select more than one item, hold down the Ctrl key (Windows) or the Command key (OS X) and click your selections.

You may choose to re-use material from other sites that you own. Choose either **No** or **Yes** for this option. (If you select Yes, indicate the site(s) from which to copy content in the list shown below.)

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Click Continue.



Configure site access.

Course Site Access

Set access options for your site...

1 Site Status

Publishing your site makes it available to the site participants.

☒ Publish site - accessible to all site participants

☐ Leave as Draft - accessible only to site maintainers

2 Additional Access

As well as site members, you can allow other people to access your site without being a member of the site.

3 General

☐ Anyone (including non-logged in)

☐ Logged in users

4 Site Visibility

Display in Site Browser

5 Global Access

Global access settings allow you to decide who has access to your site once it is published. You can change these settings later by going to Site Info.

In addition to the participants you've added, you can open your site so that anyone with a valid login can join it.

☒ Limit to official course members or to those I add manually (recommended)

☐ Allow any QA01 user to join the site

6

1. **Site Status:** Select to **Publish** the site, or **Leave as Draft** (i.e. unpublished). Unpublished sites are only visible to site owners, not other participants such as students.
2. **Additional Access:** In addition to enrolled users, you may also elect to allow all users of a particular origin or role to have access to your site.
3. **General:** Select the type of users allowed to access the site. You may choose either **Anyone** (which includes unauthenticated users) or **Logged in users**.
4. **Site Visibility:** Displays the current status of site's visibility in the site browser.
5. **Global Access:** Choose to make site access **Limit to official course members or to those I add manually** (recommended) or **Allow any user to join the site**.
6. Click **Continue**.

Confirm site setup.

Confirm Your Project Site Setup

Confirm your site setup selections...

Please review the following information about your site. If this information is correct, click Create :

Site Title	Useful Project Site
Site URL	No URL provided
Tools	Overview Announcements Chat Room Forums Messages Resources Calendar Search Site Info Statistics
Available To	Site participants only
Joinable:	No
Included on public index of sites	Yes
Icon URL	No icon provided
Site Contact Name	Jolie Tingen
Site Contact Email	No contact email provided
Short Description	No short description provided
Site Language	No Language provided
Intended primary use for the site	* Test space to learn more about Sakai functionality
Description	No description provided.

Create Site

Back

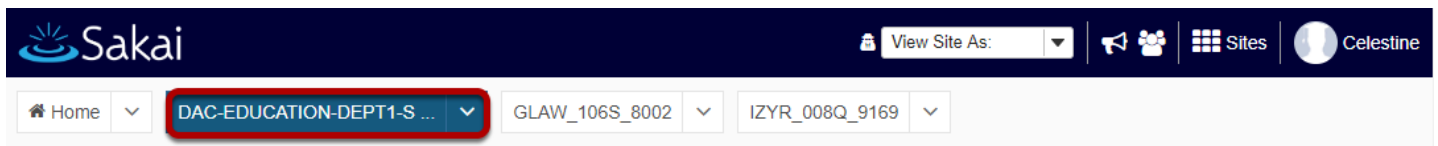
Cancel

You will see a screen which displays all of the site settings for verification. If everything appears correct, click **Create Site**.

How do I navigate within a site?

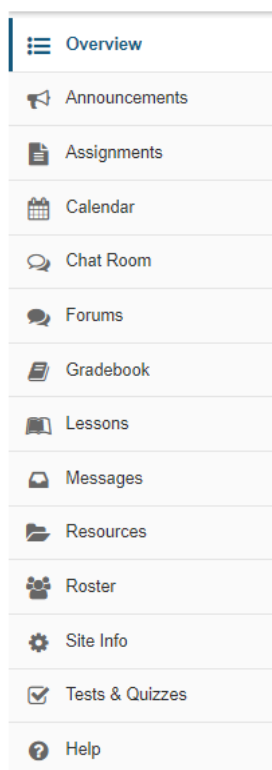
It is strongly recommended that you use the site navigation, and not the back and forward buttons in your web browser, to navigate within a site.

Currently selected site.



The currently selected site will appear highlighted in a different color in the site navigation bar.

The Tool Menu.

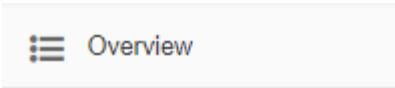


The **Tool Menu** is a customizable column along the left side of the screen with links for each available tool (e.g., Announcements, Forums, etc.). The number of links will vary depending on which tools were chosen for a site. Menu colors and icons may also vary depending on the theme or skin chosen for your site. The currently selected tool is highlighted in a different

background color than the rest of the Tool Menu and with a solid colored line showing along the left border of the item.

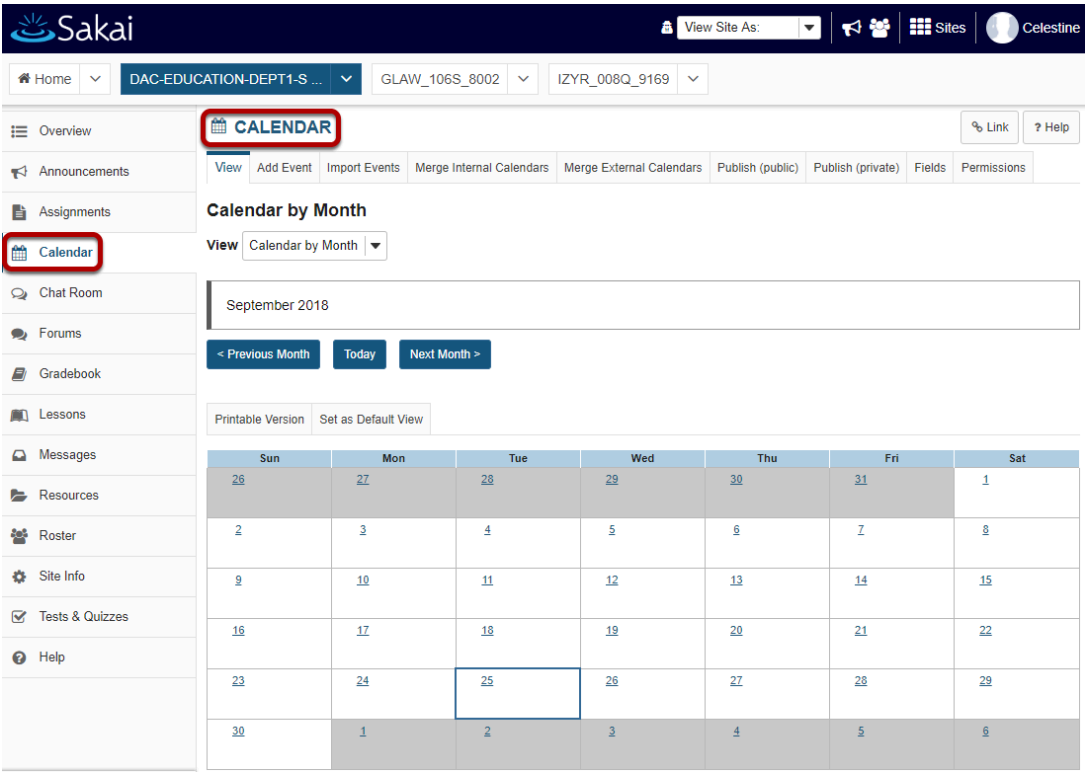
Click the tool's name to go to the corresponding tool.

The Overview page.



Overview on the Tool Menu takes you to the primary landing page for the site you're in. Overview pages can contain a list of recent announcements, recent message or forum discussions, calendar posts and other selected resources for that specific site.

Resetting a tool.

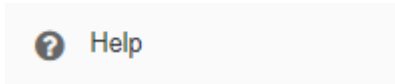


When you're using a tool, clicking on the tool's name in either the Tool Menu or the content frame takes you back to the first page of that tool and resets the tool to the landing page for the tool.

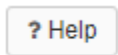
Online help.

You can get help by clicking **Help** in the Tool Menu. You can also get contextual help by clicking the **Help** link within the tool content frame.

Help in the Tool Menu.



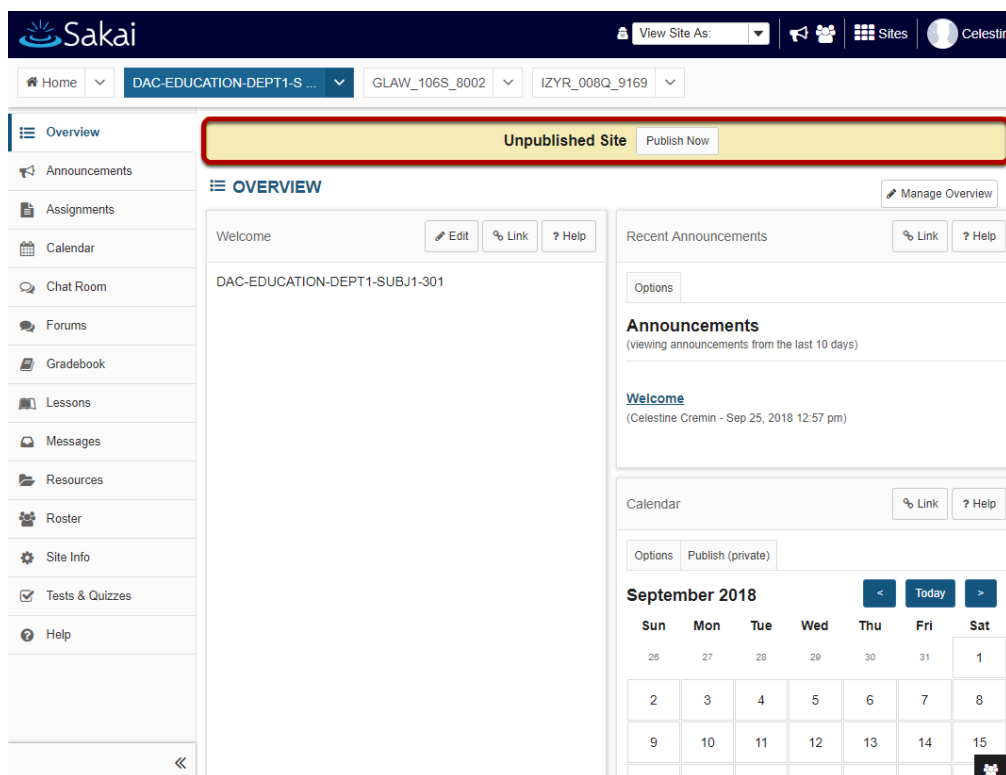
Contextual help for a given tool.



What does Unpublished Site mean?

By default, most sites in Sakai are Unpublished when they are first created. This gives instructors or course designers a chance to go in and edit the content of the site before it is available to students and other users. Some institutions publish all current courses automatically at the beginning of the academic term. Institutions may also unpublish courses from prior or future terms.

Unpublished Site Indicator

The screenshot shows the Sakai user interface. At the top, a dark blue header bar contains the Sakai logo, a 'View Site As:' dropdown, and user information. Below this, a navigation bar shows the site path: 'Home' > 'DAC-EDUCATION-DEPT1-S ...' > 'GLAW_106S_8002' > 'IZYR_008Q_9169'. A yellow banner with a red border at the top of the main content area reads 'Unpublished Site' with a 'Publish Now' button. The left sidebar contains a list of site tools: Overview, Announcements, Assignments, Calendar, Chat Room, Forums, Gradebook, Lessons, Messages, Resources, Roster, Site Info, Tests & Quizzes, and Help. The main content area is titled 'OVERVIEW' and shows a 'Welcome' message from Celestine Cremin. On the right, there are sections for 'Recent Announcements' and a 'Calendar' for September 2018.

If you see the Unpublished Site indicator at the top of your site, that means your site is unpublished and is unavailable to students, teaching assistants, or other user roles which do not have editing permission.

If the Unpublished Site indicator does not appear, this means that your site has already been published.

Instructors always have access to both published and unpublished courses in which they are enrolled.

Click the **(Publish Now)** button to make your site available to all enrolled users. (Depending on the site publishing permissions established by your institution, you may or may not see this button.)

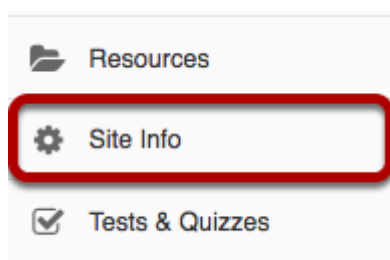
Note: You may also publish/unpublish your site from the Manage Access area in [Site Info](#).

Add Participants to a Site

How do I add participants to my site?

Student enrollment for registered courses is handled automatically through integration with DukeHub. However, site owners can add other participants such as TAs, Designers, etc., to their site using Toolkits. Toolkits allows you to add participants to your course or project site who are ***not in an official course roster***. This includes people with a Duke NetID and visitors.

Go to Site Info.



Select the **Site Info** tool from the Tool Menu of your site.

Click Add Participants.



Course sites

Click **Add Participants** from Site Info tabs.

The process of creating an initial participant list is automated, but it will take a minute for the Toolkit for the course site to load.

One moment... Toolkits is accessing the current list of participants. This can take a minute. 

Project sites

You will need to first choose a name for the Toolkits community and then hit **Create**.



The screenshot shows a web interface for Duke University's Toolkits. At the top is a blue header with the Duke University logo and the text 'TOOLKITS Tools and Groups for Collaborat'. Below the header is a green navigation bar with 'DASHBOARD' and 'NURSING 655-01: HEALTH SYSTEMS TRANSFORMATION, SPRIN'. The main content area has the heading 'Please create a new Toolkits community'. Below this heading is a form with the following fields and examples:

- Name:
- Example WordPress url:
https://sites.duke.edu/adhoc_testtoolkits
- Example Duke Mailing list address:
adhoc-testtoolkits@duke.edu
- A 'Create' button.

When the Toolkits creation process is complete, you have two options to add new site participants.

Add a participant (both Duke and non-Duke)

To add a participant to your site, search for them by name using either the firstname and lastname, NetID, or email address. When the results come back, choose the button next to the correct participant.

Use the drop-down menu to choose the role of the user in your site.

You can search for people using their NetID or **Firstname Lastname**
 Note: You can use an asterisk * for wildcard searches. i.e. - Rob* Jones will find Rob, Robert and Robbie.

Name: **SEARCH**

SELECT USER AND ROLE

Select	NetID	Firstname (initials)	Lastname	Role	
<input type="radio"/>	[redacted]	[redacted]	[redacted]	(staff)	Admin - Sakai role: maintain
<input type="radio"/>	[redacted]	[redacted]	[redacted]	(staff)	Admin - Sakai role: maintain
<input type="radio"/>	[redacted]	[redacted]	[redacted]	(faculty)	Admin - Sakai role: maintain

TIP: The visitor role is mainly read-only access and is usually the most appropriate when inviting a guest to join your site. The instructor may fine-tune the permission settings in most tools.

Once you've found the user and chosen a role for them, scroll down and find and click the **Add** button.

Adding non-Duke users

If your guest already has a Duke Guest account you will be able to select their name from the search results and simply choose their role in your site. To finish the process, click the Add button below.

If your search provides no results, you may invite the guest participant to create an account at Duke. In the email box, type the email of the person you would like to add as a guest and click send.

You can search for people using their NetID, Duke Unique ID, Email address or **Firstname Lastname**
 Name:

Search Failed: No results found for bluedevil@yahoo.com

Invite this person to create an account at Duke:

Email:

The guest will receive an invitation via email from toolkits@duke.edu with the subject "An Invitation to Create a Duke OneLink Account". The instructor or site owner also receives a copy of this invitation as a confirmation the invitation has been sent. Once the registration process is complete, guests should contact the site owner with their account details, such as the name and email address they used to create the account.

NOTE: It can take up to 1 business day to validate a new guest account created through OneLink.

[Learn how to activate a Duke guest account.](#)

Batch add users

If you have a large number of participants to add who will all be assigned the same role, you can use batch add. Type the NetIDs one per line. Select a role and click **Add**.

Batch add users

In the text box below list the NetIDs, one per line, you'd like to add. Choose the role to assign and then click **add**.

netid_1
netid_2

Role: Auditor - Sakai role: Student

add

cancel

Once you have added new participants in Toolkits, you should see their names and roles listed on the main screen. Participants who were imported from the course roster (from the official Student Information System, aka SIS) will also appear here and have Sakai role names (like instructor or student) instead of Toolkits role names (like Manager or Auditor). These are equivalent roles and will be displayed correctly in your Sakai participants list. Any applications you add with Toolkits will now include the users you have added. Each member will be given access to different tools with a role that is appropriate for that tool.

If you have a large number of participants to add who will all be assigned the same role, you can use batch add. Type the NetIDs one per line. Select a role and click **Add**.

(For more information about the roles in other tools, see the [Toolkits help pages \(you'll need to login with your netID.\)](#)

Confirm addition of participants.

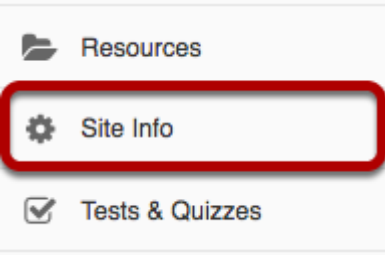
Review the list of site participants and their roles to confirm that they will be added to your site.

If the information is correct, click the **Finish** button.

How do I add a class roster?

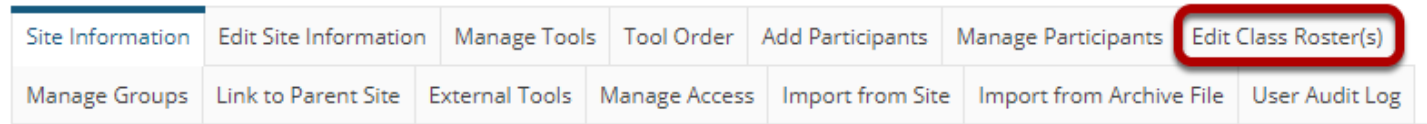
Note: Permissions for adding or deleting rosters in a given site may vary depending on your system's institutional enrollment implementation. In most cases, adding rosters by class or section is subject to automated roster updates.

Go to Site Info.

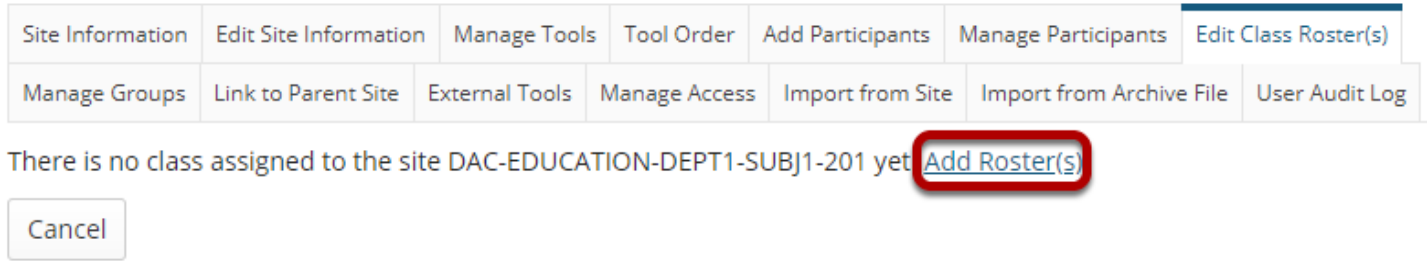


Select the **Site Info** tool from the Tool Menu of your site.

Select Edit Class Rosters.



Select the Add Roster(s) link.



Select the term and class(es).

Editing Course/Section Information for **SMPL101 Summer 2018**

Add Roster(s) Access to SMPL101 Summer 2018:

* Academic term: Spring 2018 ▼

You may also allow site access to the following roster(s):

SMPL101 (cross-listed)	Use Official Description
<input type="checkbox"/> SMPL101 Spring 2018 Lecture (A site including this course code already exists, select anyway?)	<input type="checkbox"/>
<input type="checkbox"/> Discussion 1 SMPL101 Discussion (A site including this course code already exists, select anyway?)	<input type="checkbox"/>
<input type="checkbox"/> Discussion 2 SMPL101 Discussion (A site including this course code already exists, select anyway?)	<input type="checkbox"/>
<input checked="" type="checkbox"/> Discussion 3 SMPL101 Discussion	<input type="checkbox"/>
<input type="checkbox"/> Discussion 4 SMPL101 Discussion (A site including this course code already exists, select anyway?)	<input type="checkbox"/>

From the **Academic Term** drop-down menu, select the appropriate academic term.

If you are listed as the instructor of record for certain courses in your course catalog, those courses and their sections will be listed. Check the box next to the roster you want to include.

Or, select to add courses not listed above.

Editing Course/Section Information for **DAC-EDUCATION-DEPT1-SUBJ1-201**

Add Roster(s) Access to DAC-EDUCATION-DEPT1-SUBJ1-201:

* Academic term: Spring 2019 ▼

No rosters listing you as an instructor have been found for the term you have selected.

[Add course\(s\) and/or section\(s\) not listed above...](#)

Continue Back

Click the link to **Add course(s) and/or section(s) not listed above...**

Course/Section Information

Course/Section(s) Selection - - 2016 Fall Term

Add course(s) and/or
sections(s) not listed
above...

Please find course/section by entering the information below

Subject:

Accounting

Course:

ACCOUNTG 591 MANAGERIAL ACCOUNTING

Section:

Select
ACCOUNTG.591.101.F16
ACCOUNTG.591.102.F16


Current Selection:

ACCOUNTG.591.102.F16 (Requested)

[Save and add another section](#)

[Still cannot find your course/section?](#)

1. Select the **Subject**.
2. Select the **Course**.
3. Select the **Section**.
4. If you are not listed as the instructor of record for a course, enter the instructor's username. An email message requesting the instructor's authorization for the site will be sent.
5. You have the option of adding any information that may facilitate the authorization of your site request.
6. Click **Continue** to add the roster.

 **Tip:** If you have more rosters to add, click on the **Save and add another section** link to add additional sections.

Select Instructor or Delegate option.

Confirmation of Instructor or Delegate

In order to continue setting up a course site, you must select one of the following options:

- ☐ You are the Instructor of record for this course.
- ☒ You have been asked to create a Sakai site by the instructor (or the instructor's delegate).
- ☐ You are a Student in this course.
- ☐ None of the above options match my association with this course.

[Done](#) [Back](#) [Cancel](#)

⚠ Only Instructors and approved delegates should create course sites.

TYPE "INSTRUCTOR" TO CONFIRM COURSE SITE CREATION.

[Confirm](#) [Cancel](#)

Confirm you are an instructor or the instructor's delegate. **Students are not allowed to create course sites. Type INSTRUCTOR in the text box to confirm.**

Select Add Class(es).

Request Site Access: ARTSVIS.233S.01.F18...

Please confirm the addition of the following sections to your class site.

Class Information

The following class(es) were already assigned to this site:

ARTSVIS.390S.02.Sp19

ARTSVIS.390S.01.Sp19

ARTHIST.360.01.Sp19

ARTSVIS.233S.01.F18

You have indicated the following class(es) to add to this site:

ACCOUNTG.592.101.F18 (Requested)

ADD CLASS(ES)

BACK

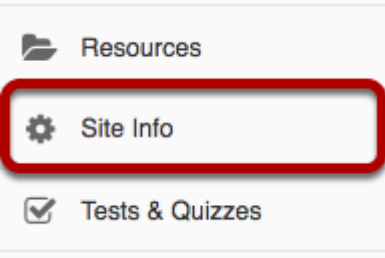
CANCEL

Review your request and select the **Add Class(es)** button.

How do I delete a class roster?

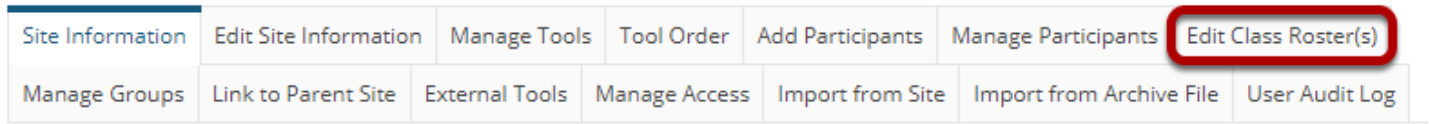
Note: Permissions for adding or deleting rosters in a given site may vary depending on your system's institutional enrollment implementation. In most cases, adding rosters by class or section is subject to automated roster updates.

Go to Site Info.



Select the **Site Info** tool from the Tool Menu of your site.

Click Edit Class Roster(s).



Click **Edit Class Roster(s)** from the tabs.

Select roster to be deleted.

Site Information

Edit Site Information

Manage Tools

Tool Order

Add Participants

Manage Participants

Edit Class Roster(s)

Manage Groups

Link to Parent Site

External Tools

Manage Access

Import from Site

Import from Archive File

User Audit Log

[Add Roster\(s\)](#)

Roster	Remove
Discussion 1 SMPL101 (requested)	<input checked="" type="checkbox"/>

Remove Selected

Cancel

Place a check mark in the **Remove** column for the roster(s) you want to delete.

Click Remove Selected.

Remove Selected

Cancel

Click the **Remove Selected** button.

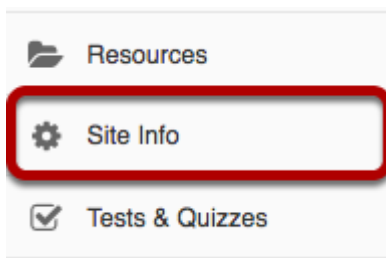
How do I create groups?

You may create groups in your site in several different ways:

- Manually create and assign users to a group.
- Create joinable groups that site participants can elect to join.
- Automatically generate groups by user role, number of groups per site, or number of users per group.
- Import group information from a file.

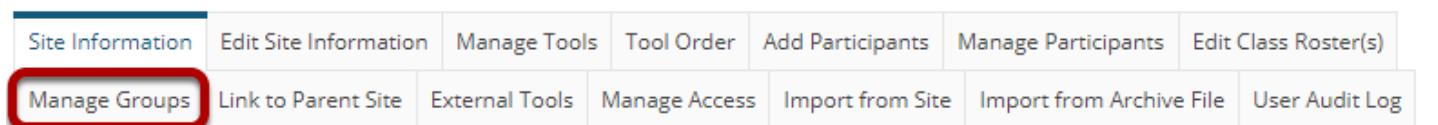
Once groups are created, group aware tools such as Assignments, Email, Resources, or Tests & Quizzes have options for restricting access by group.

Go to Site Info.

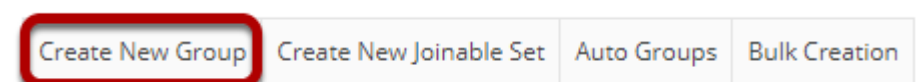


Select the **Site Info** tool in the Tool Menu of your site.

Click on Manage Groups.



Manually create a group.



Select **Create New Group**.

Enter group information.

Create New Group

Select members of the site member list and add to group. Select members of group list and remove. Click Add to save changes.

1 Group Title

2 Description

3 ☐ Allow members to see the other members of this group

4 Filter by group: --None--

5 Joinable set: --None--

6 Membership

Site Member List

- Role: Instructor
- Role: Student
- Role: Teaching Assistant
- Instructor: Demo (demoInstructor)
- Student 4: Demo (demoStudent04)**
- Student 5: Demo (demoStudent05)
- Student 6: Demo (demoStudent06)

<

>>


<<

Group Member List

- Student 1: Demo (demoStudent01)
- Student 2: Demo (demoStudent02)

7 Add Cancel

1. Enter a **Group Title** for the group.
2. Enter a **Description** of the group. (Optional)
3. Check the box for **Allow members to see the other members of this group** if you want students to be able to see the names of their group members.
4. You may use the **Filter by group** drop-down menu to filter the site member list by another group or section. For example, if you have two sections combined into one site, and you want to set up groups of students within sections, you could filter the view by section to make assigning students easier. *(Note: You must have existing groups/sections for them to show up in this list.)*
5. If you would like this group to be part of a **Joinable Set**, select the set from the drop-down menu. *(Note: You must have existing joinable groups for them to show up in this list.)*
6. In the **Membership** section, click on a user or users names to select participants from the **Site Member List**. Then select on the right arrow button > to move the selected participant/s over to the **Group Member List** area.
7. Once you have selected all of the desired group members, click on the **Add** button to create the group.

 **Tip:** You may select more than one name at a time in the participant list by using **SHIFT+Click** to select a range of consecutive names, or **CTRL+Click** to select more than one non-consecutive name.

Create a joinable group.



Select **Create New Joinable Set**.

Specify the joinable set details.

Create Joinable Set

Joinable sets consist of automatically created groups that users can elect to join. Each group in a set begins with the set name and ends with a unique number. An individual can join one group per set.

- * Set name:**
- * Number of groups:**
- * Max members per group:**

☒ Allow user to see group membership before joining
☒ Allow members to see the other members of these groups after joining
☒ Allow members to unjoin (leave) groups in this set after joining

4

1. You will need to enter a **Set name** for the set of groups. Each group will begin with the same name and end with a unique number.
2. Indicate the **Number of groups**.
3. Enter the **Max members per groups**.
4. Click **Add** to create the joinable set.

Optionally, you may also select any of the following options:

- **Allow users to see group membership before joining**
- **Allow members to see the other members of these groups after joining**
- **Allow members to unjoin (leave) groups in this set after joining**

Note: Students will need access to Site Info to see and join any joinable sets of groups.

Automatically generate groups.

Create New Group

Create New Joinable Set

Auto Groups

Bulk Creation

Select **Auto Groups**.

Create groups by role.

Create New Group(s)

Please select course rosters or roles to create a group for each selected item. If you select a single roster or role from the respected table, you can create randomized sub-groups from the members of that item.

From Roles

<input type="checkbox"/>	Role
<input checked="" type="checkbox"/>	Instructor
<input checked="" type="checkbox"/>	Teaching Assistant
<input checked="" type="checkbox"/>	Student

Add

Cancel

To create separate groups for different user roles in the course, select one or more roles and then click the **Add** button.

 *Tip: Click the **Role** checkbox to select all roles at once; click again to de-select.*

Create random groups by number of groups.

From Roles

<input type="checkbox"/>	Role
<input type="checkbox"/>	Instructor
<input type="checkbox"/>	Teaching Assistant
<input checked="" type="checkbox"/>	Student

1

2 ☐ Create a single group for the selected role.

3 ☒ Create random groups from members with the selected role.

4 ☒ Split by number of groups needed

5

* Group Title

* Number of groups

☐ Split by number of users needed per group

6

1. Select a single role from which to create subgroups (e.g. Student).
2. Select the **Create random groups from members with selected role** radio button.
3. Select the **Split by number of groups needed** radio button.
4. Enter a **Group Title**. This title will serve as the basis for all of the group names. Unique numbers will be appended to the title.
5. Enter the **Number of groups** you would like to have for the site. Users will be randomly assigned to each group and distributed as equally as possible.
6. Click the **Add** button to auto-generate your groups.

Create random groups by number of users per group.

From Roles

<input type="checkbox"/>	Role
<input type="checkbox"/>	Instructor
<input type="checkbox"/>	Teaching Assistant
1 <input checked="" type="checkbox"/>	Student

2 ☐ Create a single group for the selected role.

2 ☒ Create random groups from members with the selected role.

☐ Split by number of groups needed

3 ☒ Split by number of users needed per group

4 * Group Title

5 * Number of users per group

6

1. Select a single role from which to create subgroups (e.g. **Student**).
2. Select the **Create random groups from members with selected role** radio button.
3. Select the **Split by number of users needed per group** radio button.
4. Enter a **Group Title**. This title will serve as the basis for all of the group names. Unique numbers will be appended to the title.
5. Enter the **Number of users per group** you would like to have. Users will be randomly assigned to each group and the number of groups is determined by the class size divided by number of users per group.
6. Click the **Add** button to auto-generate your groups.

Bulk Creation.

Select **Bulk Creation**.

Provide group information.

Upload a file or type in the text box the groups you wish to create

File requirements or data format for the text box

- The CSV file or data should contain the group details in the columns: group title, username / email address.
- Columns must be in the order above, but **do not include a row of column headers**.
- Fields must be comma separated and the username/email address must already be a site participant.

For example:

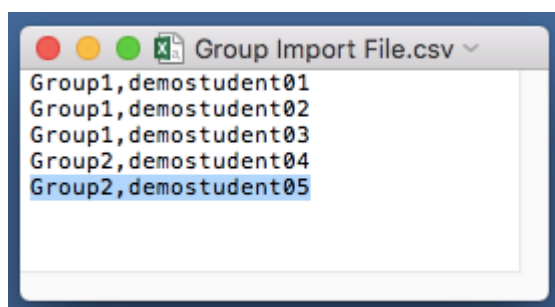
```
group1, username1  
group2, username1  
group2, username2
```

The screenshot shows a web interface for creating groups. It features a large text box for pasting data, a 'Choose File' button, and 'Continue' and 'Cancel' buttons. Three numbered steps are overlaid: 1. 'Type or paste in the text box' points to the text box. 2. 'Or choose a file' points to the 'Choose File' button. 3. 'Continue' points to the 'Continue' button. The 'Choose File' button is currently disabled and shows 'No file chosen'.

There are two methods to create or update multiple groups at once:

1. Type or paste the group information into the text box provided.
2. Click the **Choose File** button to browse for and select your import file.
 - Your import file should be in comma-separated (CSV) format with two columns of data. The first column should contain the group title, and the second column should contain the username of the site participant. Do not include a column header row and do not include spaces.
3. Select **Continue** to proceed with group creation.

Example: CSV file for importing groups



How do I use groups?

Groups are subsets of participants for a given site. Groups can be created on an ad-hoc basis by instructors in course sites or by owners or administrators in collaboration sites. Groups are useful to organize study groups, project teams, and other non-official subsets of site participants. In course sites, each course roster section behaves like a group. i.e., group-aware tools recognize the section as a group.

You can use groups to make site content available to specific site participants. For example, a [private announcement can be made available to a group](#) and email notification can be sent to members of that group. You can also use groups to [create group assignments](#), or [limit access to a test or quiz with settings for specific groups](#).

For information on creating and editing groups, see [How do I create groups?](#)

Note: If an assignment or assessment has been released to specific groups, changing which groups have access to the assignment, or modifying/deleting a group after students have begun work is not allowed.

Which tools use groups?

You can use groups with the tools listed below. The descriptions of how groups can be used are linked to Help articles that show how to enable group access.

Announcements

Access

- ☐ Only **members of this site** can see this announcement
- ☐ This announcement is **publicly viewable**
- ☒ Display this announcement **to selected groups** only

<input type="checkbox"/>	Title	Description
<input checked="" type="checkbox"/>	Group 1	
<input type="checkbox"/>	Group 2	
<input type="checkbox"/>	Group 3	

[Post announcements for specific group\(s\).](#)

Assignments

1 Access (also limits groups for group submissions)

- ☐ Display to site
- ☒ Display only to selected groups

<input type="checkbox"/>	Title	Description
<input type="checkbox"/>	Group 1	
<input checked="" type="checkbox"/>	Group 2	
<input checked="" type="checkbox"/>	Group 3	

2 Additional Assignment Options

These additional options cannot be modified after the assignment has been posted for students.

- ☐ No additional assignment options
- ☐ Use peer assessment
- ☒ Group Submission - One submission per group

1. [Create group assignments, where one member of the group submits on behalf of the group \(pictured above\).](#)
2. [Restrict access to an assignment to specific groups.](#)

Note: If an assignment has been created as a group assignment or released to groups, changing the groups who can submit it, or modifying or deleting a group after students have begun work on the assignment is not allowed.

Forums

Automatically Create Topics

☐ Create one topic



Automatically create multiple topics for groups

An instance of this topic will be created for each group selected below. Permissions are configured automatically. (More?)



☒ Group 1

☒ Group 2

☒ Group 3

[Automatically create multiple topics for groups.](#)

Messages

[Messages](#) / Compose

Compose a Message

Required items marked with *

***To**

[Add Bcc](#)

Send Cc

Label

***Subject**

Click here to select recipients

All Participants

Instructor Role

Student Role

Teaching Assistant Role

Group 1 Group

Group 2 Group

[Send a private message to a specific group.](#)

Resources

☒ Display this folder and its contents to selected groups only.

<input type="checkbox"/>	Title	Description
<input checked="" type="checkbox"/>	Group 1	
<input type="checkbox"/>	Group 2	
<input type="checkbox"/>	Group 3	

[Limit access to file\(s\) and folders to specific group\(s\).](#)

Calendar

☒ Display to selected groups

<input type="checkbox"/>	Title	Description
<input type="checkbox"/>	Group 1	
<input type="checkbox"/>	Group 2	
<input checked="" type="checkbox"/>	Group 3	

[Schedule events for specific groups only.](#)

Sign-up

Available To:*

☒ SMPL101 Spring 2018 (Current Site)

☐ Group 3
☐ Group 1
☐ Group 2
☒ Other Sites

[Set up office hours or meetings which are visible only to specific group\(s\).](#)

Tests & Quizzes

Assessment released to

Selected Group(s) ▼

☐ Select All Groups

☒ Group 1

☐ Group 2

☐ Group 3

1. [Limit access to a test or quiz for specific group\(s\).](#)
2. [Set time or date exceptions on a test or quiz for specific groups.](#)

Site Info

Site Information	Edit Site Information	Manage Tools	Tool Order	Add Participants	Manage Participants	Edit Class Roster(s)
Manage Groups	Link to Parent Site	External Tools	Manage Access	Import from Site	Import from Archive File	User Audit Log

[Create and edit groups.](#)

How do I add a librarian or research guide to my course site?

How do I add a librarian or research guide to my course site?

The Duke Libraries offer the service of creating a personalized list of resources and databases to suit your course. To have a research guide added to your site, you must first contact the librarian who specializes in your field. [Find a librarian now.](#)

You will then need to add the librarian to your course as a developer (also known as course builder), so they can add a tab to your course menu with the guide. Go to the course site, **Site Info > Add participants (as a “Course Builder” role)**. Once the librarian is listed as a site participant (check in **Site Info**), contact them so they can add resources to your site.

Guest Accounts and Sakai

How do guests create an account?

You can provide guest access to your course to someone without a NetID. First, the guest will need to set up a OneLink account.

Duke OneLink is a login service that allows people to use an existing online account (Google, AOL, Yahoo!, FaceBook or LinkedIn) to access Duke websites without needing to create new accounts or passwords. If they don't have any of those accounts or don't want to link them to Duke, they can also create a OneLink ID account that will provide them with a username and password to access Duke sites.

[People can register for OneLink here.](#)

Once the guest has a OneLink account, direct them to [the Sakai website](#).

After going to the Sakai website, they will see a yellow box in the upper right-hand corner that says "Login to Sakai." Clicking on that box will bring up the OneLink interface. They can fill in the information they set up during the OneLink registration process and sign into Sakai.

Sakai and DukeHub

How does Sakai use DukeHub to manage course rosters?

All course and roster data is imported to Sakai from DukeHub. As students drop and add courses their registration information changes in DukeHub. As students add courses during the add/drop period, they will be automatically added to the appropriate Sakai rosters, typically within 12 hours.

Students who drop courses will have their enrollment within the Sakai site disabled to prevent unauthorized access to course materials. Through the end of the add/drop period at the beginning of the semester, both the officially registered students and those on the Registrar's wait list are enrolled in the course site. At the end of the add/drop period, students still on the wait list, but not officially registered for the course, will have their enrollments in the Sakai course site disabled.

If you wish to give a student immediate access to your course site, you can add them through [Add Participants](#) in Site Info. As the roster updates, they will then be added through that system.

Please be aware that the most current version of your roster in Sakai is visible in the Site Info tool (not the Roster tool). If you scroll down to the bottom of the tool you will see the list of Site Participants. The Roster tool is another way to view different groups in the course, but it updates later than Site Participants.

How do I submit my final grades to DukeHub from Sakai?

Faculty can now transfer final grades from the Sakai Gradebook directly to the Grade Roster in DukeHub.

1. Log into Sakai and navigate to your course site.
2. Click the Gradebook tool in the left sidebar. If the tool is not there, add it under the Manage Tools tab in Site Info.
3. Click Settings and review the grading schema. This ensures Sakai calculates final grades the way you expect it to.
4. After your final grades are set in Sakai, go to DukeHub Faculty Center.

All the control to transfer grades takes place on a single page in DukeHub.

1. In DukeHub, you will find a new tab called - Sakai Connect.
2. On the Sakai Connect tab - select the Get Sakai ID icon to locate your class in Sakai.
3. Once you have a Sakai ID, select Transfer Grades icon.
4. Review the transferred in your grades in your grade roster.
5. Submit the roster.

After your grades are transferred, the process to submit grades is the same. Verify that you have entered all the grades for the class (this is important if an invalid grade was entered). Save the roster for later or submit for grade posting.

Below are errors you may encounter:

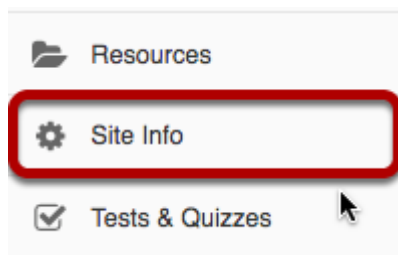
- **Sakai site does not exist** - an error message will appear (if you believe your course does exist in Sakai, please try again)
- **Multiple Sakai Sites exist** - a message box will appear and request you pick the site containing the grades
- **Cross-listed classes** - you only need to select Get Sakai ID for one cross-listed section, the others will fill in
- **No grades found** - a message will appear if no grades are found on that Sakai site
- **An invalid grade was entered** - a message will appear indicating a missing grade (e.g., this may be a S/U grade, if an ABC grade was expected)
- **An invalid student** - a message will appear if the NetID in Sakai does not match a student on the DukeHub Grade Roster
- **A student not on the roster** - only grades for students on the official roster will import
If you encounter an error not in the list above, please try the action a second time before reporting the error.

Please send any unexplained errors (and any other feedback about the process) through the Feedback button at the bottom of the page on DukeHub.

Publish Your Course

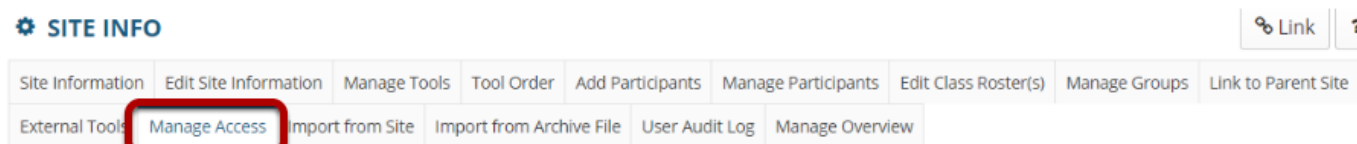
How do I control site access?

Go to Site Info.



Select the **Site Info** tool from the Tool Menu of your site.

Click Manage Access.



Select your Site Status (i.e published or unpublished).

Published

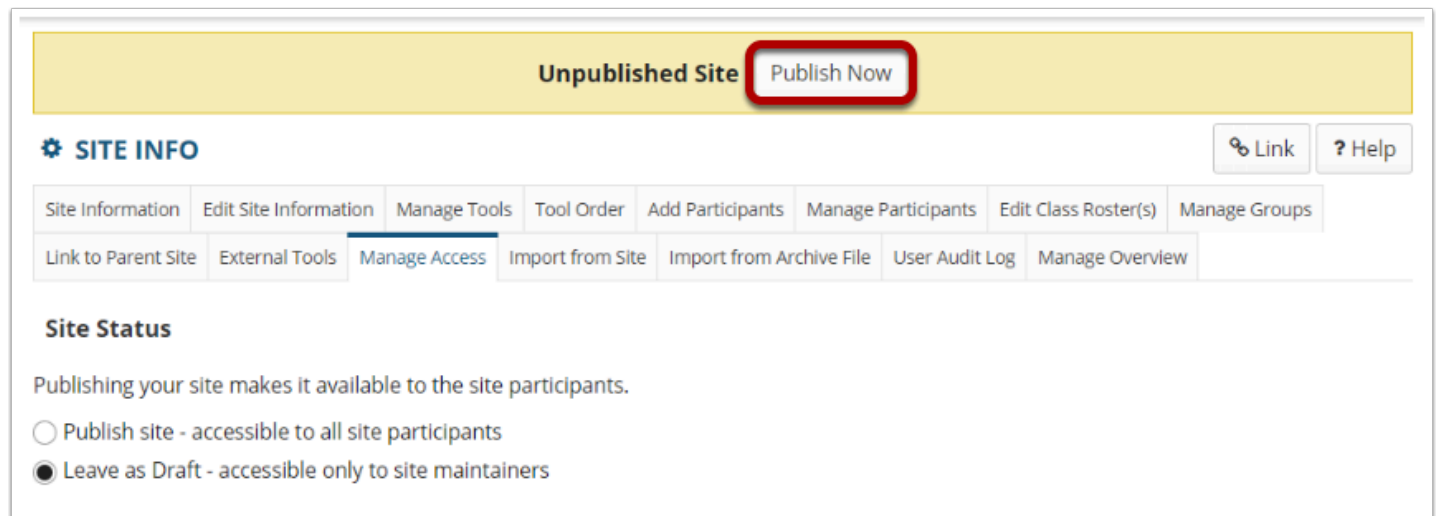
Site Status

Publishing your site makes it available to the site participants.

- ☒ Publish site - accessible to all site participants
- ☐ Leave as Draft - accessible only to site maintainers

Published sites are available to all site participants and appear in their site tabs and lists.

Unpublished



Unpublished Site [Publish Now](#)

SITE INFO [Link](#) [? Help](#)

Site Information Edit Site Information Manage Tools Tool Order Add Participants Manage Participants Edit Class Roster(s) Manage Groups

Link to Parent Site External Tools Manage Access Import from Site Import from Archive File User Audit Log Manage Overview

Site Status

Publishing your site makes it available to the site participants.

☐ Publish site - accessible to all site participants

☒ Leave as Draft - accessible only to site maintainers

If the site is left as draft, or [unpublished](#), only instructors/site owners may access it and students will not see the site in their list of sites. Throughout the site, instructors will see the **Unpublished Site** banner and can use the **Publish Now** button to quickly publish a site, without going through Site Info.

Designate additional access.

Additional Access

As well as site members, you can allow other people to access your site without being a member of the site.

General

- ☐ Anyone (including non-logged in)
- ☒ Logged in users

You may also allow other users to access your site according to their authentication origin or role. Enable access for the following groups by checking the box to the left of the group:

- **Anyone** (including non-logged in)
- **Logged in users**

Checked users can access your site without being enrolled.

Site Visibility.

Site Visibility

Display in Site Browser

If site visibility is set to **Display in Site Browser**, all people with access to the Sakai system may search for your site from the [Worksite Setup](#) tool. If set to **Private**, your site will not show up in a search.

Select your Global Access setting (optional).

Global Access

Global access settings allow you to decide who has access to your site once it is published.

In addition to the participants you've added, you can open your site so that anyone with a valid login can join it.

- ☐ Limit to official course members or to those I add manually (recommended)
- ☒ Allow any Sakai user to join the site

Important: People who join your site can access the materials on your site. Sites with sensitive materials should not be made joinable.

* Role for people that join site:

Please select a role: ▼

Please select a role:

Student

Teaching Assistant

In most cases, site owners keep the default value for **Limit to official course members or to those I add manually (recommended)**. This will restrict enrollment to people that you add manually or that are enrolled automatically from your institution's registration system.

If the site is set to **Display in public site list** (above) AND the option **Allow any Sakai user to join the site** is selected, anyone in your system may search for and join your site.

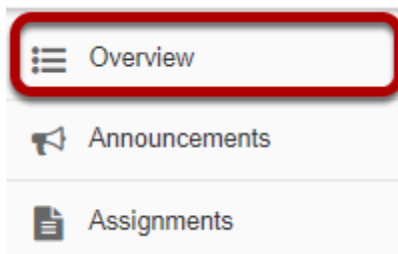
Customize Your Site's Homepage

What is Overview?

The Overview tool is the landing page for a course or project site. It is the first thing site members see when they click into a site.

Note: Site owners have the option to customize which tool is displayed as the course landing page, so in some cases users may see a different tool upon first entering a site.

To access this tool, click on the title of the site, or select Overview from the Tool Menu.



Overview Display

A screenshot of the Sakai Overview page for the course 'MATH 101 01 Summer 2018'. The page is divided into several sections. On the left is a sidebar with a list of tools: Overview, Syllabus, Resources, Assignments, Tests & Quizzes, Gradebook, Calendar, Announcements, Site Info, Interactive Video WIP, External Tool, and Help. The main content area has a header 'MATH 101' and a 'Welcome!' message. Below this is a large image of a chalkboard filled with mathematical equations and graphs. To the right of the chalkboard is a 'Recent Announcements' section with a 'MidTerm Study Sessions' announcement. At the bottom right is a 'Calendar' section showing the month of March 2018. The calendar table is as follows:

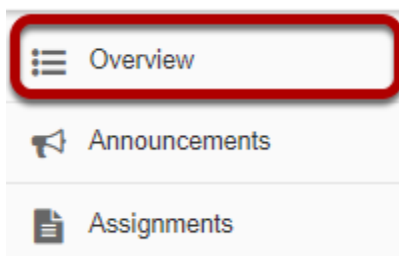
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1. Instructors can personalize the Overview *Site Information Display* with images, contact information, and course details.
2. When enabled in the site, some tools - Announcements, Calendar, Forums and Messages - will have a synoptic widget added to the Overview page to display recent events in those tools.

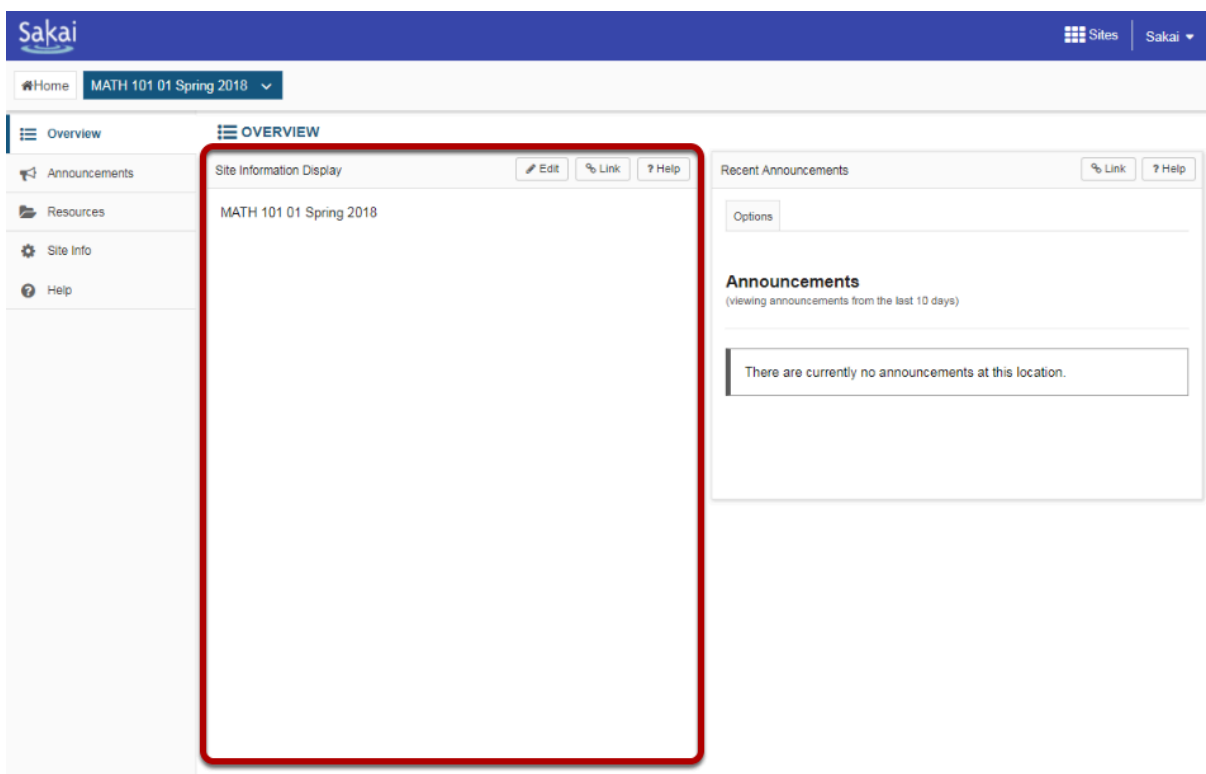
How do I edit the Overview site information display?

The Overview Site Information Display is the area on your site's landing page that contains information about your site. It can contain information for students such as a welcome message, the course outline, or an image - anything you want site participants to know.

To access this tool, click on the title of the site, or select Overview from the Tool Menu.

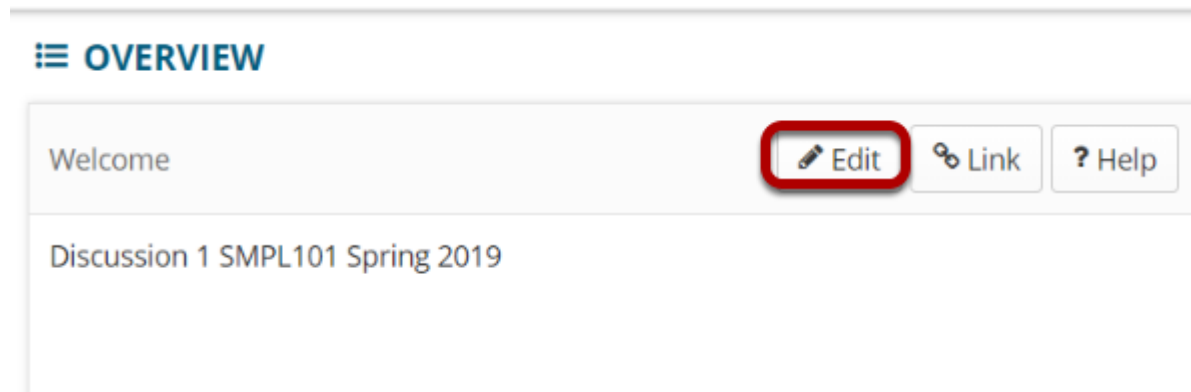


View the Site Information Display.



The *Site Information Display* comprises all of the large display area.

Select Edit.



Options for editing the Site Information Display.

A screenshot of the 'Customize Site Info Display' form. At the top, there's a 'Title' field with the value 'Welcome!' (callout 1). Below it is a 'Frame Height' dropdown set to '1200 pixels'. The 'Description' section features a rich text editor with a toolbar (callout 2) and a preview area showing mathematical content like 'MATH 101', 'Zeta(s) = \sum_{n=1}^{\infty} \frac{1}{n^s}', and a diagram of a right triangle. At the bottom, there's a 'Site Info URL' field (callout 3) and a note: 'If specified, this URL will be shown instead of the Site description.' At the very bottom are 'Update Options' and 'Cancel' buttons.

1. Replace "Wecome" with your own text using the Title field.
2. Add formatted text or an image using the Description [rich text editor](#).
3. Link to a department website or html document by copying its URL in the *Site Info URL* field (optional). If used, this URL will replace content created in the Description text editor.

Click Update Options when finished editing.



View new Overview display.

The screenshot shows the Sakai LMS interface. At the top is a blue header with the 'Sakai' logo. Below it is a navigation bar with 'Home' and a dropdown menu showing 'MATH 101 01 Summer 2018'. On the left is a sidebar menu with icons and labels for 'Overview', 'Syllabus', 'Resources', 'Assignments', 'Tests & Quizzes', 'Gradebook', 'Calendar', 'Announcements', 'Site Info', and 'Help'. The main content area is titled 'OVERVIEW' and contains a 'Welcome!' message with 'Edit', 'Link', and 'Help' options. Below this is a large image of a chalkboard filled with mathematical content, including the title 'MATH 101', various formulas like $\zeta(s) = \sum_{n=1}^{\infty} \frac{1}{n^s}$, $P_n(x) = \frac{d}{dx}(\ln(\Gamma(x)))$, $a \cos(\theta + \alpha) = b$, $\sqrt{1+\sqrt{1+\sqrt{1}}}$, $\frac{x}{2x}$, $\langle a, b \rangle \cdot \langle c, d \rangle = ac + bd$, $y = 2 \sin 5x$, $A = 2; p = \frac{2\pi}{3}$, $y = 2 \cos 2t$, $A = 2; p = \pi$, $y = 2 \cos 5x$, $x^2 - x - 1 = 0$, $U(t) = 1 - \frac{i\lambda}{n} \int_{t_0}^t$, $m+n$, and $M = \sqrt{1 - \frac{v^2}{c^2}}$. Below the chalkboard image, there is a section titled 'Helpful hints for the use of this course site:' followed by a bulleted list:

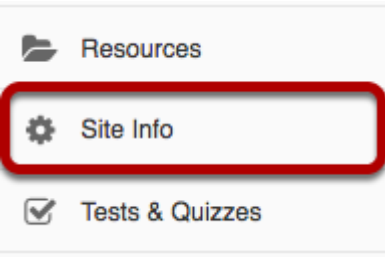
- check the **Syllabus** for class subjects and assessment dates
- review lecture notes and supplemental material in **Resources**
- all quizzes will be delivered via **Tests & Quizzes**
- homework will be completed in **Assignments**
- grades will be posted weekly in the **Gradebook**

Add or Remove Tools to Your Site

How do I add tools to my site?

Sakai has many different tools available to use in your course or project site. You may choose which tools you want to use and may add or remove tools at any point.

Go to Site Info.

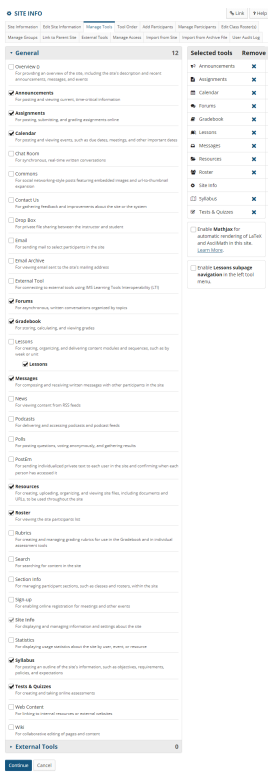


Select the **Site Info** tool from the Tool Menu of your site.

Click Manage Tools.

Site Information	Edit Site Information	Manage Tools	Tool Order	Add Participants	Manage Participants	Edit Class Roster(s)
Manage Groups	Link to Parent Site	External Tools	Manage Access	Import from Site	Import from Archive File	User Audit Log

Select your set of tools.



As you select tools from the **General** list on the left side of the screen, they are added to the **Selected tools** list on the right side of the screen. The right side of the screen displays the tools you have selected.

Below the **Selected tools** you can enable **MathJax** for specific tools in your site by checking the box. See more information on enabling LaTeX at [How do I add LaTeX language to my course site?](#)

☒ Enable **MathJax** for automatic rendering of LaTeX and AsciiMath in this site.
[Learn More.](#)

In addition, you can enable **Lessons subpage navigation** in the left tool menu by checking the box. See [How do I enable Lessons subpage navigation in the Tool Menu?](#) for more information.

☒ Enable **Lessons subpage navigation** in the left tool menu.

Add multiple instances of some tools. (Optional)

Customize tool instances

You can make configuration adjustments later using the configuration capabilities for each tool.

Lessons

Title

(Suggested length 15 char.)

More Lessons Tools? ▼

Web Content

Title

(Suggested length 15 char.)

Source

More Web Content Tools? ▼

Continue

Back

Cancel

For some tools such as Lessons and Web Content, you can add multiple instances of the tool.

The Lessons tool may be used as a single tool on the Tool Menu where students click to see all Lessons, or there can be multiple Lessons tools added to the Tool Menu so that each tool is a separate Lesson. See the [Lessons tool chapter](#) for more information.

The Web Content tool points to any URL you enter and you may create as many of these as you want.

Click on the **More Lessons Tools?** or **More Web Content Tools?** drop-down menus to add additional instances of these tools.

Example: Multiple tool instances.

Customize tool instances

You can make configuration adjustments later using the configuration capabilities for each tool.

Lessons

Title Module 1

(Suggested length 15 char.)

Lessons ✖

Title Module 2

(Suggested length 15 char.)

Lessons ✖

Title Module 3

(Suggested length 15 char.)

More Lessons Tools? ▾

Web Content

Title Sakai

(Suggested length 15 char.)

Source http://www.sakaiproject.org

Web Content ✖

Title Apereo

(Suggested length 15 char.)

Source http://www.apereo.org

More Web Content Tools? ▾

Continue Back Cancel

The example above shows three Lessons tools (**Module 1**, **Module 2** and **Module 3**) and two Web Content tools (**Sakai** and **Apereo**).

Add Preconfigured External Tools.

External Tools 1

☒ NDPiazzaPROD

If your institution has preconfigured any system-wide External Tools, you may click on **External Tools** section to expand the list, and select from the available items as needed.

Click Continue.

Continue Back Cancel

Once you have made all of your tool selections, scroll down and click the **Continue** button to save your customizations.

Confirm tool selection

Confirming site tools edits for **SMPL101 Spring 2018**

You have selected the following for your site (added tools highlighted):

Overview (Overview)
Syllabus (Syllabus)
Module 1 (Module 1)
Calendar (Calendar)
Announcements (Announcements)
Resources (Resources)
Forums (Forums)
Assignments (Assignments)
Tests & Quizzes (Tests & Quizzes)
Sakai (Sakai) (<http://www.sakaiproject.org>)
Site Info (Site Info)
Gradebook (Gradebook)
Module 2 (Module 2)
Module 3 (Module 3)
Messages (Messages)
Roster (Roster)
Apereo (Apereo) (<http://www.apereo.org>)

You have enabled the automatic rendering of LaTeX for this site

Finish

Back

Cancel

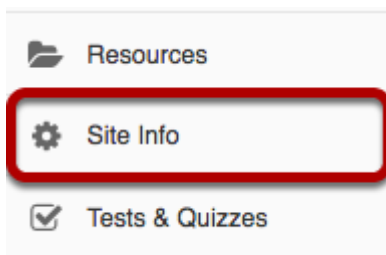
New tools added are shown in red font. Confirm that these are tools you want to add and click the **Finish** button. New tools are typically added to the bottom of the Tool Menu once you save your changes. See the [How do I rearrange or rename the items in the Tool Menu?](#) tutorial for instructions on how to change the tool order.

Rename or Reorder Tools in the Menu

How do I rearrange or rename the items in the Tool Menu?

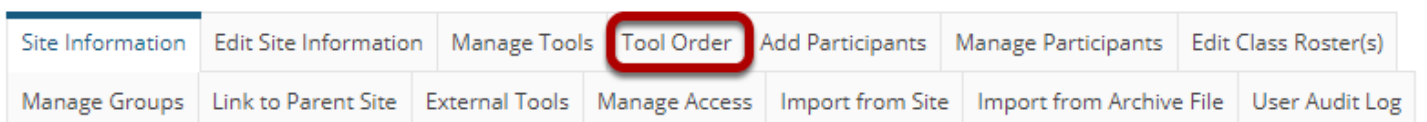
The Tool Menu can be customized by the instructor of the course to modify the order or appearance of menu items in the site. Tools can be renamed, hidden from students, locked, or deleted.

Go to Site Info.



Select the **Site Info** tool from the Tool Menu of your site.

Click Tool Order.



Click **Tool Order** from Site Info tabs.

Drag and Drop items to rearrange the tool order.

Tool Order

Changes to tool order will take effect upon 'Save'. When deleting or editing a tool name, changes will take effect immediately. Click and move tool in list below, or use the keyboard to focus on the tool then use U or D keys.

Overview	⚙
Announcements	⚙
Assignments	⚙
Calendar	⚙
Forums	⚙
Gradebook	⚙
Messages	⚙
Module 1	⚙
Module 3	⚙
Module 2	⚙
Resources	⚙
Roster	⚙
Site Info	⚙
Statistics	🔒 ⚙
Tests & Quizzes	⚙
Sakai	⚙
Aperco	⚙

Warning: Making tools invisible does not prevent access to the tool items through direct links. To prevent all access, lock the tool.

2 **Save** Cancel Reset Sort Alphabetically

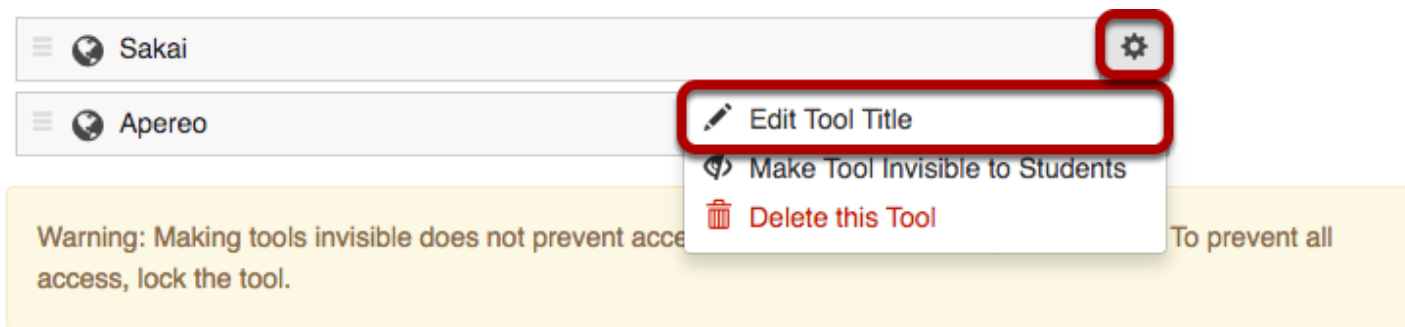
1. Drag and drop tools to rearrange the order of tools in the menu.
2. Click **Save** at the bottom of the screen to save your reorder.

Sort tools alphabetically.



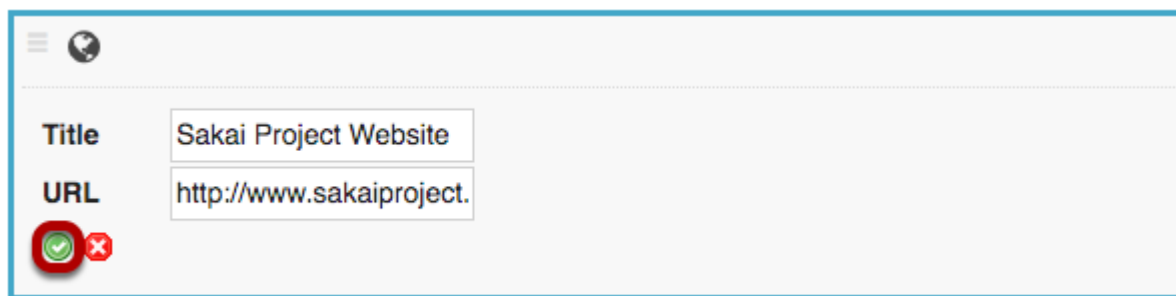
Click the **Sort Alphabetically** button at the bottom of the page to arrange all of the tools in alphabetical order by title.

Rename a tool.



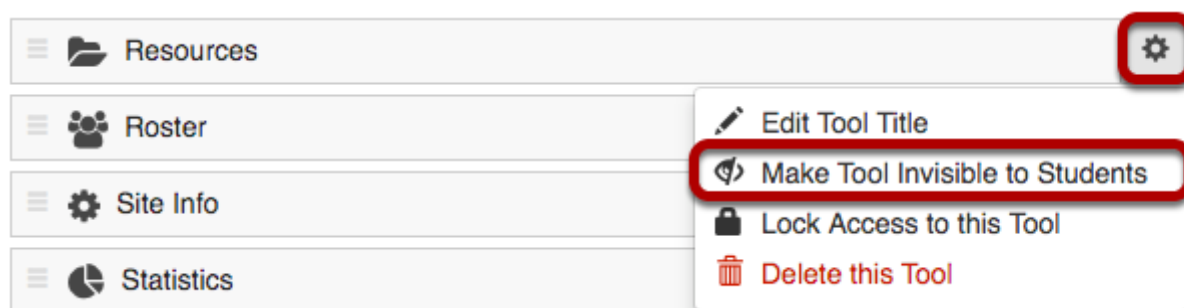
Click the gear icon to go to the tool settings. Then, select **Edit Tool Title** from the drop-down menu.

Type the new name for the tool.



In this example, the Sakai tool was renamed as Sakai Project Website. Click the green check mark to save your changes.

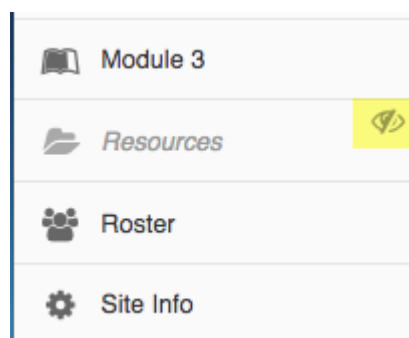
Hide a tool from students.



Hiding a tool from students allows them to access the tool from other areas of the site, but they do not see it listed in the Tool Menu.

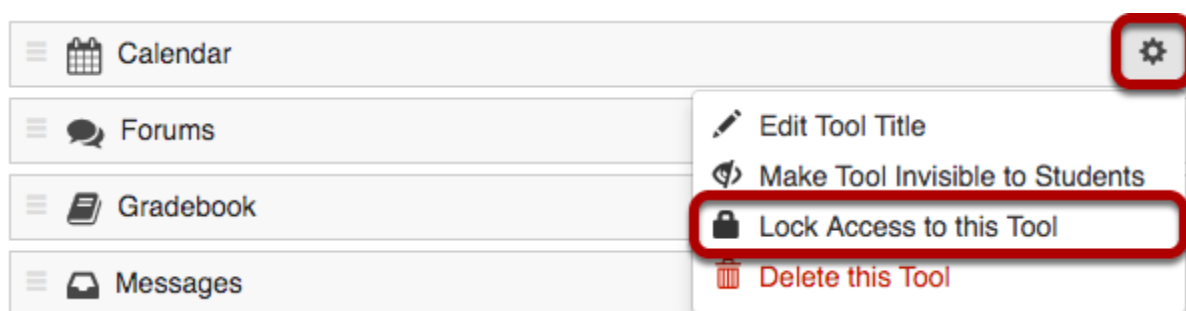
Click the gear icon to go to the tool settings. Then, select **Make Tool Invisible to Students** from the drop-down menu.

Invisible tools are indicated by a "hidden" icon in the menu.



In this example, the Resources tool is hidden from students. But instructors see the tool as gray and italicized with a "hidden" icon to the right of the tool.

Lock access to a tool.



Locking access to a tool disables it for student use. Students will not see it in the menu, and they also will not be able to access that tool from other areas of the site.

Click the gear icon to go to the tool settings. Then, select **Lock Access to this Tool** from the drop-down menu.

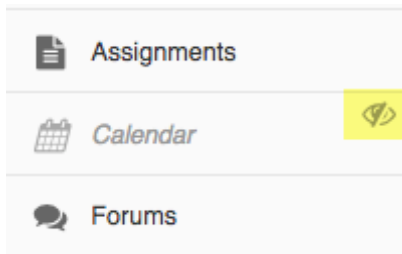
Note: Not all tools are lockable. If the tool cannot be locked, that option will not appear in the drop-down menu.

Locked tools are indicated by a "padlock" icon Tool Order list.



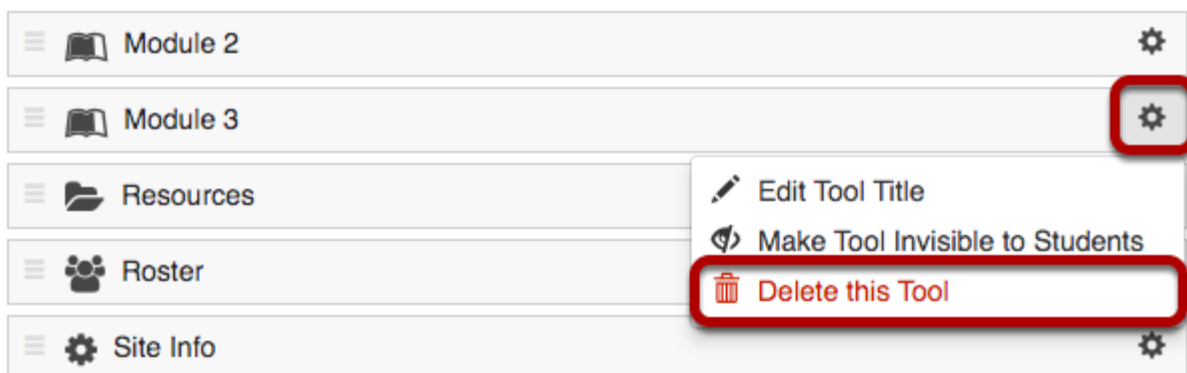
In this example, the Calendar tool is locked with a padlock icon to the right of the tool.

Locked tools are hidden by default in the site Tool Menu.



In this example, the Calendar tool is both hidden and locked. Instructors see the tool as gray and italicized with a "hidden" icon to the right of the tool, but students do not have access to the tool so they do not see it in the menu at all.

Delete a tool.

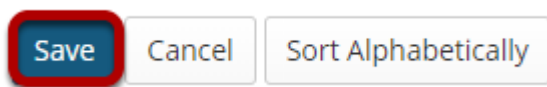


Deleting a tool has the same affect as removing a tool using the [Manage Tools](#) option in Site Info. It will remove the tool from the menu and deactivate it in the site, but it will not delete any content that exists within the tool.

Click the gear icon to go to the tool settings. Then, select **Delete this Tool** from the drop-down menu.

Note: Not all tools can be deleted. If the tool cannot be deleted, that option will not appear in the drop-down menu.

Save your work.



Once you have completed all of your changes, click the **Save** button at the bottom of the list.

Add Content to Your Course

What is the Resources tool?

The Resources tool allows instructors to share a wide variety of files with their students within a site. Individual users may also have Resources within their personal My Workspace area.

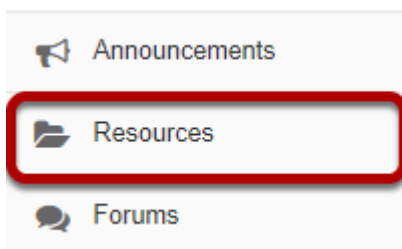
Instructors or site owners can upload files (for instance, word processing documents, spreadsheets, slide presentations, audio and videos), as well as create and post HTML (web) pages, simple text documents, library citations, and share links to useful web sites.

Instructors or site owners can organize these files and links into folders and subfolders making it easier for students to locate and access items. Folders and files in Resources can be moved or reordered within a site or copied from one site to another.

Files and folders can display contextual remarks, can be shown, hidden or viewable only during specific dates and times. Instructors can automatically notify site members by email that an item has been added to Resources.

Resources also allows users to upload multiple files using the [Drag and Drop](#) interface, or using the [WebDAV](#) protocol.

To access this tool, select Resources from the Tool Menu in your site.



Example of a Resources page.

All site files / Oceanogr OCN 101 Spring 2018 Resources

MoveCopyMove to TrashShowHide

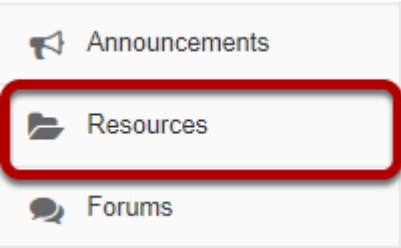
Display Columns

<input type="checkbox"/> Title		Site Root Folder	Created By	Modified	Size	
Oceanogr OCN 101 Spring 2018 Resources						
<input type="checkbox"/> Syllabus and Guidelines		Folder	Entire site	Kristine Instructor	Feb 15, 2018 8:51 am	1 item
<input type="checkbox"/> Oceanography_Syllabus.docx			Entire site	Kristine Instructor	Feb 15, 2018 8:52 am	11.3 KB
<input type="checkbox"/> Readings		Subfolder	Entire site	Kristine Instructor	Feb 15, 2018 8:51 am	2 items
<input type="checkbox"/> Unit 1			Entire site	Kristine Instructor	Feb 15, 2018 8:52 am	1 item
<input type="checkbox"/> class01.pdf		Content files	Entire site	Kristine Instructor	Feb 15, 2018 8:57 am	87.2 KB
<input type="checkbox"/> Unit 2		Item description	Entire site	Kristine Instructor	Feb 15, 2018 9:02 am	0 items
<input type="checkbox"/> Oceanography Websites			Entire site	Kristine Instructor	Feb 15, 2018 8:51 am	1 item
<input type="checkbox"/> Oceanography_Society.		Web Link	Entire site	Kristine Instructor	Feb 15, 2018 8:54 am	16 bytes
Copy Content from My Other Sites						

How do I navigate the Resources tool?

There are a number of controls and breadcrumbs that determine the display of the Resources tool, making it easier to maneuver about within the tool.

Go to Resources.



Select the **Resources** tool from the Tool Menu of your site.

Folder View

All site files ▾ / Oceanogr OCN 101 Spring 2018 Resources / Readings

MoveCopyMove to TrashShowHideDisplay Columns ▾

<input type="checkbox"/>	Title	Access	Created By	Modified	Size
	Readings				
<input type="checkbox"/>	class01.pdf	Entire site	Kristine Instructor	Feb 15, 2018 3:26 pm	87.2 KB
<input type="checkbox"/>	class02.pdf	Entire site	Kristine Instructor	Feb 15, 2018 3:16 pm	87.2 KB
<input type="checkbox"/>	class03.pdf	Entire site	Kristine Instructor	Feb 15, 2018 3:16 pm	87.2 KB

Clicking on the name of any folder will isolate the display to just the contents of that folder.

Breadcrumb Trails

Tool-Level Breadcrumb Trail

All site files ▾		Oceanogr OCN 101 Spring 2018 Resources		Readings	
Move	Copy	Move to Trash	Show	Hide	Display Columns ▾
	<input type="checkbox"/>	Title ▲	Access	Created By	Modified
	<input type="checkbox"/>	Readings	Actions ▾		
<input type="checkbox"/>		class01.pdf	Actions ▾	Entire site	Kristine Instructor
<input type="checkbox"/>		class02.pdf	Actions ▾	Entire site	Kristine Instructor
<input type="checkbox"/>		class03.pdf	Actions ▾	Entire site	Kristine Instructor
				Feb 15, 2018 3:26 pm	87.2 KB
				Feb 15, 2018 3:16 pm	87.2 KB
				Feb 15, 2018 3:16 pm	87.2 KB


When a folder or subfolder is isolated, a breadcrumb trail of links allows users to navigate the folders. Clicking the root folder will return the Resources display to the root level with all the folders closed.























Open / Close

	<input type="checkbox"/>	Title ▲	Access	Created By	Modified	Size
	<input type="checkbox"/>	Oceanogr OCN 101 Spring 2018 Resources	Actions ▾			
<input type="checkbox"/>		Student Resources	Actions ▾	Entire site	Kristine Instructor	0 items
<input type="checkbox"/>		Syllabus and Guidelines	Actions ▾	Public	Kristine Instructor	1 item
<input type="checkbox"/>		Readings	Actions ▾	Entire site	Kristine Instructor	3 items
<input type="checkbox"/>		class01.pdf	Actions ▾	Entire site	Kristine Instructor	87.2 KB
<input type="checkbox"/>		class02.pdf	Actions ▾	Entire site	Kristine Instructor	87.2 KB
<input type="checkbox"/>		class03.pdf	Actions ▾	Entire site	Kristine Instructor	87.2 KB
<input type="checkbox"/>		Oceanography Websites	Actions ▾	Entire site	Kristine Instructor	5 items
Copy Content from My Other Sites						

Folders with content will display a solid folder icon. Clicking a solid closed folder will open a folder, within the view of all of the folders. Clicking a solid open folder will close a folder.

Expand All / Collapse All



<input type="checkbox"/> Title ^	Access	Created By	Modified	Size
 Oceanogr OCN 101 Spring 2018 Resources 				
<input type="checkbox"/>  Student Resources 	Entire site	Kristine Instructor	Feb 16, 2018 4:40 pm	0 items
<input type="checkbox"/>  Syllabus and Guidelines 	Public	Kristine Instructor	Feb 15, 2018 4:20 pm	1 item
<input type="checkbox"/>  Syllabus.pdf 	Public	Kristine Instructor	Feb 15, 2018 3:35 pm	83.9 KB
<input type="checkbox"/>  Readings 	Entire site	Kristine Instructor	Feb 15, 2018 1:12 pm	3 items
<input type="checkbox"/>  class01.pdf 	Entire site	Kristine Instructor	Feb 15, 2018 3:26 pm	87.2 KB
<input type="checkbox"/>  class02.pdf 	Entire site	Kristine Instructor	Feb 15, 2018 3:16 pm	87.2 KB
<input type="checkbox"/>  class03.pdf 	Entire site	Kristine Instructor	Feb 15, 2018 3:16 pm	87.2 KB
<input type="checkbox"/>  Oceanography Websites 	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	2 items
<input type="checkbox"/>  Oceanography - Wikipedia 	Entire site	Kristine Instructor	Feb 15, 2018 11:01 am	1.1 KB
<input type="checkbox"/>  The Oceanography Society 	Entire site	Kristine Instructor	Feb 15, 2018 10:38 am	16 bytes
Copy Content from My Other Sites				

Clicking **Expand All** will open up and display the contents of all folders and subfolders. Clicking **Collapse All** will close all folders and subfolders.

Expand All / Collapse All is a toggle button. Clicking it once will expand the display; clicking it again will collapse the display.

Search

All site files

cl

Oceanogr OCN 101 Spring 2018

Readings

class01.pdf

class02.pdf

class03.pdf

Access

Created By

Modified

Size

Actions

Entire site

Kristine Instructor

Feb 16, 2018 4:40 pm

0 items

Actions

Public

Kristine Instructor

Feb 15, 2018 4:20 pm

1 item

Actions

Entire site

Kristine Instructor

Feb 15, 2018 1:12 pm

3 items

Actions

Entire site

Kristine Instructor

Feb 15, 2018 10:32 am

2 items

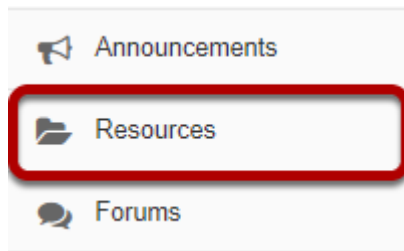
Faculty Guide

Page 94

Clicking **All Site Files** link will display a search field. Enter keywords to locate a specific file or files.

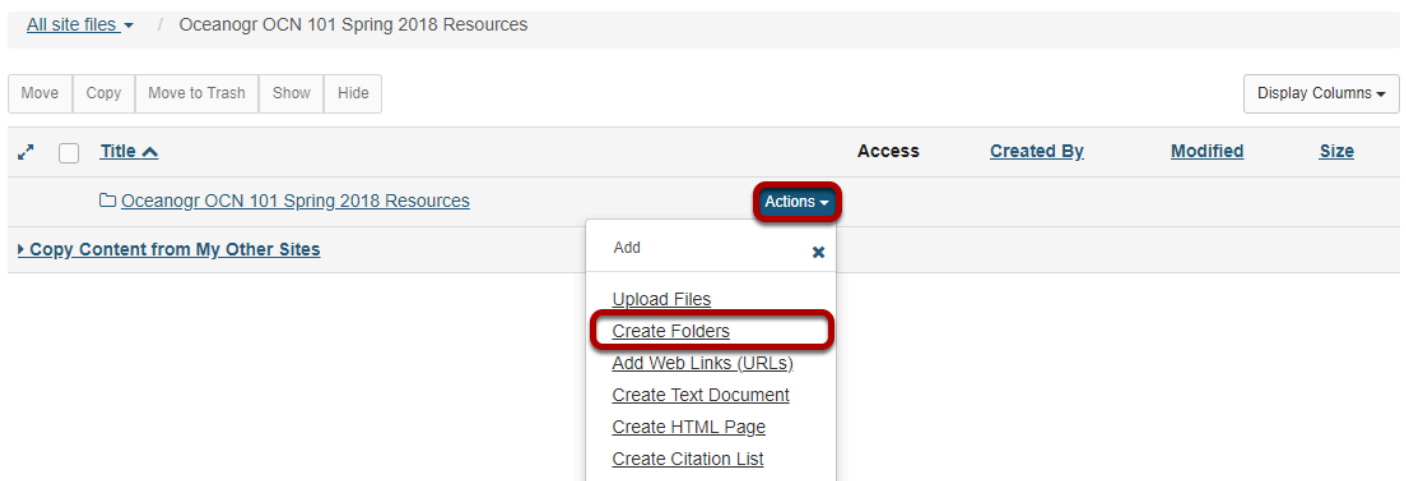
How do I create folders?

Go to Resources.



Select the **Resources** tool from the Tool Menu of your site.

Click Actions, then Create Folders.



To the right of the site's root folder, from the **Actions** drop-down menu, select **Create folders**. This displays the Create Folders page.

Enter the name of the folder.

Create Folders

Location: / Oceanogr OCN 101 Spring 2018

Create as many folders as you like! If you change your mind about needing one of your folders, click the 'X' icon beside it. Press the 'Create Folders Now' button when you have finished.

Folder Name

Syllabus and Guidelines

[Add details for this item](#)

[Add Another Folder](#)

Create Folders Now

Cancel

Add multiple folders. (Optional)

Create Folders

Location: / Oceanogr OCN 101 Spring 2018

Create as many folders as you like! If you change your mind about needing one of your folders, click the 'X' icon beside it. Press the 'Create Folders Now' button when you have finished.

Folder Name

Syllabus and Guidelines

[Add details for this item](#) ✕

Folder Name

Reading

[Add details for this item](#) ✕

Folder Name

Oceanography Websites

[Add details for this item](#) ✕

Add Another Folder

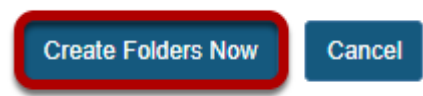
Create Folders Now

Cancel

If you would like to create multiple folders, click **Add another folder**.

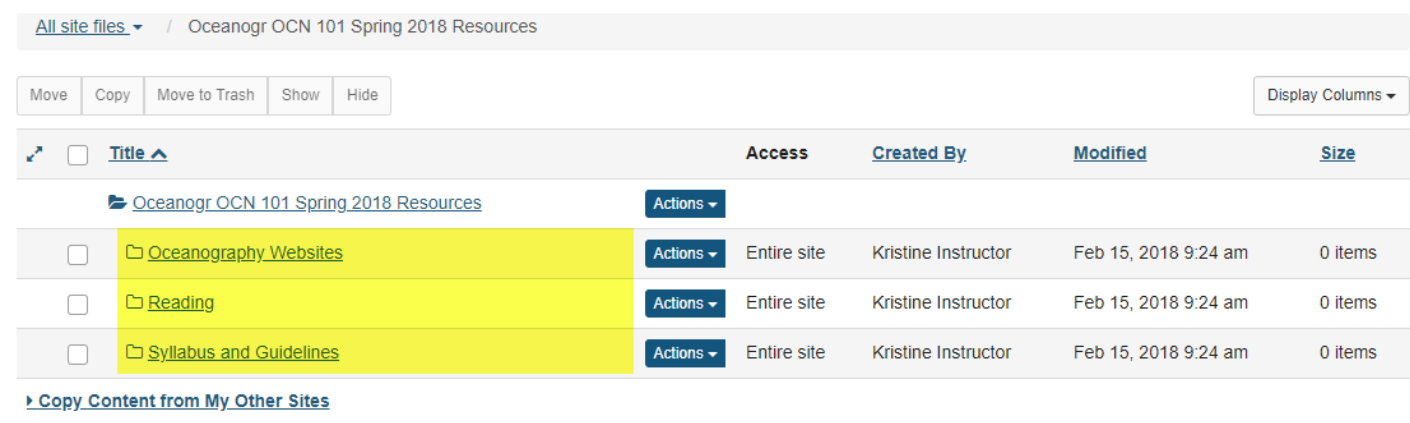
Note: You can add as many folders as you want by clicking "Add another folder".

Click Create Folders Now.



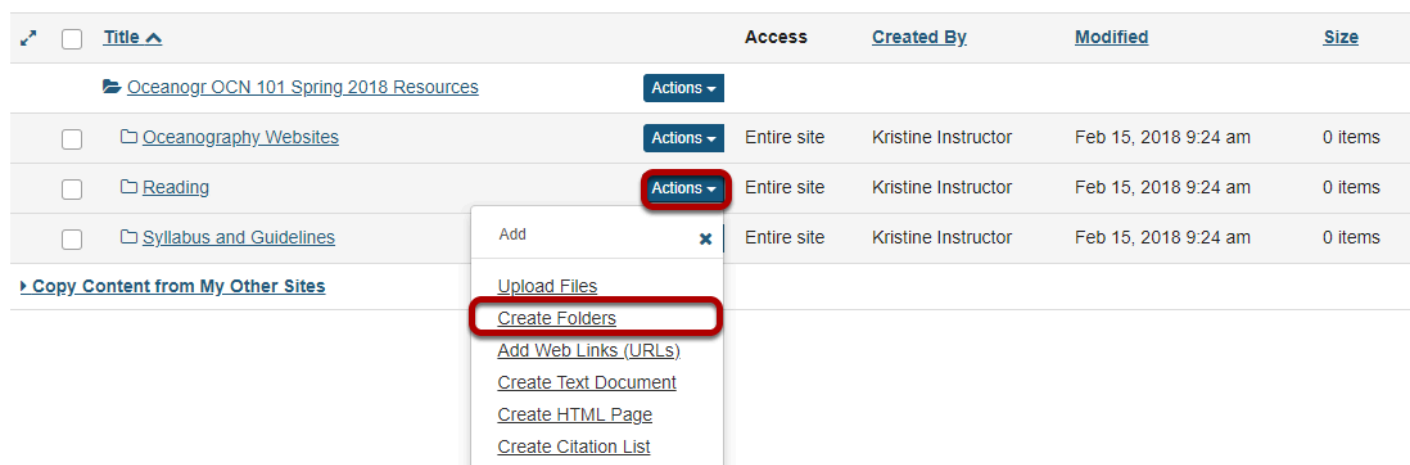
To create the folder(s) in Resources, click **Create Folders Now**.
This returns the display to the Resources page with the newly created folder(s) displayed.

View folders in Resources.



Notice that the folders are displayed slightly indented to the root folder.

Create subfolders. (Optional)



To create a subfolder within a folder, from the **Actions** drop-down menu, select **Create Folders** to the right of the parent folder.

This displays the Create Folders page.

Enter a title for the subfolder.

Create Folders

Location: / Oceanogr OCN 101 Spring 2018 / Reading

Create as many folders as you like! If you change your mind about needing one of your folders, click the 'X' icon beside it. Press the 'Create Folders Now' button when you have finished.

Folder Name

Unit 1

[Add details for this item](#)

[Add Another Folder](#)

Create Folders Now

Cancel

Create multiple subfolders. (Optional)

Create Folders

Location: / Oceanogr OCN 101 Spring 2018 / Reading

Create as many folders as you like! If you change your mind about needing one of your folders, click the 'X' icon beside it. Press the 'Create Folders Now' button when you have finished.

Folder Name

Unit 1

[Add details for this item](#)

[Add Another Folder](#)

Create Folders Now

Cancel

If you would like to create multiple subfolders, click **Add Another Folder**.

Note: You can add as many subfolders of a folder as you want by clicking "Add Another Folder".

Click Create Folders Now.

Create Folders

Location: / Oceanogr OCN 101 Spring 2018 / Reading

Create as many folders as you like! If you change your mind about needing one of your folders, click the 'X' icon beside it. Press the 'Create Folders Now' button when you have finished.

Folder NameUnit 1Add details for this item X

Folder NameUnit 2Add details for this item X

[Add Another Folder](#)

Create Folders Now

Cancel

To create the subfolder(s) in Resources, click **Create Folders Now**.

















This returns the display to the Resources page with the newly subfolder(s) displayed within the main folder.

View subfolders in Resources.

<input type="checkbox"/> Title ^	Access	Created By	Modified	Size	
Oceanogr OCN 101 Spring 2018 Resources	Actions				
<input type="checkbox"/> Oceanography Websites	Actions	Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	0 items
<input type="checkbox"/> Reading	Actions	Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	2 items
<input type="checkbox"/> Syllabus and Guidelines	Actions	Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	0 items
Copy Content from My Other Sites					

Once a folder contains subfolders, the icon will appear as a solid folder.

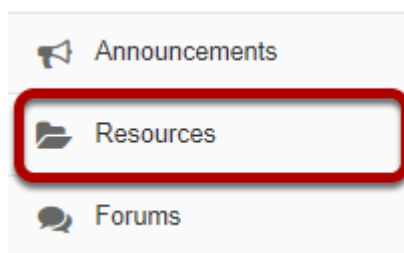
View contents of subfolder.

 <input type="checkbox"/> Title 	Access	Created By	Modified	Size	
 Oceanogr OCN 101 Spring 2018 Resources	Actions 				
<input type="checkbox"/>  Oceanography Websites	Actions 	Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	0 items
<input type="checkbox"/>  Reading	Actions 	Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	2 items
<input type="checkbox"/>  Unit 1	Actions 	Entire site	Kristine Instructor	Feb 15, 2018 9:27 am	1 item
<input type="checkbox"/>  class01.pdf	Actions 	Entire site	Kristine Instructor	Feb 15, 2018 9:29 am	87.2 KB
<input type="checkbox"/>  Unit 2	Actions 	Entire site	Kristine Instructor	Feb 15, 2018 9:27 am	0 items
<input type="checkbox"/>  Syllabus and Guidelines	Actions 	Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	0 items
▶ Copy Content from My Other Sites					

Click the solid folder icon to view the folder contents. Notice that the subfolders are displayed slightly indented to the parent folder.

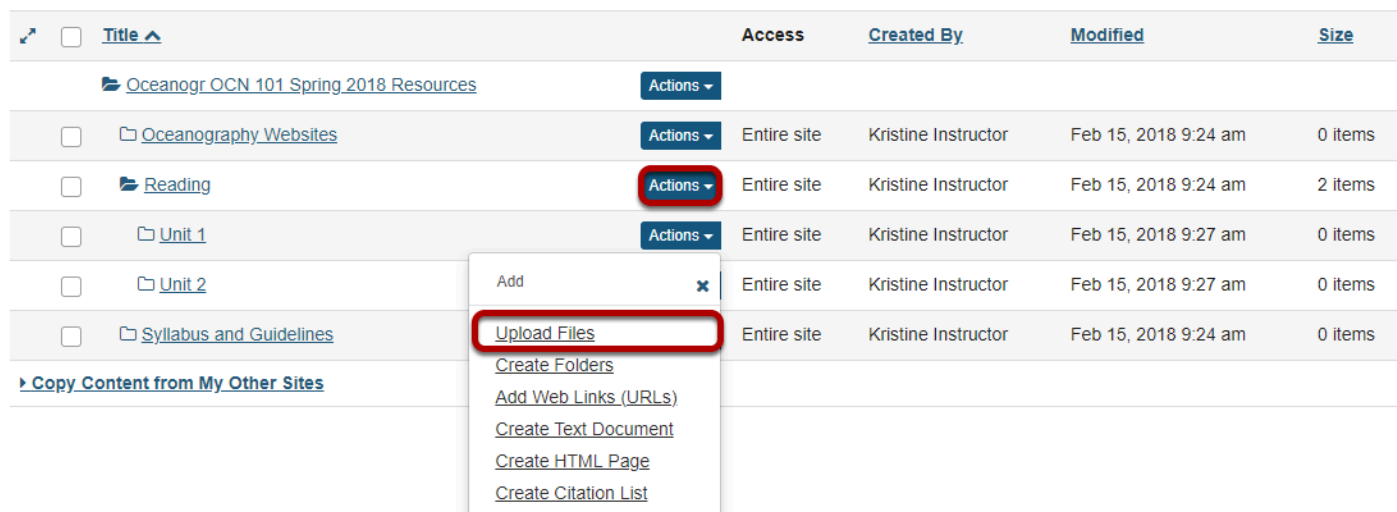
How do I upload files to Resources?

Go to Resources.



Select the **Resources** tool from the Tool Menu of your site.

Click Actions, then Upload Files.




To the right of the folder to which you want to add files, click the **Actions** dropdown menu and select **Upload Files**.

If you have not created any folders yet, use the site's root folder (bearing the name of the site) to add files.

Drag and drop files from your computer.

Upload Files

Location: / Oceanogr OCN 101 Spring 2018 / Reading / Unit 1



Drop files to upload, or click here to browse.

Drag and drop files from your desktop into the box above.

Files can be uploaded individually or in ZIP archives. Expand ZIPs after uploading via the file's Action menu. Click Continue when ready to complete the upload. Note that you cannot upload more than 50 MB of material at once.

Copyright: It is your personal responsibility to verify that you have permission from the copyright holder to upload the file(s) to this website. Text, graphics and other media files may all be subject to copyright control even if your site is restricted to site members.

Drag files from your computer and drop them in box **Drop files to upload, or click here to browse.**

This will display thumbnails of the files that will be uploaded.

Or, browse your computer for files.

Upload Files

Location: / Oceanogr OCN 101 Spring 2018 / Reading / Unit 1

Drop files to upload, or click here to browse.

Drag and drop files from your desktop into the box above.

Files can be uploaded individually or in ZIP archives. Expand ZIPs after uploading via the file's Action menu. Click Continue when ready to complete the upload. Note that you cannot upload more than 50 MB of material at once.

Copyright: It is your personal responsibility to verify that you have permission from the copyright holder to upload the file(s) to this website. Text, graphics and other media files may all be subject to copyright control even if your site is restricted to site members.

Click the **Drop files to upload, or click here to browse** button.

This will open your computer's **File Upload** window where you can browse for and select the file.

Click Continue.

Upload Files

Location: / Oceanogr OCN 101 Spring 2018 / Reading / Unit 1

89.3 KB

class01.pdf

Remove file

89.3 KB

class02.pdf

Remove file

Drag and drop files from your desktop into the box above.

Files can be uploaded individually or in ZIP archives. Expand ZIPs after uploading via the file's Action menu. Click Continue when ready to complete the upload. Note that you cannot upload more than 50 MB of material at once.

Copyright: It is your personal responsibility to verify that you have permission from the copyright holder to upload the file(s) to this website. Text, graphics and other media files may all be subject to copyright control even if your site is restricted to site members.

Versioning

Uploaded items should

Create new version

Overwrite existing files

Availability

Uploaded items should be

Visible

Hidden

Email Notification











None - No notification

Continue

Cancel

This uploads the files.

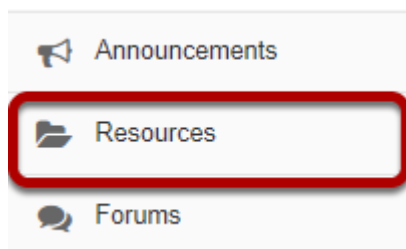
View files in Resources.

 <input type="checkbox"/>	Title 	Access	Created By	Modified	Size
	 Oceanogr OCN 101 Spring 2018 Resources	<div>Actions</div>			
<input type="checkbox"/>	 Oceanography Websites	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	0 items
<input type="checkbox"/>	 Reading	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	2 items
<input type="checkbox"/>	 Unit 1	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:27 am	2 items
<input type="checkbox"/>	 class01.pdf	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:38 am	87.2 KB
<input type="checkbox"/>	 class02.pdf	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:38 am	87.2 KB
<input type="checkbox"/>	 Unit 2	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:27 am	0 items
<input type="checkbox"/>	 Syllabus and Guidelines	<div>Actions</div> Entire site	Kristine Instructor	Feb 15, 2018 9:24 am	0 items
Copy Content from My Other Sites					

The files are now located inside the selected Resources folder.

How do I move a file or folder within Resources in the same site?

Go to Resources.



Select the **Resources** tool from the Tool Menu of your site.

Select one or more items, then click Move.













Move Copy Move to Trash Show Hide Display Columns ▼

<input type="checkbox"/>	Title ▼	Access	Created By	Modified	Size	
	Oceanogr OCN 101 Spring 2018 Resources	Actions ▼				
<input checked="" type="checkbox"/>	class03.pdf	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input checked="" type="checkbox"/>	class02.pdf	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input checked="" type="checkbox"/>	class01.pdf	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	Syllabus and Guidelines	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	1 item
<input type="checkbox"/>	Readings	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	0 items
<input type="checkbox"/>	Oceanography Websites	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	5 items
▶ Copy Content from My Other Sites						

Check the boxes to the left of the files or folders you want to move, then click **Move**.









*Note: Alternately, if you are only moving one item, you may select **Move** from the item **Actions** menu instead.*

Click the clipboard icon (paste moved items here).

	<input type="checkbox"/> Title ▾		Access	Created By	Modified	Size
	 Oceanogr OCN 101 Spring 2018 Resources	 Actions ▾				
<input type="checkbox"/>	 class03.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 class02.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 class01.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 Syllabus and Guidelines	 Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	1 item
<input type="checkbox"/>	 Readings	 Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	0 items
<input type="checkbox"/>	 Oceanography Websites	 Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	5 items
▶ Copy Content from My Other Sites						

To the right of the destination folder where you want to place the files or folders to, click the clipboard icon.

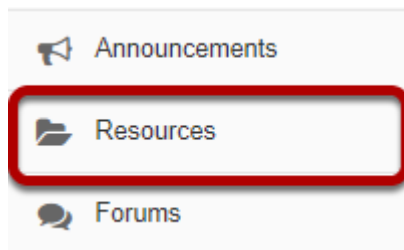
View moved files in new location.

	<input type="checkbox"/> Title ▾		Access	Created By	Modified	Size
	 Oceanogr OCN 101 Spring 2018 Resources	Actions ▾				
<input type="checkbox"/>	 Syllabus and Guidelines	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	1 item
<input type="checkbox"/>	 Readings	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	3 items
<input type="checkbox"/>	 class03.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 class02.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 class01.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 Oceanography Websites	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	5 items
▶ Copy Content from My Other Sites						

This returns the display to the Resources page with the files or folders now moved to the destination folder.

How do I copy a file or folder within Resources in the same site?

Go to Resources.



Select the **Resources** tool from the Tool Menu of your site.

Select one or more items, and then select Copy.













Move **Copy** Move to Trash Show Hide Display Columns ▾

<input type="checkbox"/>	Title ▾		Access	Created By	Modified	Size
	Oceanogr OCN 101 Spring 2018 Resources	Actions ▾				
<input type="checkbox"/>	Syllabus and Guidelines	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	1 item
<input type="checkbox"/>	Readings	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	3 items
<input checked="" type="checkbox"/>	class03.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input checked="" type="checkbox"/>	class02.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input checked="" type="checkbox"/>	class01.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	Oceanography Websites	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	5 items
Copy Content from My Other Sites						

Check the box next to the item or items you want to copy, and then select Copy at the top of the Resources listing.

*Note: Alternately, if you are copying a single item, you may select **Copy** from the item **Actions** menu instead.*




Click the clipboard icon.

 <input type="checkbox"/>	Title ▾		Access	Created By	Modified	Size
	 Oceanogr OCN 101 Spring 2018 Resources	 Actions ▾				
<input type="checkbox"/>	 Syllabus and Guidelines	 Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	1 item
<input type="checkbox"/>	 Readings	 Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	3 items
<input type="checkbox"/>	 class03.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 class02.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 class01.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>	 Oceanography Websites	 Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	5 items
Copy Content from My Other Sites						

Click the clipboard icon to the right of the folder where you want place the copied item/s.

*Note: If you prefer, you may select **Paste copied items** from the destination folder **Actions** menu instead.*

View copied item(s).

 <input type="checkbox"/>	Title ▾		Access	Created By	Modified	Size
	 Oceanogr OCN 101 Spring 2018 Resources	Actions ▾				
<input type="checkbox"/>	 class03.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 12:40 pm	87.2 KB
<input type="checkbox"/>	 class02.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 12:40 pm	87.2 KB
<input type="checkbox"/>	 class01.pdf	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 12:40 pm	87.2 KB
<input type="checkbox"/>	 Syllabus and Guidelines	Actions ▾	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	1 item

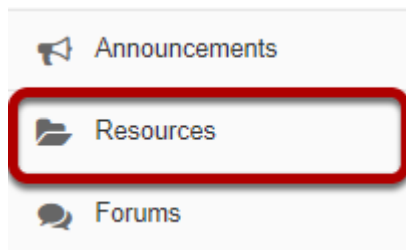
This returns the display to the Resources page with a copy of the files or folders in the new location.

How do I reorder files or folders within Resources?

Anyone with access to view Resources sees the reordered items in the desired order. If an instructor wants students to go directly to Resources to locate content items, this feature allows the items to be placed in a specific order. Or, if you have used the [Make a Web Content Link](#) option to place a Resources folder into the Tool Menu, the reorder feature controls the placement of items on that page as viewed by site participants.

The process is the same for reordering both files and folders. However, items must be within the same parent folder in order to be reordered at one time.

Go to Resources.



Select the **Resources** tool from the Tool Menu of your site.

Click Actions, then Reorder.

Title

Access

Created By

Modified

Size

Oceanogr OCN 101 Spring 2018 Resources

Actions

Syllabus and Guidelines

Actions

Readings

Actions

class03.pdf

class02.pdf

class01.pdf

Oceanography Websites

Copy Content from My Other Sites

Add

Upload Files

Create Folders

Add Web Links (URLs)

Create Text Document

Create HTML Page

Create Citation List

Actions

Copy

Edit Details

Reorder

Compress to ZIP Archive

Move

Move to Trash

Edit Folder Permissions

Make Web Content Link

Entire site

Kristine Instructor

Feb 15, 2018 10:32 am

4 items

Entire site

Kristine Instructor

Feb 15, 2018 10:32 am

3 items

Entire site

Kristine Instructor

Feb 15, 2018 11:46 am

87.2 KB

Entire site

Kristine Instructor

Feb 15, 2018 11:46 am

87.2 KB

Entire site

Kristine Instructor

Feb 15, 2018 11:46 am

87.2 KB

Entire site

Kristine Instructor

Feb 15, 2018 10:32 am

5 items

In the parent folder, from the **Actions** drop-down menu, select **Reorder**.
This displays the Reordering page.

Reorder items and Save.

Reordering: Oceanogr OCN 101 Spring 2018 Resources

To reorder, drag and drop list items or use the keyboard to focus on the item then use U or D keys. Changes will take effect upon 'Save'.

Undo last

Undo all

class01.pdf

Kristine Instructor

2/15/18

class03.pdf

Kristine Instructor

2/15/18

Save









Cancel

Click and drag the items into the desired order, then click **Save**.

Faculty Guide

Page 110

View reordered items.

 <input type="checkbox"/> Title ▼		Access	Created By	Modified	Size
 Oceanogr OCN 101 Spring 2018 Resources	Actions ▼				
<input type="checkbox"/>  Syllabus and Guidelines	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	4 items
<input type="checkbox"/>  Readings	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 1:12 pm	3 items
<input type="checkbox"/>  class01.pdf	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>  class02.pdf	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>  class03.pdf	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 11:46 am	87.2 KB
<input type="checkbox"/>  Oceanography Websites	Actions ▼	Entire site	Kristine Instructor	Feb 15, 2018 10:32 am	5 items
▶ Copy Content from My Other Sites					

Communicate With Your Students

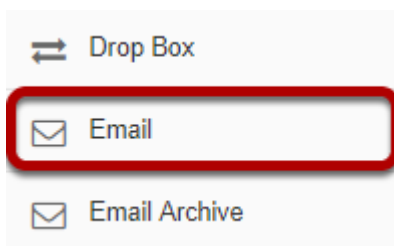
What is the Email tool?

The Email tool allows user to send an email message to site participants by role, section, or group, and also provides a field for specifying non-site participant email addresses.

The Email tool works using the sender's external email address, which is specified in the user's [account details](#). Typically, this email address is the user's institutional email.

Note: The Email tool can work in conjunction with the [Email Archive](#) tool to post email messages to the course archive.

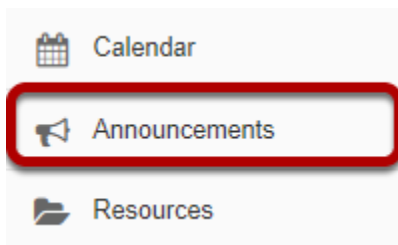
To access this tool, select the Email tool from the Tool Menu of your site.



What is the Announcements tool?

The Announcements tool allows for the delivery of messages to the entire class, to groups, or to specific sections within the class. Participants will see the Announcement message displayed in the Announcements area of their Home area, as well as within the course itself. These messages can be set to show immediately, or to show during specific dates. Email notifications can be sent to alert participants of the Announcement message.

To access this tool, select Announcements from the Tool Menu in your site.



What is the Chat Room tool?

The Chat Room is a real-time, text-only chat tool within a site. The Chat Room tool can be used for synchronous, unstructured conversations among site participants who are logged into the site at the same time. Only participants enrolled in the same site may chat using the Chat Room.

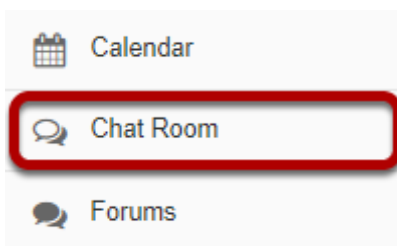
The Chat Room tool supports multiple rooms and the default room can be set by the site owner. For example, instructors may choose to create an "Online Office Hours" chat room for student questions and answers. Chat rooms for student groups can also be set up as a space to collaborate among group members across distances.

The Chat Room tool alerts users to other participants who have entered the same chat room. This way, users know who is available to talk.

Site owners can specify how many chat messages are archived and for how long, or they can allow participants to configure their own archive settings.

The Chat Room tool does not provide a way to chat privately. By default, all messages are visible to all participants.

To access this tool, select Chat Room from the Tool Menu in your site.



Set Up a Discussion Forum

What is the Forums tool?

The Forums tool allows instructors or site leaders to create an unlimited number of discussion forums, and is integrated closely with other tools such as Resources and Gradebook.

A **Forum** is a mandatory category or grouping for topics. **Topics**, which are created within forums, are where participants can post conversations. A **Conversation** is the thread of messages in which participants post their contributions. A conversation can be created by instructors or students inside of a topic.

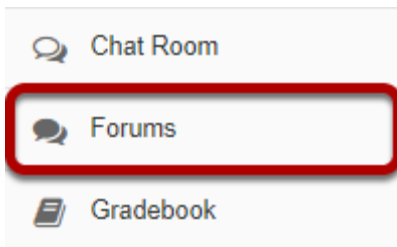
Some the features in the Forums tool include:

- **Grading:** Interactions can be assigned a point value and sent to the gradebook with comments.
- **Availability dates:** Forums and topics can be released according to specified dates.
- **Moderation:** Instructors can choose to moderate messages posted to topics.
- **Counts of unread posts at a glance:** On your site's Home or Overview page, you can see how many unread messages or posts you have in both Messages and Forums. From Home, you can see these totals for all sites in which you are enrolled.
- **Email notifications:** Site members can elect to receive no email notification, notification for all new postings in a site, or notification for responses to conversations they've posted in. The default is to receive notifications about new postings in conversations to which you have contributed.
- **Statistics:** Forum statistics are available for site owners to determine the participation level of individual participants. You can also read all of a particular participant's posts using this feature.
- **Post before reading option:** The site owner (or another participant with the appropriate role) can enable participants to submit their posts to a topic before they have permission to read the responses of others.
- **Group awareness:** Site leaders can change forum and topic settings in combination with predefined groups to allow or deny access to specific discussions per group.
- **Direct link to individual messages:** Site leaders can copy a direct link to individual messages to use elsewhere.
- **Composing messages:** A [rich-text editor](#) allows rich text, plain text, and HTML editing. You can add attachments to any message by linking to files or web links in Resources.
- **Quoted text:** Use the Insert Original Text option to insert the previous post into your response.

- **Email the author of a message:** Site leaders can directly email the author of a posting from within the Forums tool.

Note: A forum with the name of the site and a topic titled "General Discussion" are created by default.

To access this tool, select Forums from the Tool Menu in your site.



How do I create a new forum?

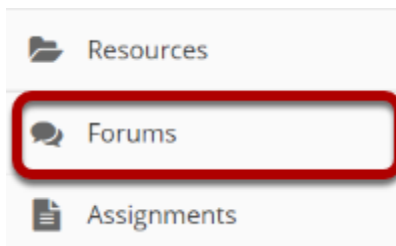
The **Forum** tool is organized by **Forums**, **Topics**, and **Conversations**.

- A **Forum** is a mandatory category or grouping for topics. There may be more than one Forum in the course or project site.
- **Topics** are required within Forums in order for site participants to be able to post, read, and reply to messages.
- **Conversations** are messages or threads of discussion posted within a Topic.

This article covers the process for create a new Forum.

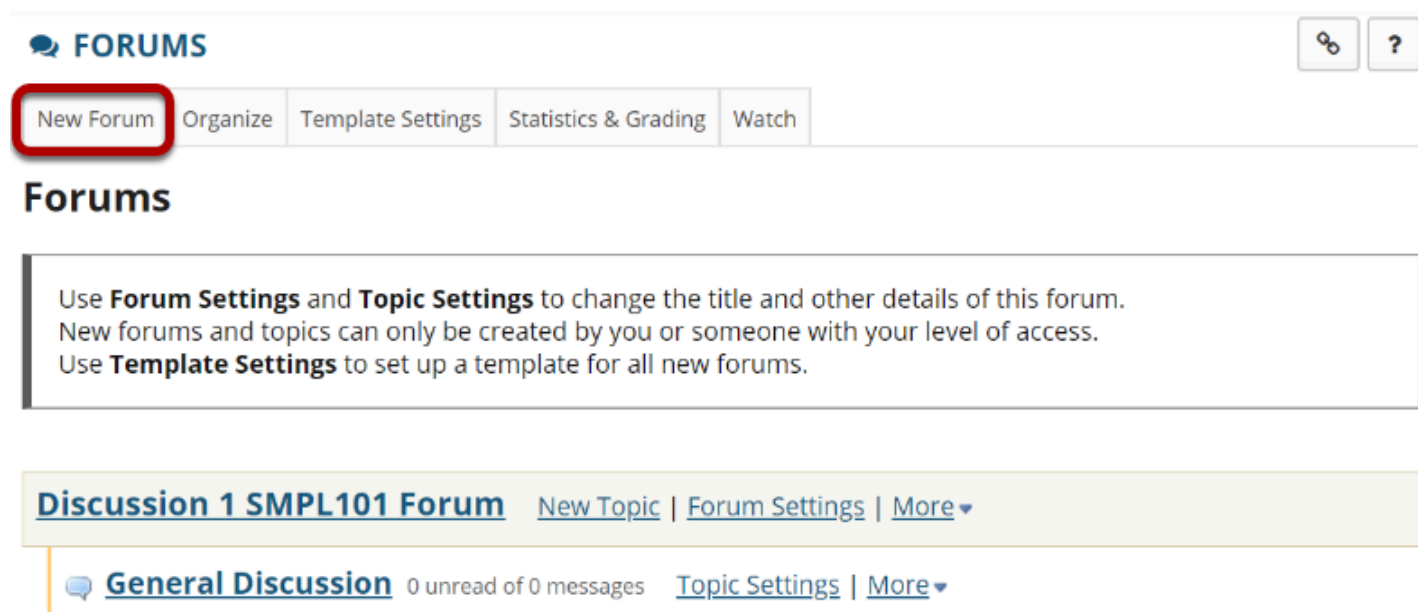
Forums are useful for grouping several similar topics together, such as graded discussions, or group topics. They can also be used to specify the default topic settings for all topics within the forum. All new topics will inherit the forum settings by default.

Go to Forums.



Select the **Forums** tool from the Tool Menu.

Click New Forum.



FORUMS

[New Forum](#) [Organize](#) [Template Settings](#) [Statistics & Grading](#) [Watch](#)

Forums

Use **Forum Settings** and **Topic Settings** to change the title and other details of this forum. New forums and topics can only be created by you or someone with your level of access. Use **Template Settings** to set up a template for all new forums.

[Discussion 1 SMPL101 Forum](#) [New Topic](#) | [Forum Settings](#) | [More](#)▼

[General Discussion](#) 0 unread of 0 messages [Topic Settings](#) | [More](#)▼

By default, new sites are populated with a single forum titled after the name of the site, and containing one topic for General Discussion. The default forum and topic may be edited for posting messages, add more topics to the existing forum, or add a new forum.

Click **New Forum** to add a new forum.

Title the Forum



FORUMS

Forum Settings

Required items marked with *

* Forum Title

Case Studies

Forum titles are required. Name the forum a title to easily identify the types of topics expected within it. Remember that users post messages within topics, not forums. Forums are a grouping or classification of topics.

Enter a short description

Short Description (255 characters max)

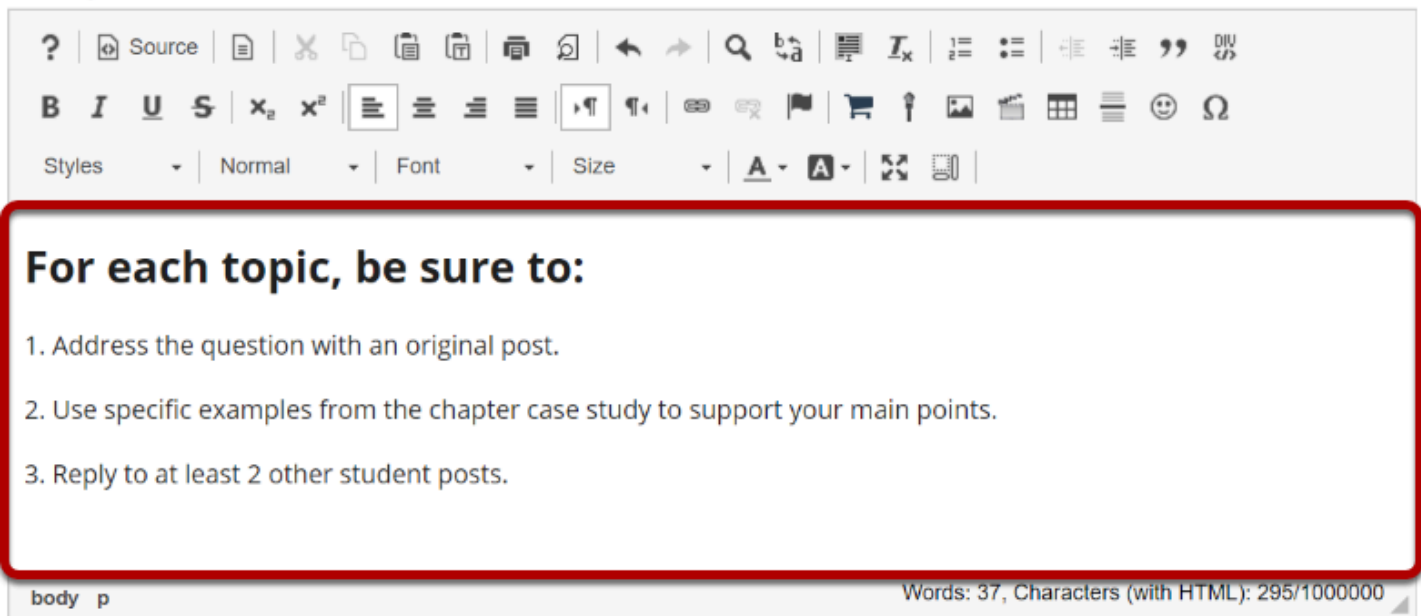
182 chars remain

Use this area to discuss case studies from each chapter of your textbook.

If desired, enter a description into the text box provided. The **Short Description** field only allows a maximum of 255 characters and does not allow formatting of text. This information is displayed to the user when they view the Forum tool.

Enter a detailed description.

Description



For each topic, be sure to:

1. Address the question with an original post.
2. Use specific examples from the chapter case study to support your main points.
3. Reply to at least 2 other student posts.

body p Words: 37, Characters (with HTML): 295/1000000

To provide more detailed instructions about the items in this forum, use the **Description** area to enter the information. This area includes the [Rich Text Editor](#) and allows for more advanced formatting options.

Add attachments. (Optional)

Attachments

No attachments yet

Add attachments

Optionally, you may attach files to the forum. Click the **Add attachments** button to browse for and select a file.

View attachments

Attachments

Title		Size	Type
Discussion_Rubric.pdf	Remove	181037	application/pdf

Add more attachments

After a file is attached, the file name, file size, and file format will be displayed.

Select forum posting options.

Forum Posting

☐ Lock forum (disable forum postings)

☐ Moderate topics in forum

☐ Require users to post before reading

There are several forum posting options from which to choose. Remember, any settings selected here will apply to all of the topics within this forum by default. (However, these may be overridden the settings on an individual topic if desired.)

- **Lock forum:** This option locks the forum so users can no longer post messages. However, they can continue to read existing messages.

- **Moderate topics in forum:** This option means all messages posted within topics in this forum, must be approved by the instructor before other students can see them.
- **Require users to post before reading:** Selecting this option requires users to post their own response first, before they can view other messages posted previously. This is a good option to select if the Instructor wishes students to respond to a discussion prompt before seeing other student responses.

Select availability.

Availability

- ☒ Show immediately
- ☐ Specify dates to open (show) and/or close (hide)

The default option is to **Show Immediately**, or choose to **Specify dates to open (show) and/or close (hide)**.

Tip: Setting open and close dates at the forum level can be tricky because individual topics may also have specified dates. However, the forum must be visible in order for the topics within the forum to be available to students. Typically, instructors set open/close dates at the topic level only.

Select Read Options

Mark All Messages in Conversations Read



Automatically mark all messages in a conversation as read

The default option is unchecked, allowing the user mark each post as read after reading. Selecting this option will mark all messages within a conversation, or thread, as read.

Specify Gradebook item

Grading

Gradebook
item:

Select a Gradebook item ▼

This will be the default in this forum's topics. [\(More?\)](#)

When grading forum posts, select a specific gradebook item for the grades to be included in the Gradebook calculations.

Note: You must first create the gradebook item in Gradebook tool before you can select it to be associated with a forum or topic.

Tip: Similar to open/close dates, associating with the Gradebook at the forum level is not always ideal because individual topics may also be graded. Faculty may prefer to grade discussions at the topic level.

Permissions

In most cases, the default forum permissions are appropriate. By default, instructors are forum **Owners**, and all other site participants are **Contributors**. The forum owner may add and delete topics, modify permissions, edit the forum and topic descriptions, etc. Contributors may only read, post and reply to messages.

To modify the default permissions, click **Customize** to expand the permission settings.

Modifying Permissions

Role	Permission Level	Customize
Instructor	Owner	Customize
Student	Contributor	Customize
Teaching Assistant	Contributor	Customize

☐ New Forum

☐ New Topic

☒ New Conversation

☒ Reply

☐ Post to Gradebook

☐ Change Settings

☒ Read

☒ Mark as Read

☐ Moderate Messages

☐ Identify Anonymous Authors

Edit Messages

☒ None

☐ Own

☐ All

Delete Messages

☒ None

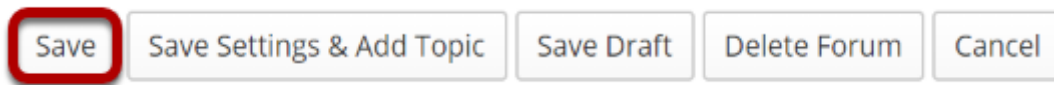
☐ Own

☐ All

1. Select the drop-down menu next to each role/group to choose one of the pre-configured options (i.e. Author, Contributor, None, Non-editing Author, Owner, Reviewer, Custom).
2. Forum permissions may be customized for different user roles, or for groups within the class. Click **Customize** to further expand the options for a particular role and define more granular custom permissions.

Note: Groups must already exist in order for group role permissions to display.

Click Save.



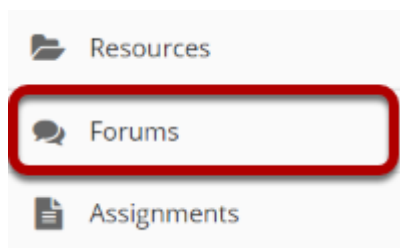
Once completed, scroll to the bottom of the page and select the **Save** button. (Alternately, if you would like to go directly to the screen to begin adding a new topic to the forum you just created, you may select **Save Settings & Add Topic** instead.)

Note: All forums need at least one topic in order to be active.

How do I add a new topic?

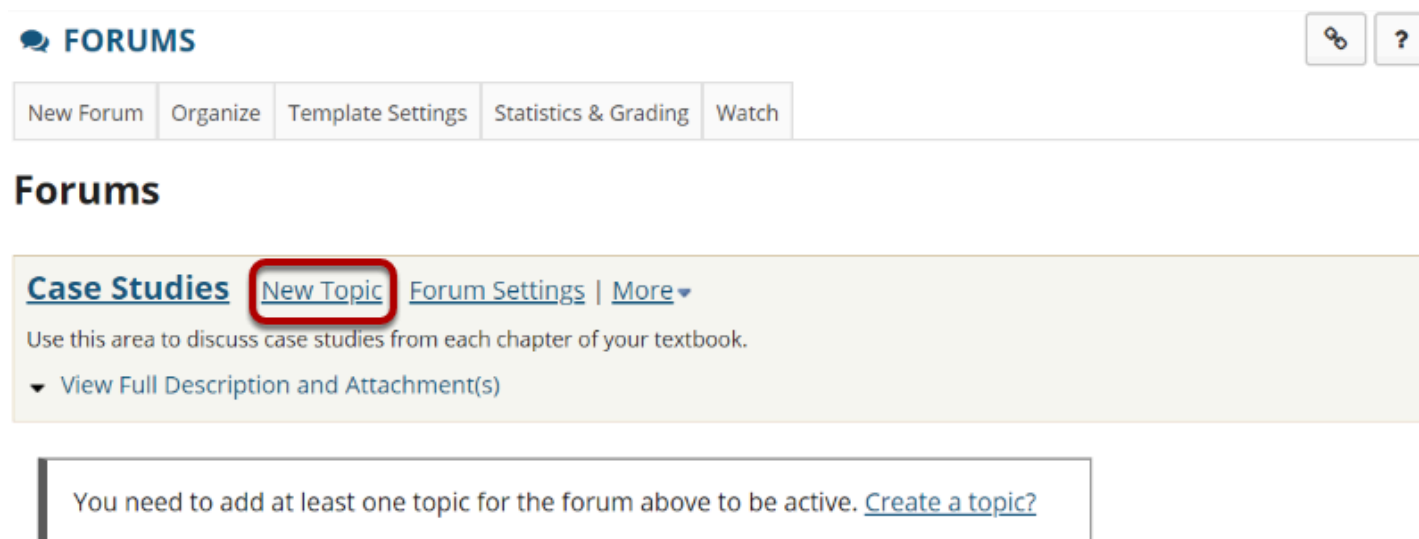
A **Forum** must contain a **Topic** for users to create a post. (See also [How do I create a new Forum?](#))

Go to Forums.



Select the **Forums** tool from Tool Menu in your site.

Select New Topic.



Create a topic title.

* Topic Title

Chapter 1 Case Study

Topic titles are required for every topic.

Create a short description.

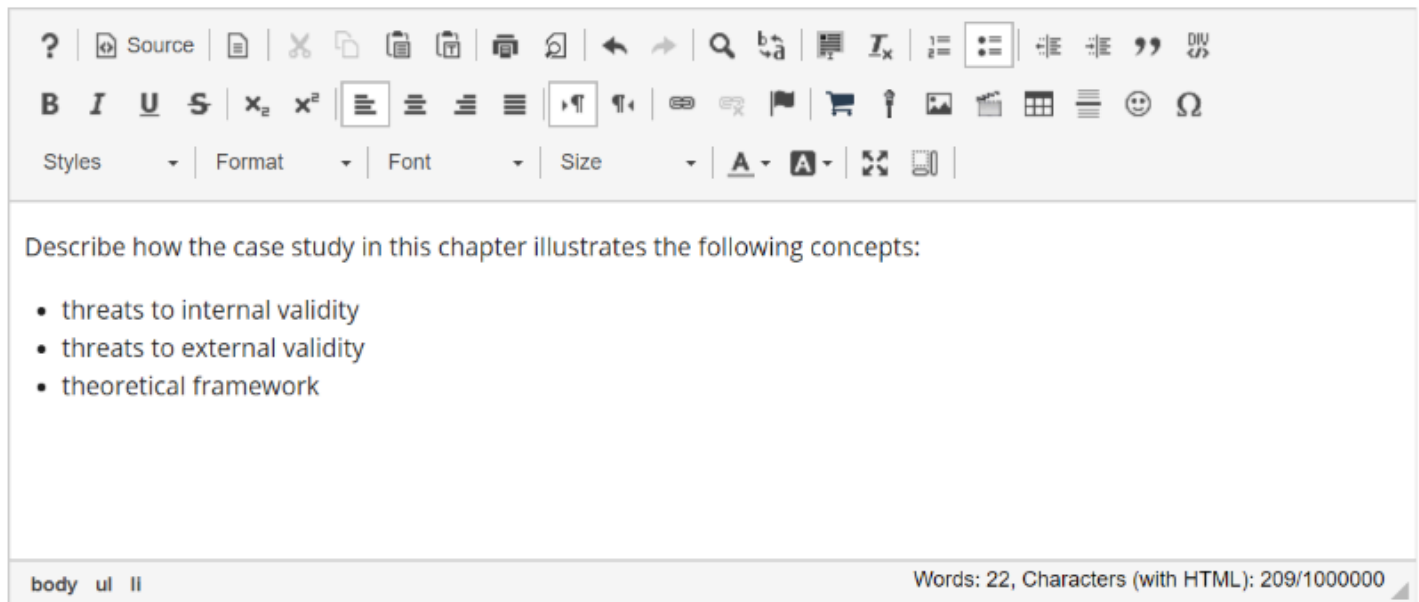
Short Description (255 characters max) 210 chars remain

Please discuss the case study from chapter 1.

Be aware that this short description only allows a maximum of 255 characters.

Create a detailed description.

Description



The screenshot shows a Rich Text Editor (RTE) interface. At the top, there is a toolbar with various icons for text formatting (bold, italic, underline, strikethrough), alignment (left, center, right, justified), indentation, bulleted and numbered lists, link and unlink, insert (table, image, video, etc.), and undo/redo. Below the toolbar, the main text area contains the prompt: "Describe how the case study in this chapter illustrates the following concepts:". Below this prompt is a bulleted list with three items: "threats to internal validity", "threats to external validity", and "theoretical framework". At the bottom of the editor, there is a status bar showing "body ul li" on the left and "Words: 22, Characters (with HTML): 209/1000000" on the right.

This description box allows the use of [Rich Text Editor](#).

Add attachments.

Attachments

No attachments yet

Add attachments

Additionally, file attachments to the forum. Click the **Add attachments** button to browse for and select a file.

View attachments

Attachments

Title		Size	Type
Discussion_Rubric.pdf	Remove	181037	application/pdf
Add more attachments			

After a file is attached, the file name, file size, and file format will be displayed.

Select topic posting options.

Topic Posting

☐ Lock Topic (Disable topic postings)

☐ Moderate Topic

☐ Require users to post before reading

☐ Posts are anonymous, but identities will be revealed to those with the Identify Anonymous Authors permission below. Note: Roles with Owner permissions can view identities by default.

This setting cannot be changed after topic creation.

There are several topic posting options from which to choose. Any settings selected here will apply to this topic only.

- **Lock topic:** This option locks the topic so users can no longer post messages. However, they can continue to read existing messages.

- **Moderate topic:** This option means all messages posted within the topic must be approved by the instructor before other students can see them.
- **Require users to post before reading:** Selecting this option requires users to post their own response first, before they can view other messages posted previously. This is a good option to select if the Instructor wishes students to respond to a discussion prompt before seeing other student responses.
- **Posts are anonymous:** Select this option if you want site participants to be able to post without displaying the name of the post's author.

Note: The anonymous setting cannot be changed once the topic is created, so be certain that you want anonymous postings before saving!

Select availability.

Availability

- ☒ Show immediately
- ☐ Specify dates to open (show) and/or close (hide)

The default option is to **Show Immediately**, or choose to **Specify dates to open (show) and/or close (hide)**.

Select Notifications

Notifications

- ☒ Allow email notifications for new messages
- ☒ Include contents of messages in email notifications

Select to **Allow email notifications for new messages** whenever a new message is posted. Select to **Include contents of messages in email notifications** when email notifications are enabled.

Select Read Options

Mark All Messages in Conversations Read

- ☒ Automatically mark all messages in a conversation as read

The default option is to unchecked, allowing the user mark each post as read after reading. Selecting this option will mark all messages within a conversation, or thread, as read.

Specify Gradebook item

Grading

Gradebook item: Select a Gradebook item ▼ This will be the default when grading in this topic. [\(More?\)](#)

When grading topic posts, select a specific item for the grades to be included in the Gradebook calculations.

Note: You must first create the gradebook item in the Gradebook tool before you can select it to be associated with a topic.

Automatically create topics for groups.

Automatically Create Topics

☐ Create one topic

☒ Automatically create multiple topics for groups

An instance of this topic will be created for each group selected below. Permissions are configured automatically. Once you save it, you won't be able to edit the group permissions. [\(More?\)](#)

☐ Group 1

☐ Group 2

If you would like to create multiple, private group topic areas, select the radio button for **Automatically create multiple topics for groups** and then check the box next to each group for which a topic should be created. Each group member will be set to "Contributor" in their group's topic and "None" in other automatically created topics. The default Student role will also automatically be set to the permission level of "None".

Permissions

In most cases, the default topic permissions are appropriate. By default, instructors are forum **Owners**, and all other site participants are **Contributors**. The topic owner may add and delete topics, modify permissions, edit the topic settings and topic descriptions, etc. Contributors may only read, post and reply to messages.

To modify the default permissions, click **Customize** to expand the permission settings.

Modifying Permissions

Role	Permission Level	
Instructor	Owner	Customize
Student	Contributor	Customize
Teaching Assistant	Contributor	Customize
<div><div><input type="checkbox"/> New Forum <input type="checkbox"/> New Topic <input checked="" type="checkbox"/> New Conversation <input checked="" type="checkbox"/> Reply <input type="checkbox"/> Post to Gradebook</div><div><input type="checkbox"/> Change Settings <input checked="" type="checkbox"/> Read <input checked="" type="checkbox"/> Mark as Read <input type="checkbox"/> Moderate Messages <input type="checkbox"/> Identify Anonymous Authors</div><div><div>Edit Messages</div><div><input checked="" type="radio"/> None <input type="radio"/> Own <input type="radio"/> All</div></div><div><div>Delete Messages</div><div><input checked="" type="radio"/> None <input type="radio"/> Own <input type="radio"/> All</div></div></div>		
Group 1	None	Customize
Group 2	None	Customize

1. Select the drop-down menu next to each role/group to choose one of the pre-configured options (i.e. Author, Contributor, None, Non-editing Author, Owner, Reviewer, Custom).
2. Forum permissions may be customized for different user roles, or for groups within the class. Click **Customize** to further expand the options for a particular role and define more granular custom permissions.

Note: Groups must already exist in order for group role permissions to display.

Save and add topic.

SaveSave DraftSave Settings & Add TopicCancel

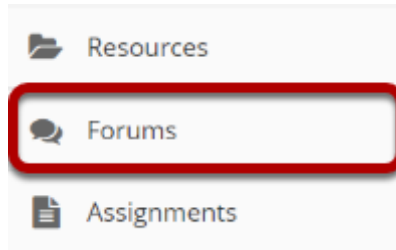
Once completed, scroll to the bottom of the page and select the **Save** button. Or if you would like to add more topics to the same forum, select the **Save Settings & Add Topic** button.

Note: All forums need at least one topic in order to be active.

How do I organize forums and topics?

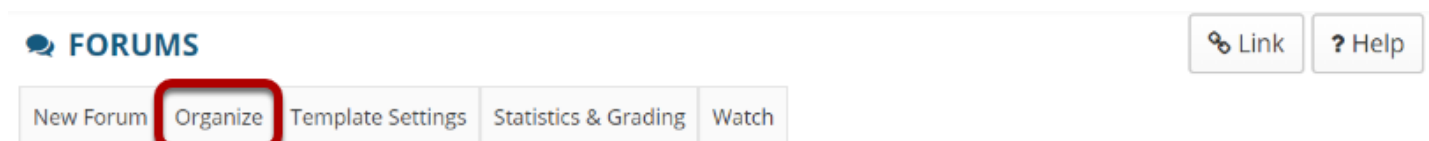
Forums may be rearranged to change the order in which discussions are listed.

Go to Forums.



Select the **Forums** tool from the Tool Menu of your site.

Select the Organize button



Select the appropriate number next to the Forum or Topic

Organize Forums and Topics

It is possible to reorder Forums and Topics by adjusting the numbers. Lower numbers will appear at the top.

The screenshot shows a list of forums and topics with numeric pull-down menus for reordering. A red box highlights the numeric pull-down menus for the following items:

- 1 Case Studies
- 1 Chapter 1 Case Study - Group 1
- 2 Chapter 1 Case Study - Group 2
- 2 Discussion 1 SMPL101 Forum
- 1 General Discussion

At the bottom, there are two buttons: **Save** (highlighted in blue) and **Cancel**.

The numeric pull down menu allows for reordering the Forum, Topic or both. Select the appropriate number for the order in which the items should appear.

Click Save

The screenshot shows two buttons: **Save** (highlighted with a red box) and **Cancel**.

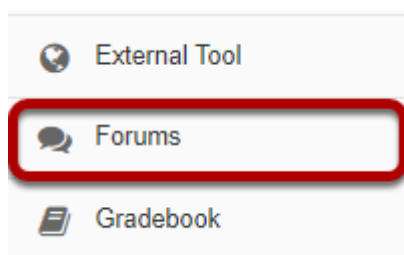
After you have placed the forums and topics in the desired order, click **Save**.

How do I post to a forum topic?

Forums are organizational units that group topics within the site. You cannot post directly to a forum, you must first enter a topic and post your message there.

In order to post to a forum topic, you will **Start a New Conversation** or thread.

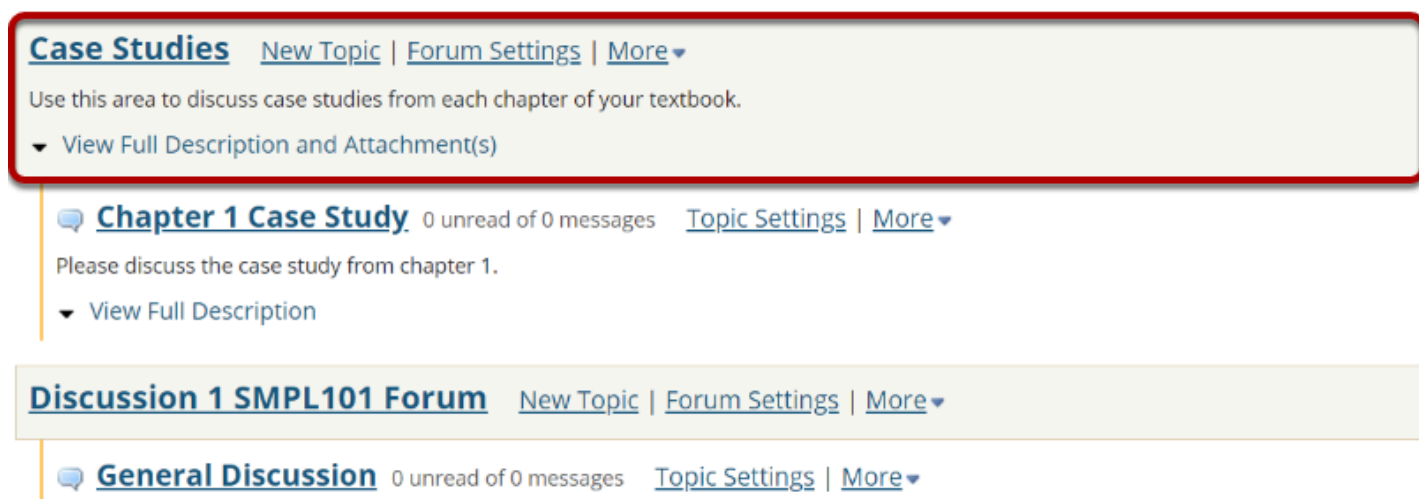
Go to Forums.



Select the **Forums** tool from Tool Menu in your site.

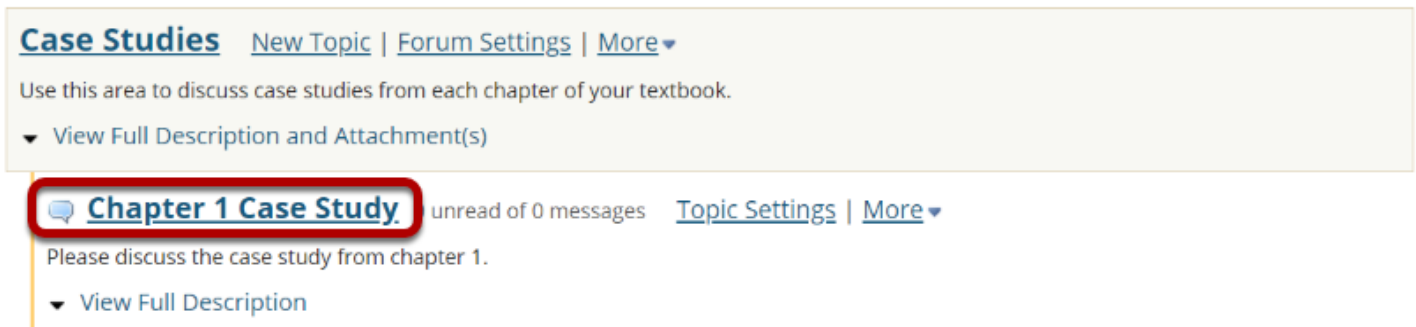
Choose a forum.

Forums



This is an example of a forum. The forum title will appear in bold and in a larger font than the topic titles indented beneath it. If you would like to view more information about the forum, you may click **View Full Description** to view any additional information provided by the site owner.

Select a topic within the forum.



[Case Studies](#) [New Topic](#) | [Forum Settings](#) | [More](#) ▼

Use this area to discuss case studies from each chapter of your textbook.

▼ [View Full Description and Attachment\(s\)](#)

[Chapter 1 Case Study](#) unread of 0 messages [Topic Settings](#) | [More](#) ▼

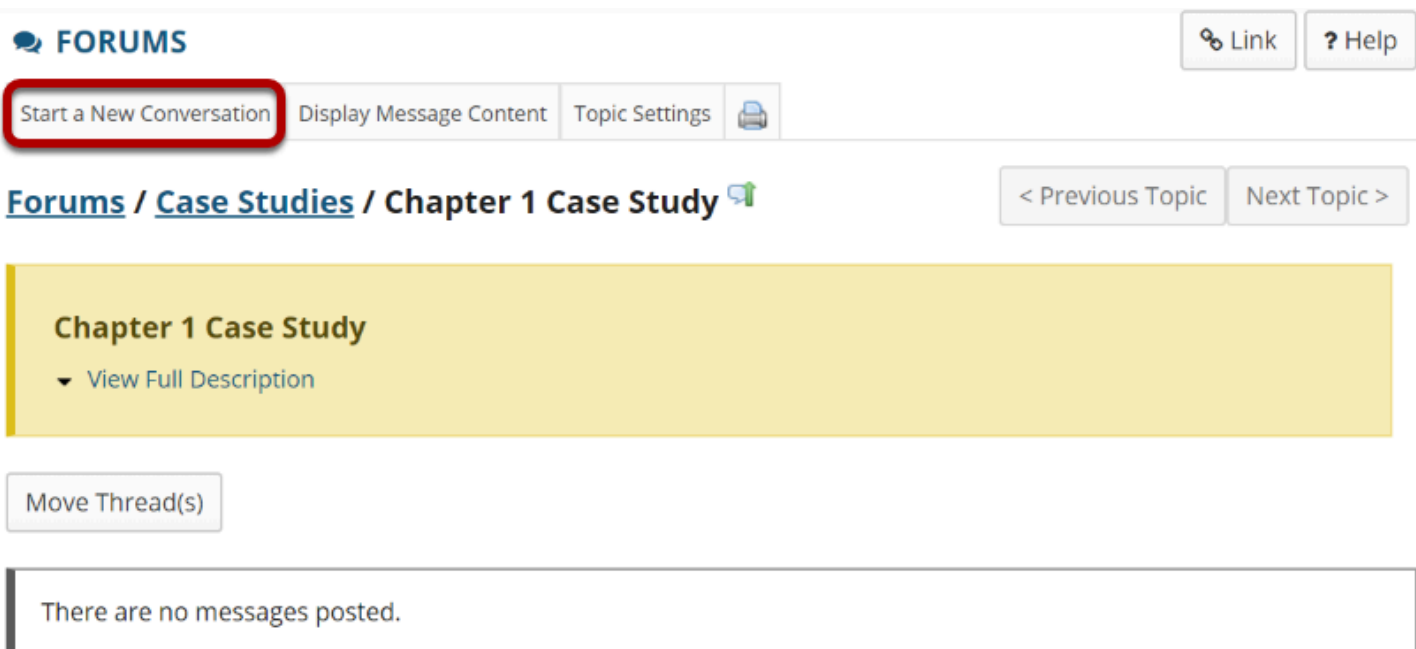
Please discuss the case study from chapter 1.

▼ [View Full Description](#)

This is an example of a forum topic.


Click on the title of the topic to enter that topic.

Click Start a New Conversation.



FORUMS [Link](#) [Help](#)

[Start a New Conversation](#) [Display Message Content](#) [Topic Settings](#) [Print](#)

[Forums](#) / [Case Studies](#) / [Chapter 1 Case Study](#) 

Chapter 1 Case Study

▼ [View Full Description](#)

[Move Thread\(s\)](#)

There are no messages posted.

Starting a new conversation is the same thing as starting a new thread.


After you click **Start a New Conversation**, the message composition window will appear.


























Enter a title.















*** Title**





Example Post

Enter a message.

Message  Word Count: (5)

? | Source |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 

B | *I* | U | ~~S~~ | x_2 | x^2 |  |  |  |  |  |  |  |  |  |  |  |  |  | 

Styles | Normal | Font | Size |  |  |  | 

This is a sample message.

body p Words: 5, Characters (with HTML): 33/1000000

This description box allows the use of [Rich Text Editor](#).

Note: The message box will keep track of word count in the lower right corner.

Click Add attachments. (Optional)

Attachments

No attachments yet

Add attachments

Faculty Guide

Page 136

If desired, there is an option to upload attachments to the conversation. Click **Add attachments** to browse for and select your file.

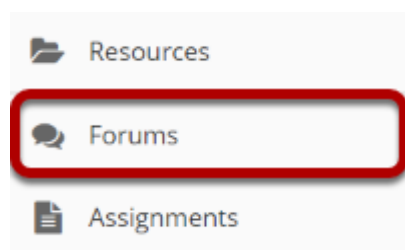
Click Post.



After completing the conversation, click **Post** to make the conversation viewable.

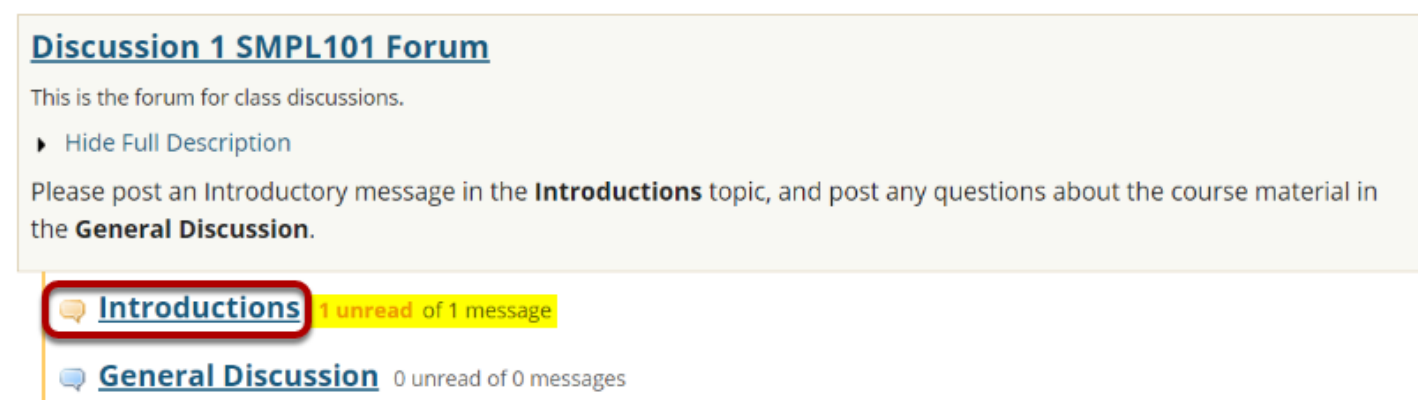
How do I reply to a forum post (i.e. conversation)?

Go to Forums.



Select the **Forums** tool from Tool Menu in your site.

Choose a topic within a forum.



Click on the title of the topic to enter the topic.

Note: The message indicator text next to the topic title will tell you how many messages have been posted within that topic, and how many of them are new or unread.

Click on the title of an existing post to view the conversation.

FORUMS [Link](#) [Help](#)

[Start a New Conversation](#) [Display Message Content](#)

[Forums](#) / [Discussion 1 SMPL101 Forum](#) / [Introductions](#)

< Previous Topic Next Topic >

Introductions

	Conversation	Authored By	Date
New!	Hello and Welcome 1 unread of 1 message	ktinstructor (ktinstructor)	Apr 14, 2019 4:45 PM

Click reply.

1 FORUMS [Link](#) [Help](#)

[Reply to Initial Message](#) [Mark All as Read](#)

[Forums](#) / [Discussion 1 SMPL101 Forum](#) / [Introductions](#) / [Hello and Welcome](#)

View [by Conversation](#)

[Go to first new message](#)

< Previous Conversation Next Conversation >

New! **Hello and Welcome**

ktinstructor (ktinstructor) (Apr 14, 2019 4:45 PM) - Read by: 1

[Mark as Read](#) [Reply](#) 2

Welcome to class! Please reply with a brief introduction.

You have two different options for replying to the post within the Forums tool.

1. Click **Reply to Initial Message** at the top of the conversation to reply to the first message in the conversation or thread.
2. Click the **Reply** link within the message itself to reply to the item you are currently viewing. This is the option you want to use if you would like to reply to someone else's reply.

Compose your message.

FORUMS

LinkHelp

Reply to Forum Conversation

Discussion 1 SEMPL01 Forum / Introductions

Replying to:

Hello and Welcomeinstructor (kinstuctor) (Apr 14, 2019 4:45 PM)

Hide message you are replying to

Welcome to class! Please reply with a brief introduction.

Required items marked with *

* Reply Title

Re: Hello and Welcome

Message

Insert original text

Word Count:

?SourceUndoRedoBoldItalicUnderlineText colorBackground colorListBulletedListNumberedListIndentDecreaseIndentOutdentAlign leftAlign centerAlign rightJustifyLinkUnlinkImageVideoAudioDocumentTableCodeQuoteUnquoteFullscreenScreenSharePrintCommentReplyReply allMore options

StylesFormatFontSizeA · A · Font styles

Words: 0. Characters (with HTML): 0/1000000

Attachments

No attachments yet

Add attachments

PostCancel

The message you are replying to will be displayed at the top. You can hide the message by clicking on the small downward arrow next to "Hide the message you are replying to".

Edit the reply title. (Optional)

*** Reply Title**

Re: Hello and Welcome

The title will be taken from the initial message and prefilled for you, but you may modify it if you wish.

Enter your message.

Use the [Rich Text Editor](#) to compose your response.

*Note: You may optionally click on the **Insert original text** link above the editor area to include the original message along with your reply.*

Add attachment. (Optional)

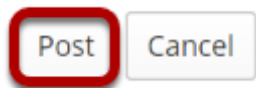
Attachments

No attachments yet

Add attachments

Click the **Add attachments** button if you would like to browse for and attach a file.

Click Post.

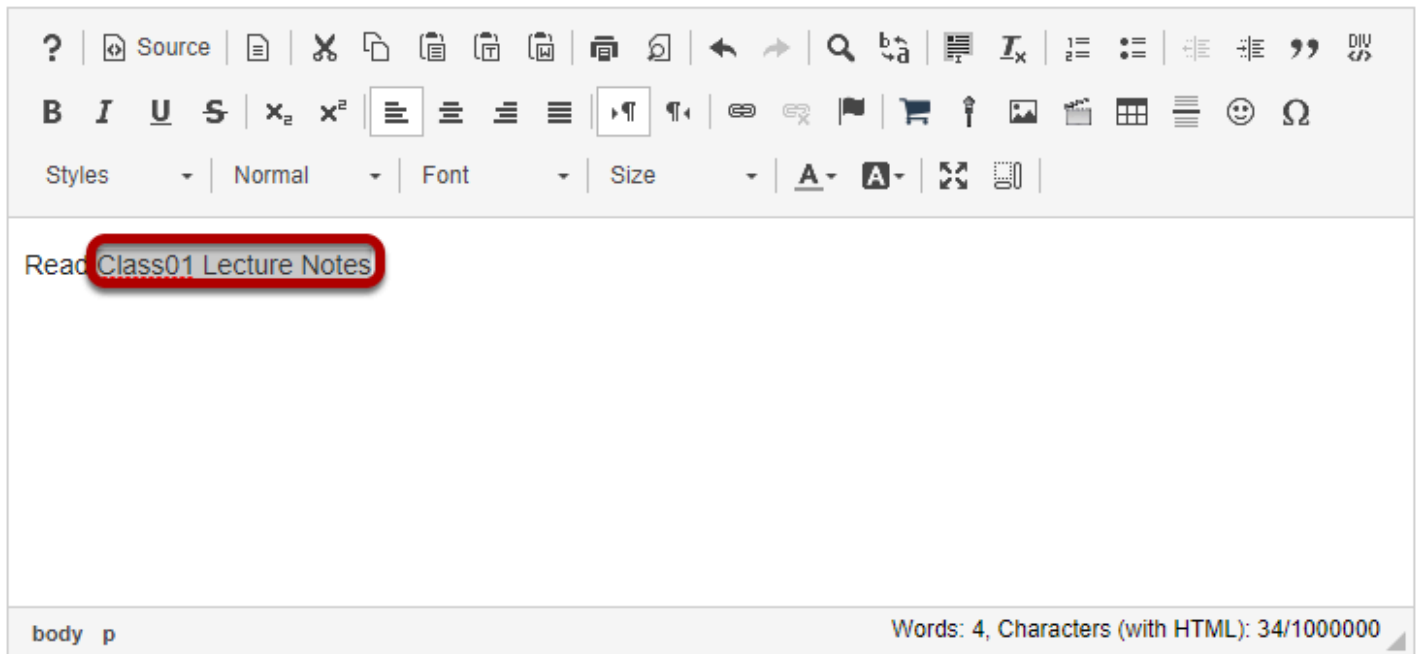


After you have finished your reply, click **Post** to add your message to the conversation.

Learn About the Rich-Text Editor

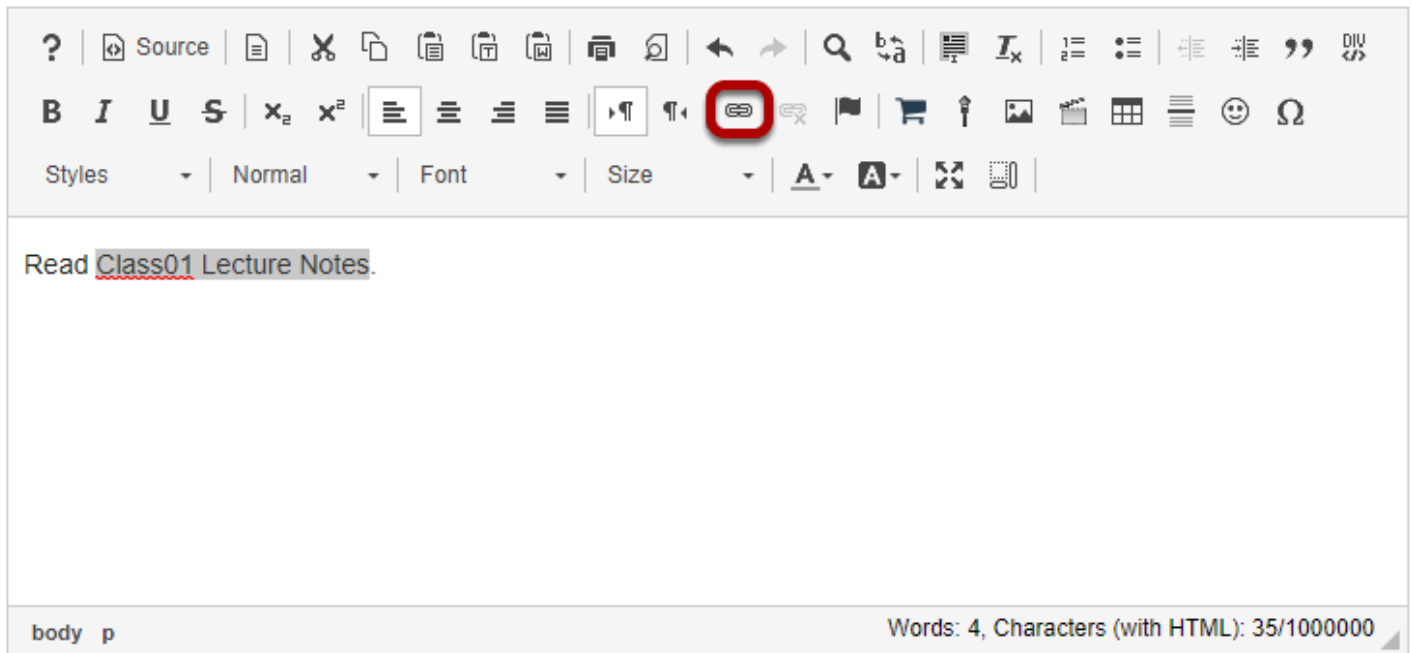
How do I create a link to a Resources item in a text box?

Go to the Rich-Text Editor and select your text.



In the text box, **select** the text you would like to serve as a link to the folder or file. For accessibility, you should use [meaningful text](#) to describe the folder or file you are linking.

Click the Link icon.



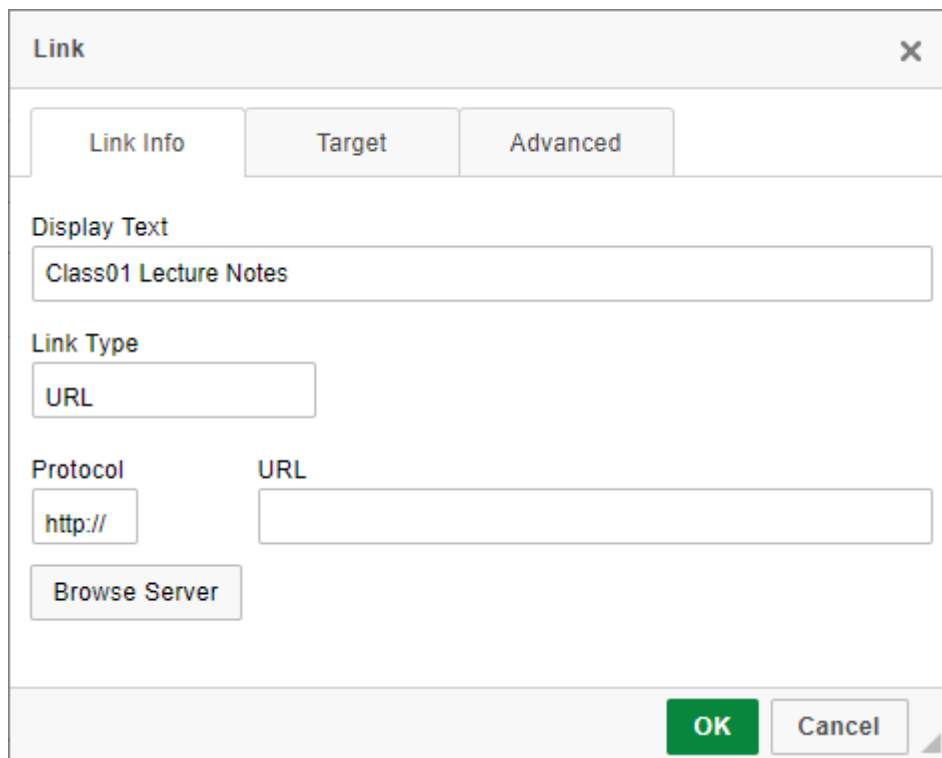
The **Link** icon looks like a chain link.

Or use Ctrl/Command-L on the keyboard to open the Link dialog box.



Alternatively, you can open the *Link* dialog box with the keyboard command **Ctrl + L** (in Windows) or **Command + L** (on a Mac).

Insert the link.



Link

Link Info Target Advanced

Display Text

Class01 Lecture Notes

Link Type

URL

Protocol URL

http://

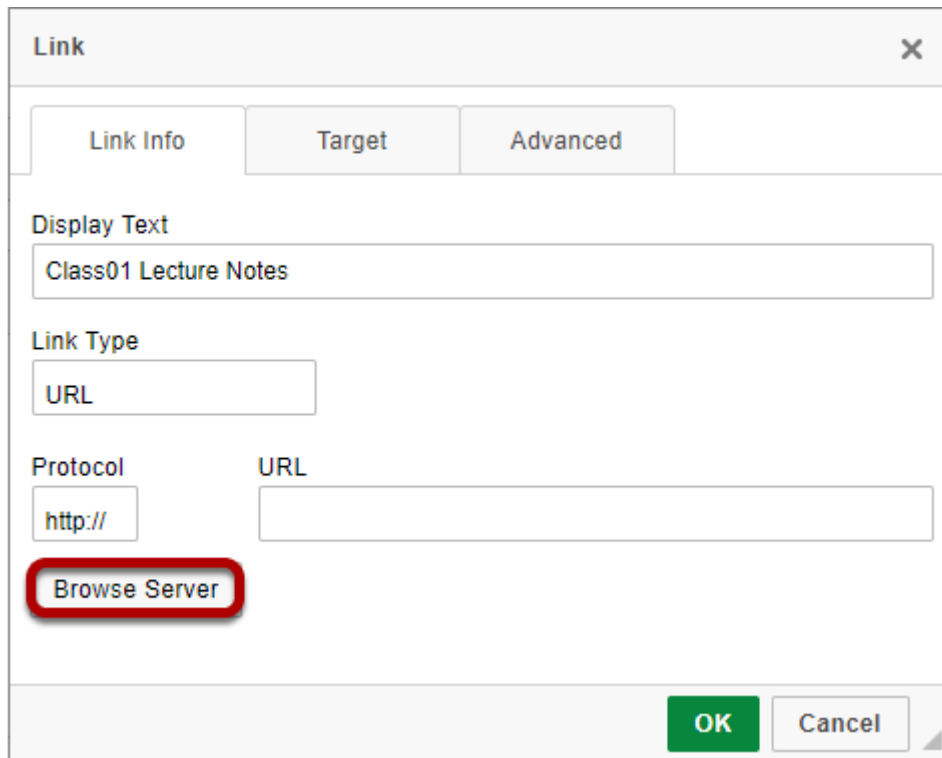
Browse Server

OK Cancel

A window will pop up to allow you to enter a URL or select an item using the *Server Browser*.

Note: If you copy a link in Resources and paste it into the [Rich-Text Editor](#) in another tool (e.g. [Lessons](#)) rather than using the Server Browser to select the item in the editor, the link will not change when you [import content](#) from the site.

1. Click the Browse Server link.



Link

Link Info Target Advanced

Display Text

Class01 Lecture Notes

Link Type

URL

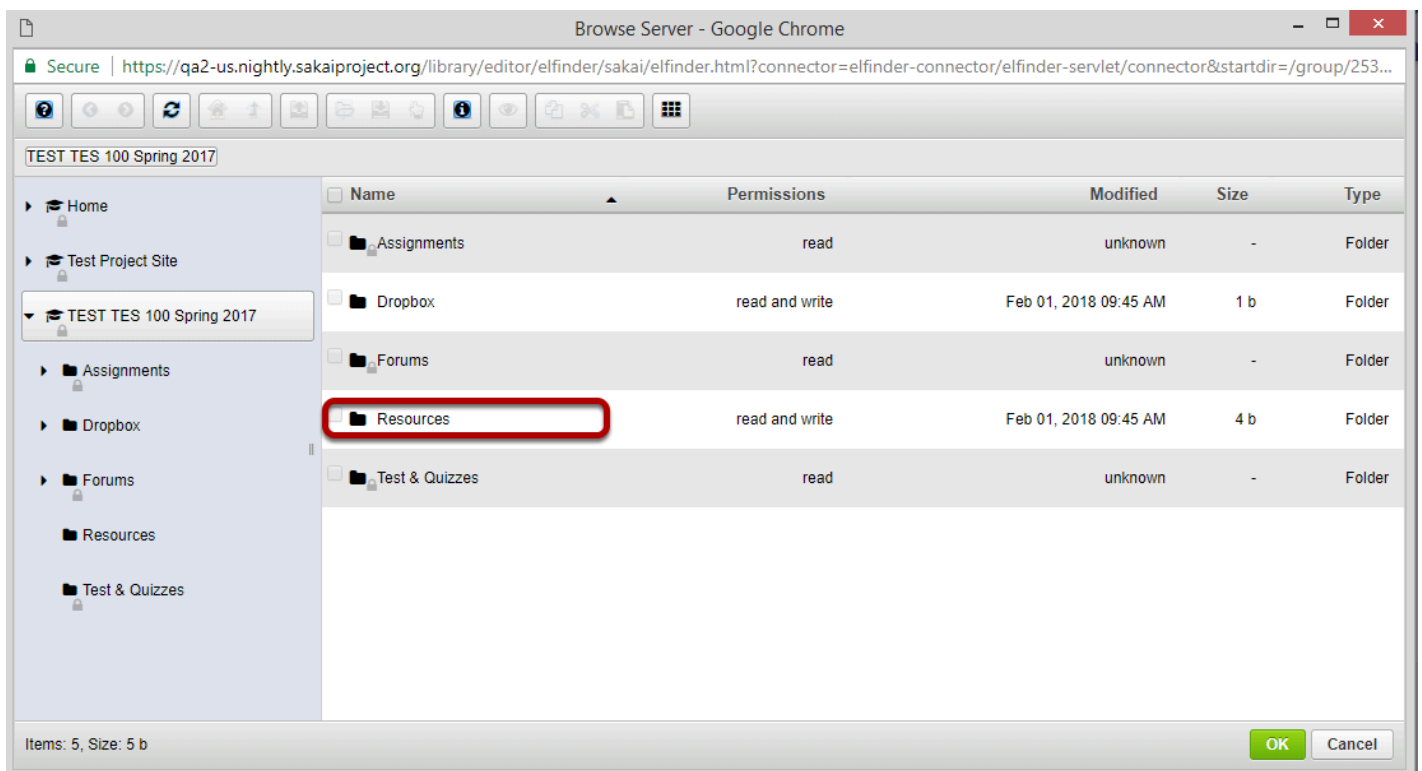
Protocol URL

http://

Browse Server

OK Cancel

2. Double-click Resources.



Browse Server - Google Chrome

Secure | https://qa2-us.nightly.sakaiproject.org/library/editor/elfinder/sakai/elfinder.html?connector=elfinder-connector/elfinder-servlet/connector&startdir=/group/253...

TEST TES 100 Spring 2017

Name	Permissions	Modified	Size	Type
Assignments	read	unknown	-	Folder
Dropbox	read and write	Feb 01, 2018 09:45 AM	1 b	Folder
Forums	read	unknown	-	Folder
Resources	read and write	Feb 01, 2018 09:45 AM	4 b	Folder
Test & Quizzes	read	unknown	-	Folder

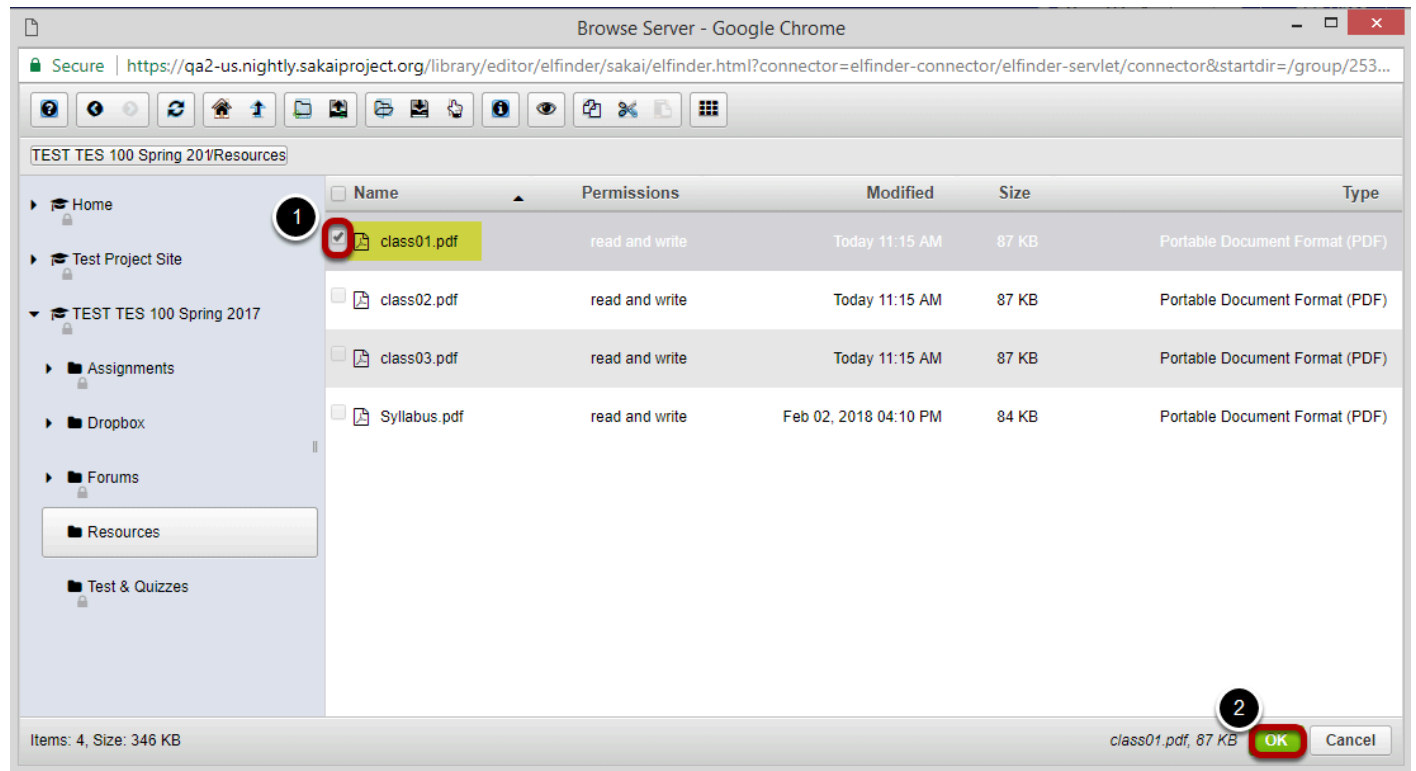
Items: 5, Size: 5 b

OK Cancel

The *Server Browser* will open. It displays items on your site to which you can link.

Double-clicking **Resources** will expand the list of the site's **Resources**.

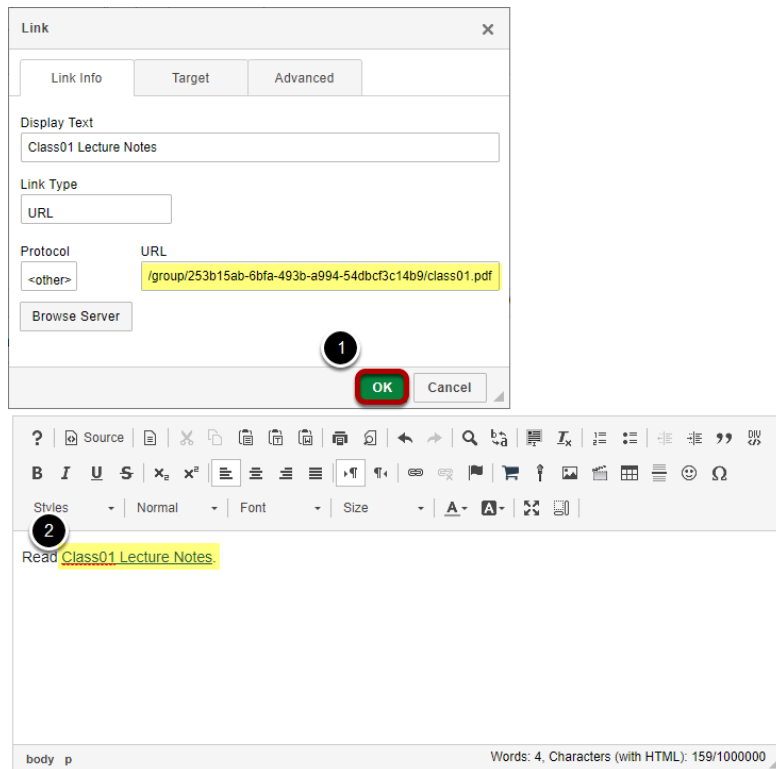
3. Navigate to the item to which you would like to link and click on the checkbox next to the file name.



1. Select the item to which you would like to link by clicking the checkbox next to the file name.
2. Click OK.

*Note: There may be additional folders in **Resources** in which the item is located. Double-click each folder to display its contents.*

Click **OK** to create the link.

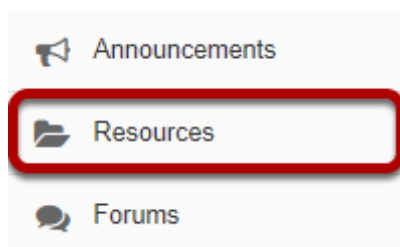


The *Link* dialog box will display the link to the item in the **URL** box.

1. Click **OK** to create the link.
2. The text linked to the *Resources* item will be underlined.

Alternately, you may go to Resources to locate the item URL.

Select the **Resources** tool from the Tool Menu in your site.



Click Actions, then Edit Details for the item.

The screenshot shows a table of resources with columns: Title, Access, Created By, Modified, and Size. The resource 'class01.pdf' is highlighted in yellow. The 'Actions' dropdown menu is open, showing options: Copy, Edit Details (highlighted with a red box), Upload New Version, Move, Move to Trash, Duplicate, and Make Web Content Link.

Title	Access	Created By	Modified	Size
TEST TES 100 Spring 2017 Resources				
Temp	Entire site	Kristine Instructor	Feb 5, 2018 1:28 pm	1 item
class01.pdf	Entire site	Kristine Instructor	Feb 5, 2018 11:15 am	87.2 KB
class02.pdf	Entire site	Kristine Instructor	Feb 5, 2018 11:15 am	87.2 KB
class03.pdf	Entire site	Kristine Instructor	Feb 5, 2018 11:15 am	87.2 KB
Syllabus.pdf	Entire site	Kristine Instructor	Feb 2, 2018 4:10 pm	83.9 KB

Locate the item you want to link to in Resources and from the **Actions** drop-down menu, select **Edit Details**.

This displays the Edit Details page.

Copy the item URL.

The screenshot shows the 'File Details' page for 'class01.pdf'. The 'Web address (URL)' field is highlighted with a red box, showing the full URL: <https://qa2-us.nightly.sakaiproject.org/access/content/group/253b15ab-6bfa-493b-a994-54dbcf3c14b9/class01.pdf>.

File Details

Originally uploaded by: Kristine Instructor

Uploaded: Feb 5, 2018 11:15 am

Last changed by: Kristine Instructor

Last changed: Feb 5, 2018 11:15 am

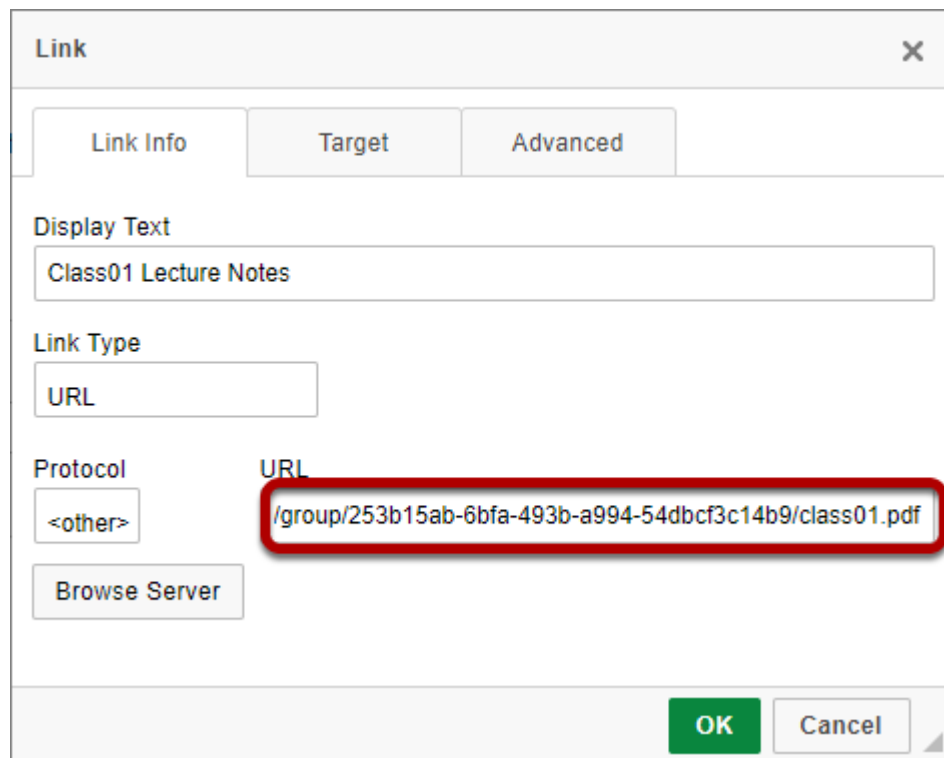
Web address (URL): [Copy URL to clipboard](https://qa2-us.nightly.sakaiproject.org/access/content/group/253b15ab-6bfa-493b-a994-54dbcf3c14b9/class01.pdf) [Open](#) ☐ Short URL

File size: 87.2 KB (89,315 bytes)

File Type: application/pdf [Change File Type](#)

Copy the item URL to your computer's clipboard (CTR-C for PC or COMMAND-C for MAC).

Paste the item URL.



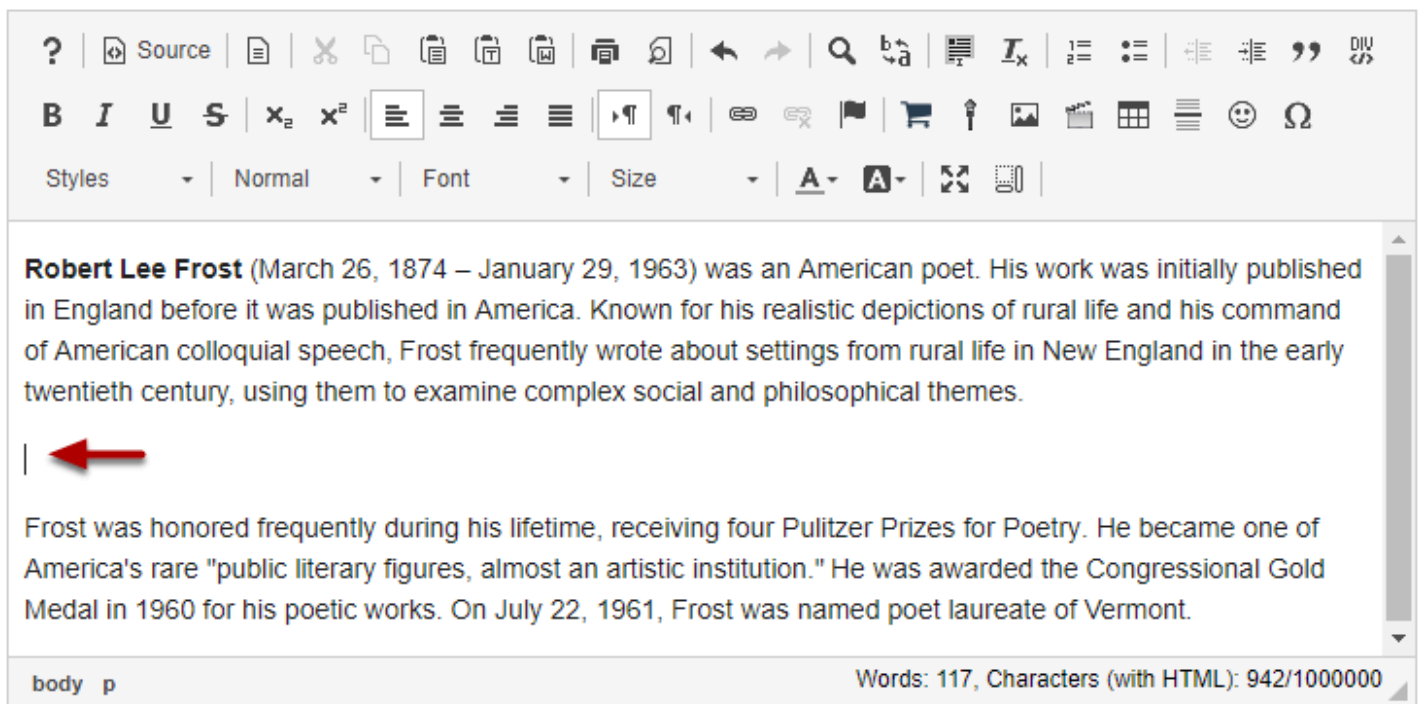
The screenshot shows a 'Link' dialog box with three tabs: 'Link Info', 'Target', and 'Advanced'. The 'Link Info' tab is active. It contains the following fields and controls:

- Display Text:** A text box containing 'Class01 Lecture Notes'.
- Link Type:** A dropdown menu showing 'URL'.
- Protocol:** A dropdown menu showing '<other>'.
- URL:** A text box containing '/group/253b15ab-6bfa-493b-a994-54dbcf3c14b9/class01.pdf'. This field is highlighted with a red rectangular border.
- Browse Server:** A button located below the Protocol dropdown.
- Buttons:** 'OK' and 'Cancel' buttons are located at the bottom right of the dialog.

Paste (CTRL-V for PC or COMMAND-V for MAC) the URL for the Resources item in the box marked **URL**.

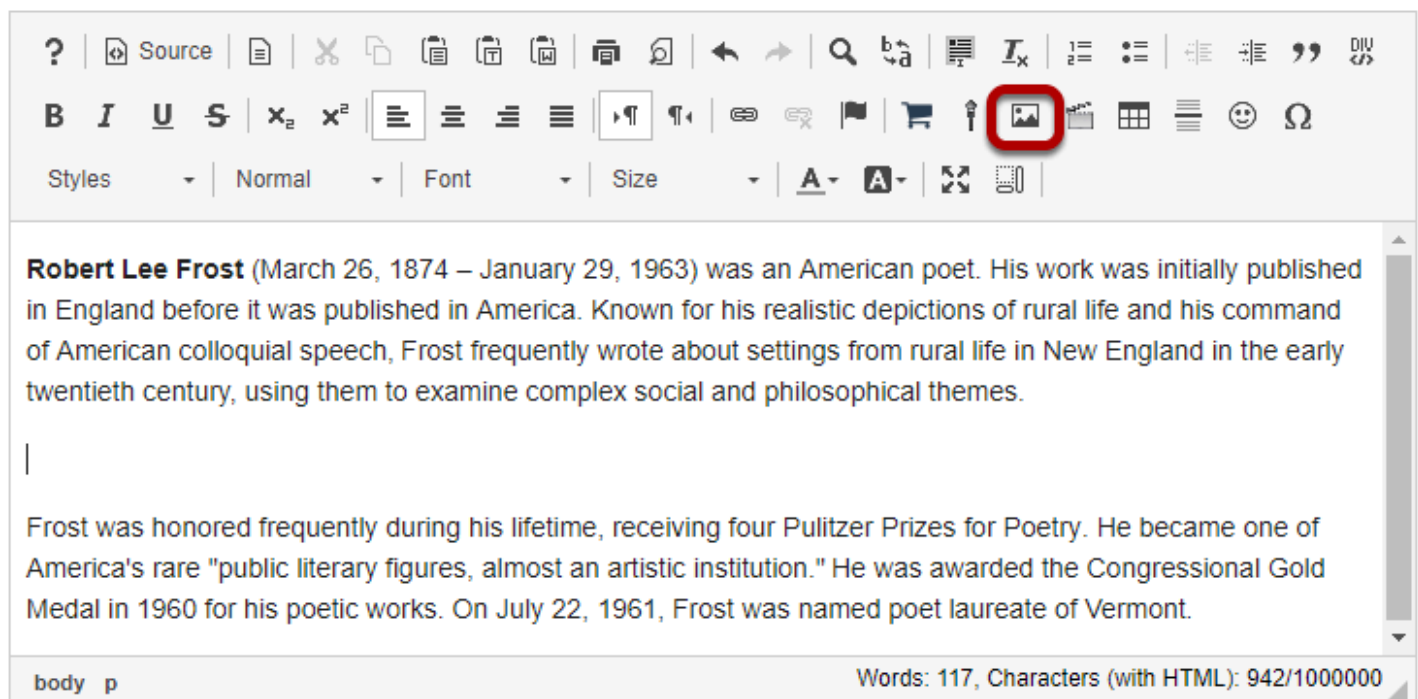
How do I embed an image in a text box?

Position the cursor.



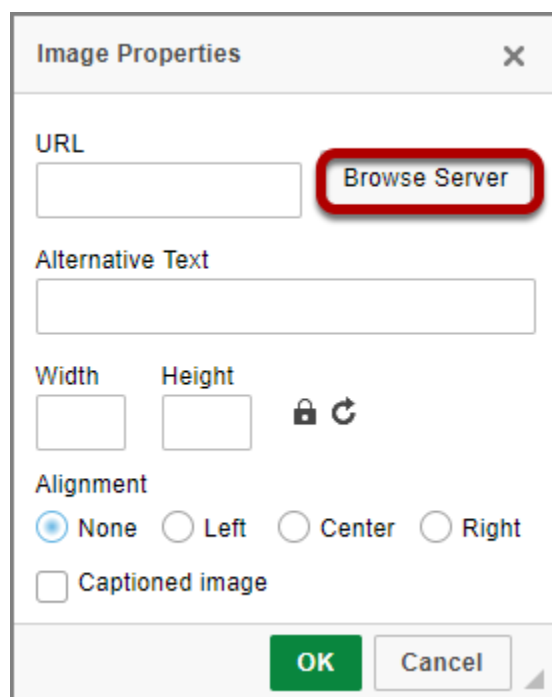
Position your cursor in the text box at the point you want to embed the image.

Click on the Insert/Edit Image icon.

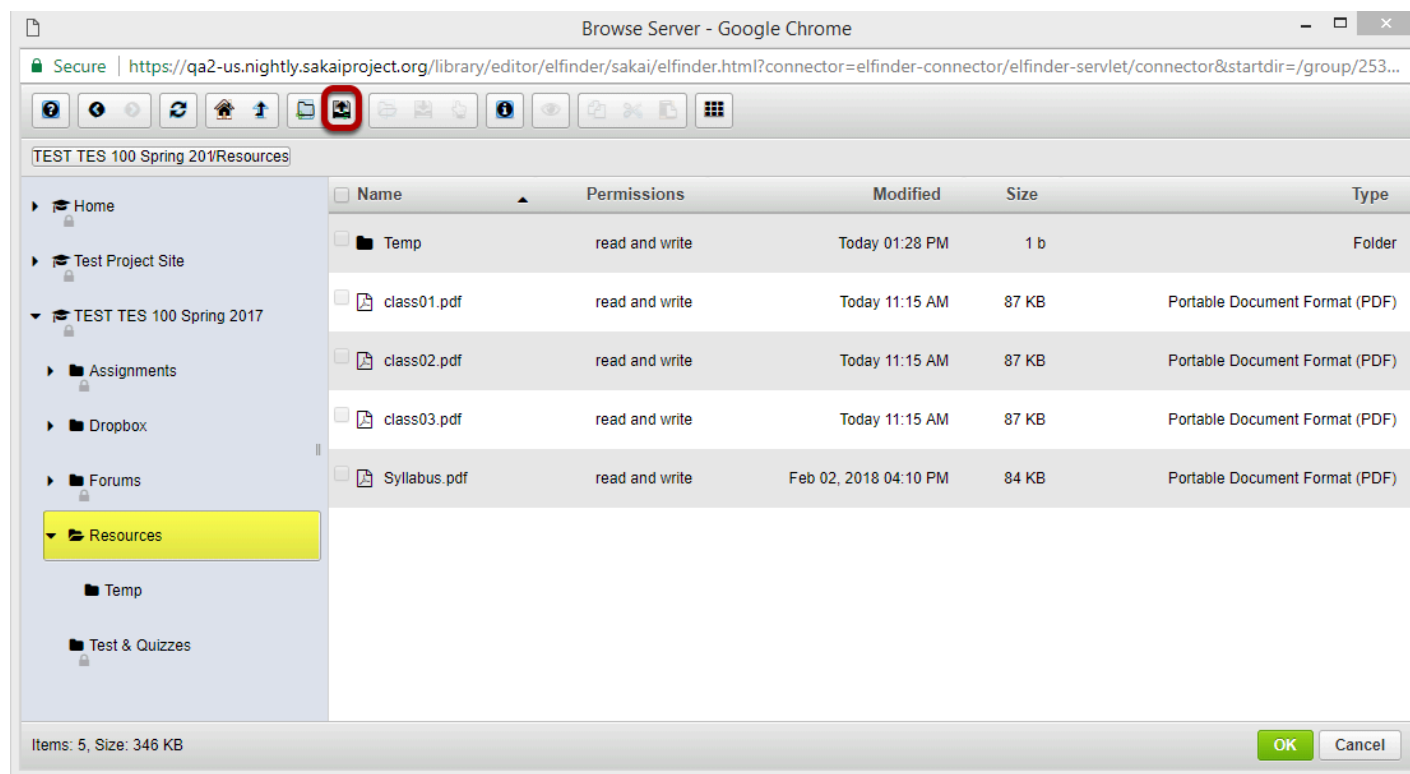


This displays the image properties dialog box

Click Browse Server.

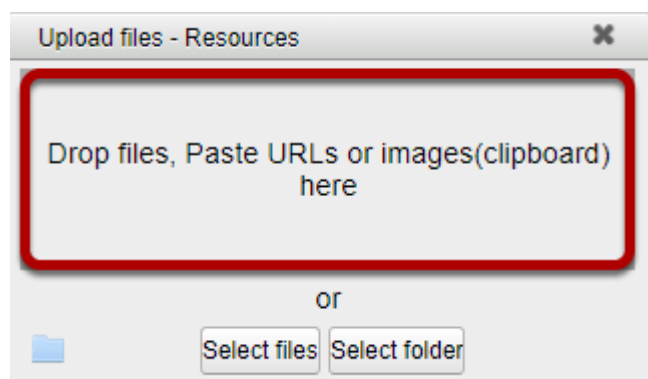


Upload the image file.

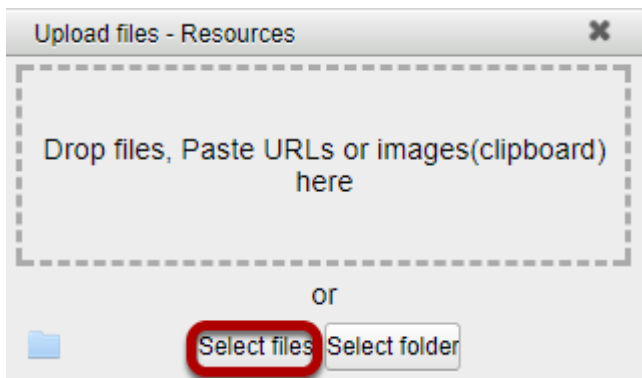


Select the folder where you want to store the image file (i.e. Resources) then click on the **Upload File** icon.

Drop files or paste URLs or clipboard images.

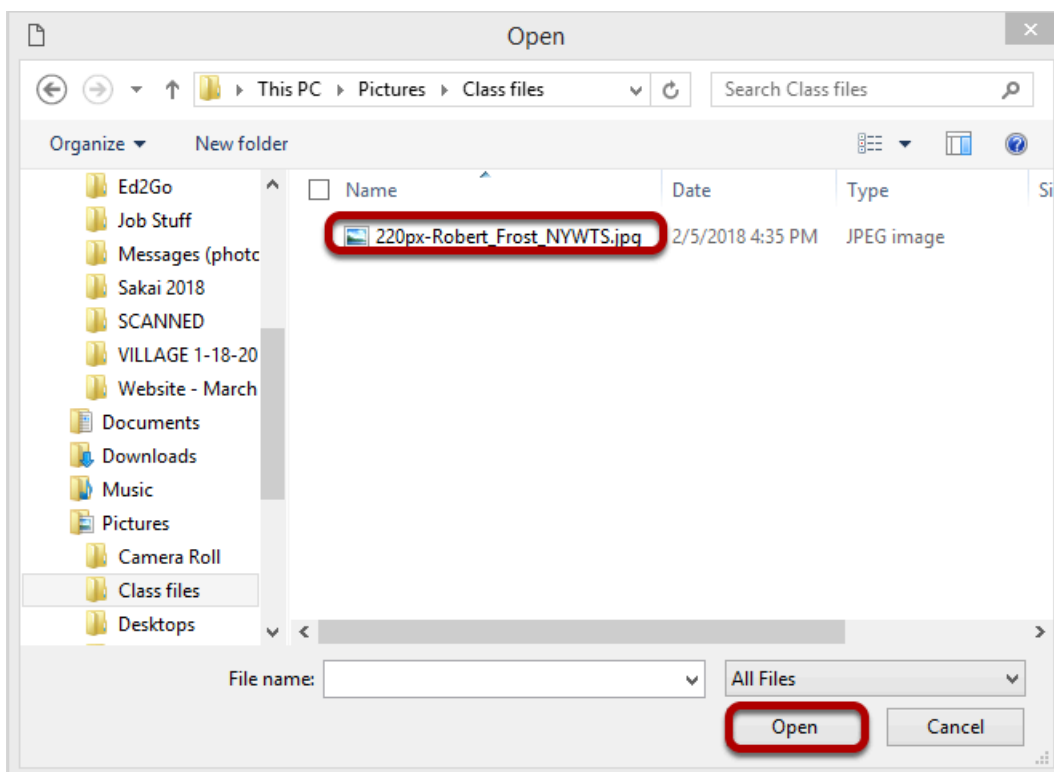


Or, click Select files.

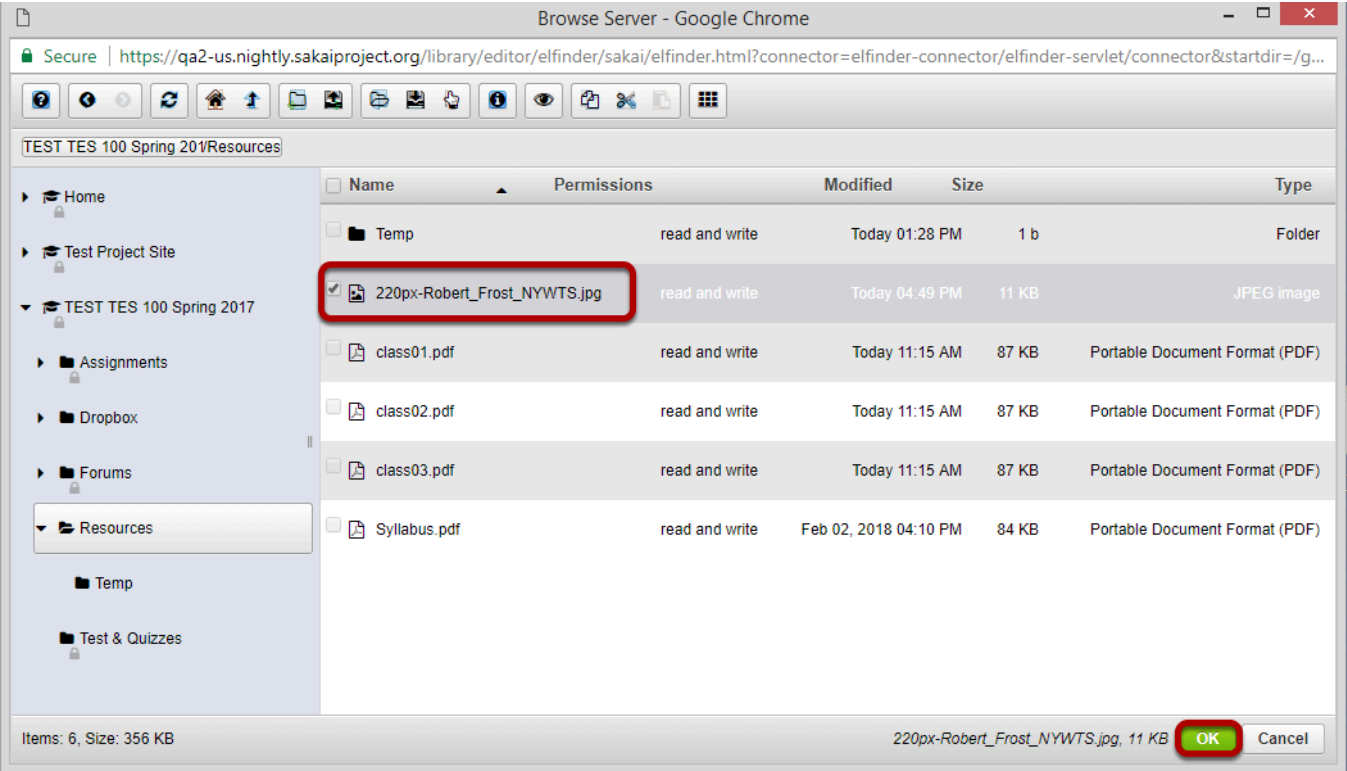


This displays an upload file dialog box.

Locate and select the image file on your computer, then click Open



Click OK.



This returns the display to the file browser window. The uploaded file will be selected. Click **OK** to continue.

Modify image properties. (Optional)

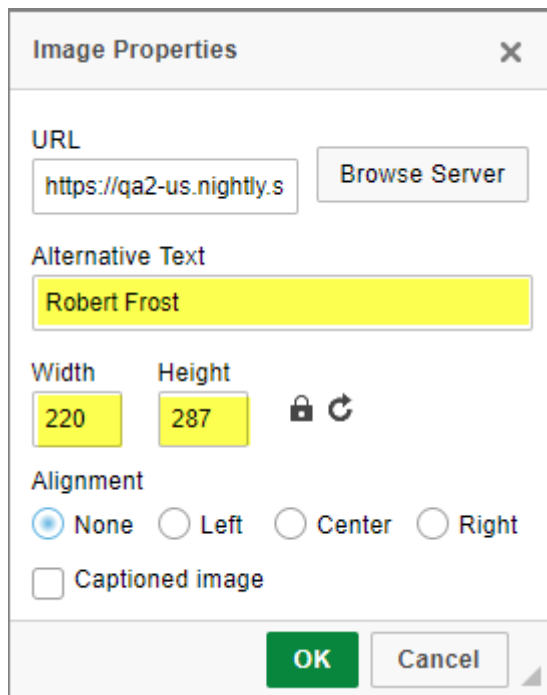


Image Properties

URL

Alternative Text

Width Height ☐ ☐

Alignment
☒ None ☐ Left ☐ Center ☐ Right
☐ Captioned image

Adjust the image width and height if needed and add an alternative text for screen readers.

Set the Alignment.

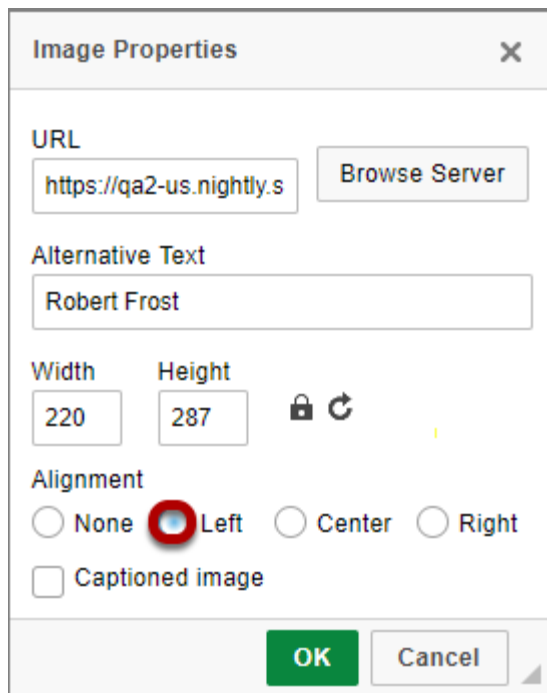


Image Properties

URL

Alternative Text

Width Height ☐ ☐

Alignment
☐ None ☒ Left ☐ Center ☐ Right
☐ Captioned image

Set the Alignment (left or right) for the image if you want to surround the image with text.

Click OK.

Image Properties

URL

Alternative Text

Width: Height:

Alignment
☐ None ☒ Left ☐ Center ☐ Right
☐ Captioned image

This returns the display to the text box with the embedded image.

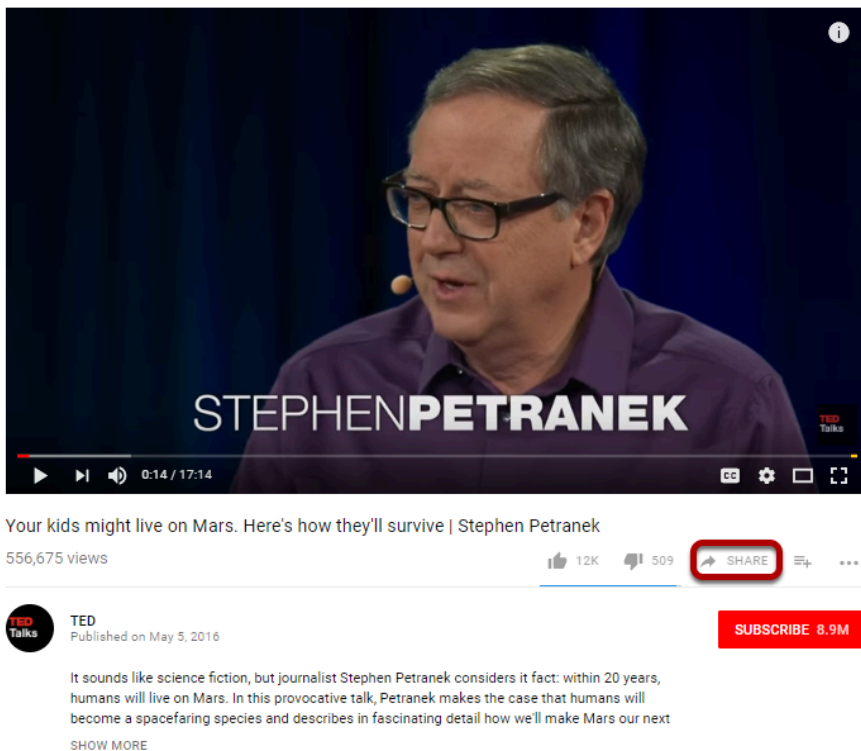
Example of additional text displayed next to a left-aligned image.

[illegible]

How do I embed a YouTube video in a text box?

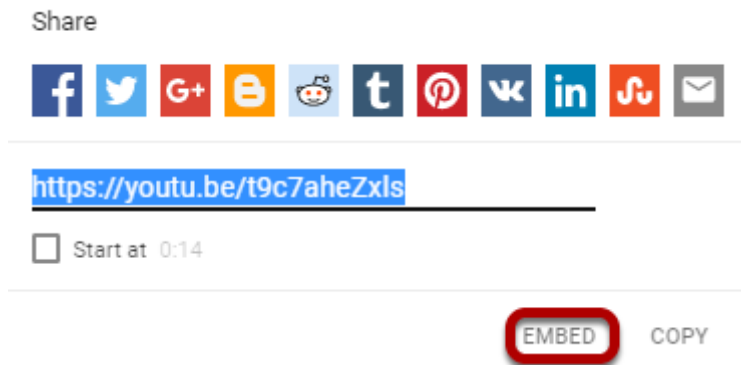
Locate the Youtube video you would like to embed in a text box.

Click Share.



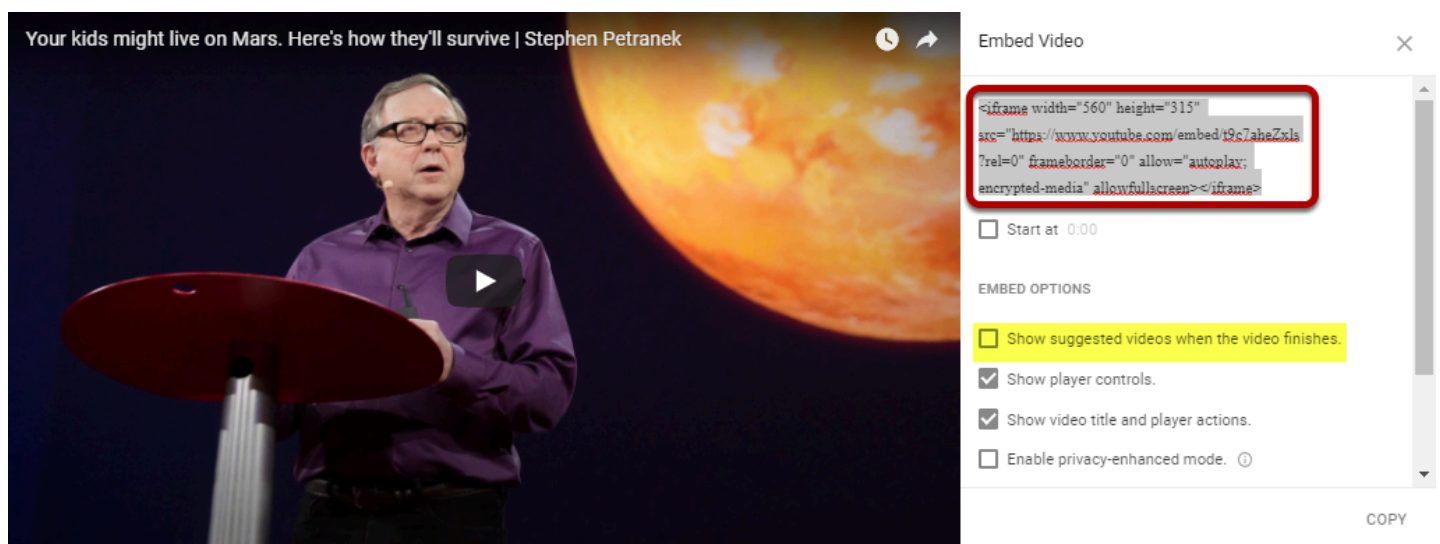
This displays the YouTube sharing panel.

Click Embed.



This displays the YouTube video embed code.

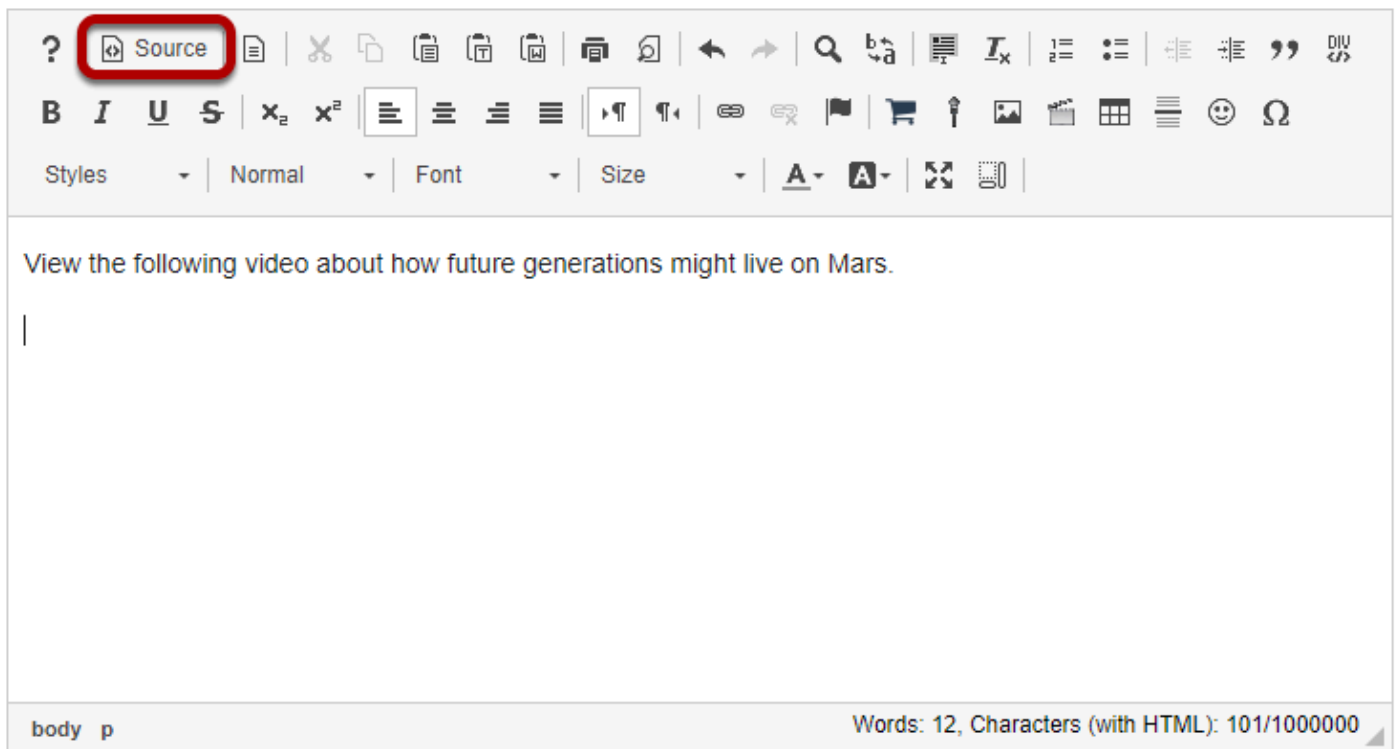
Copy the embed code.



Copy the YouTube embed code to your computer's clipboard (CTRL-C for PC or COMMAND-C for MAC).

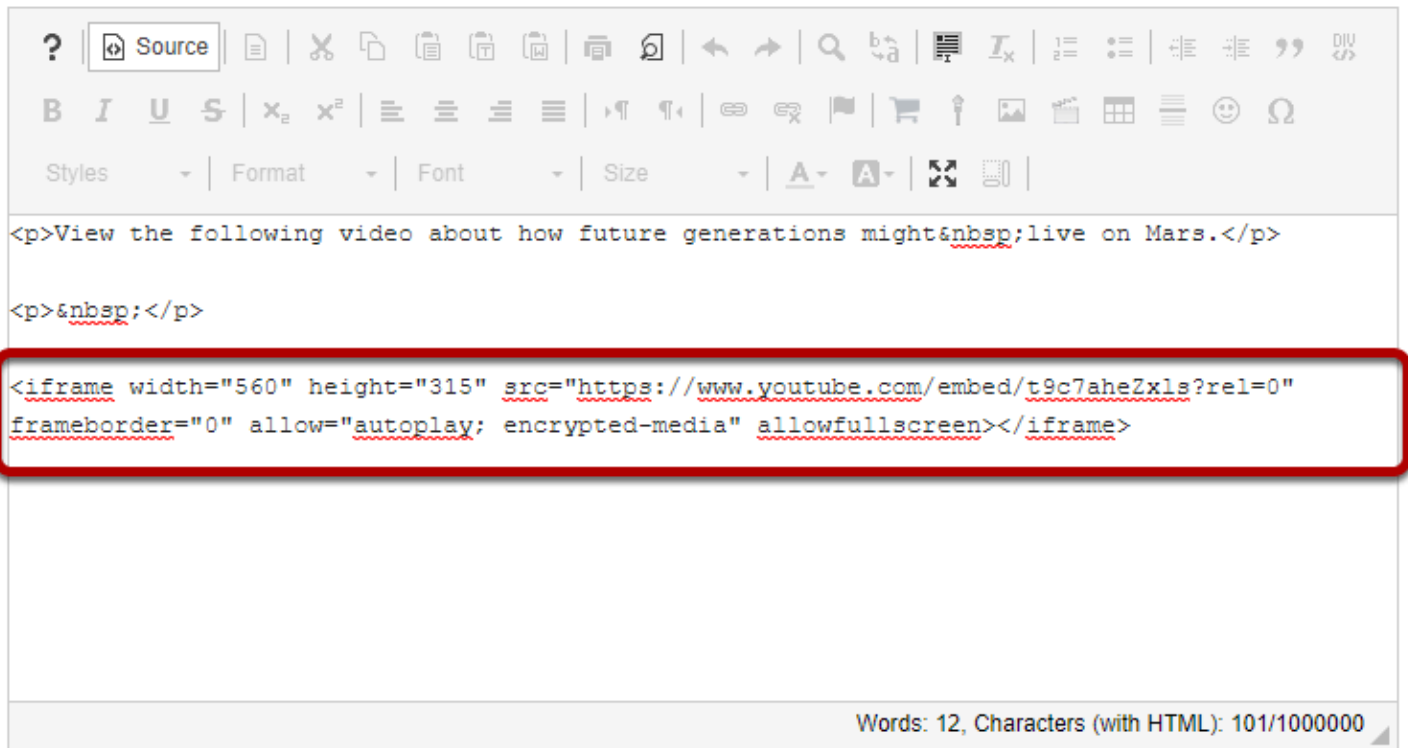
Tip: Remove the check mark next to "Show suggested videos when the video finishes"

In the text box, click Source.



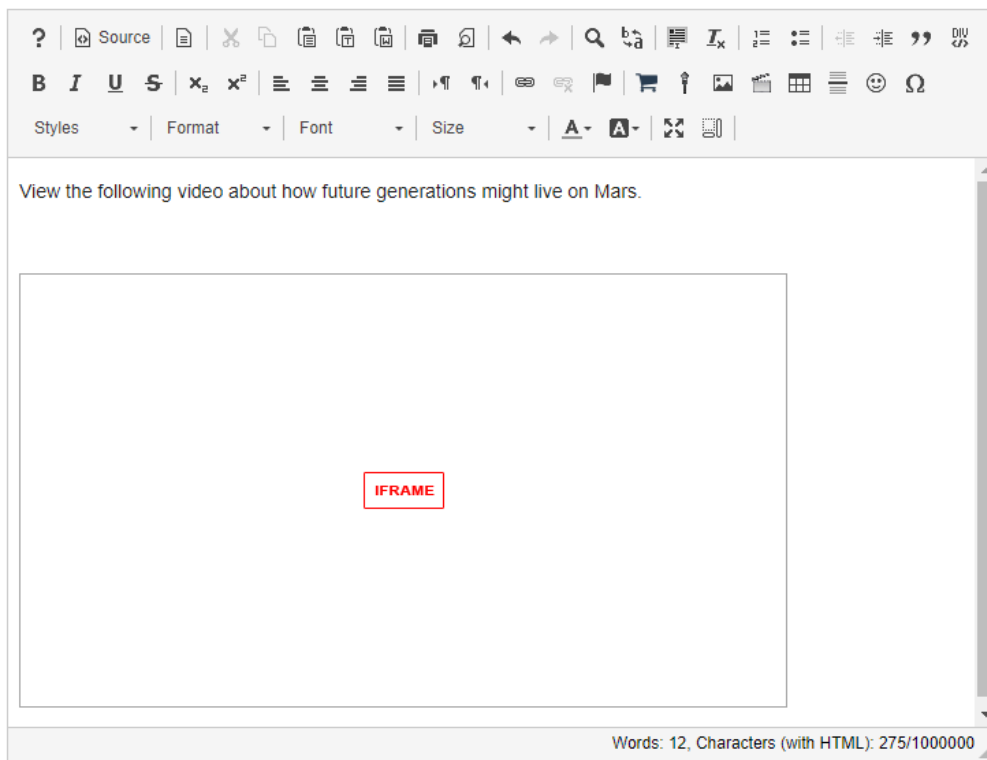
This displays the HTML code for the text box.

Position the cursor.



Position your cursor where you would like the video embedded, then paste the YouTube embed code (CTRL-V for PC or COMMAND-V for MAC).

Click Source again.

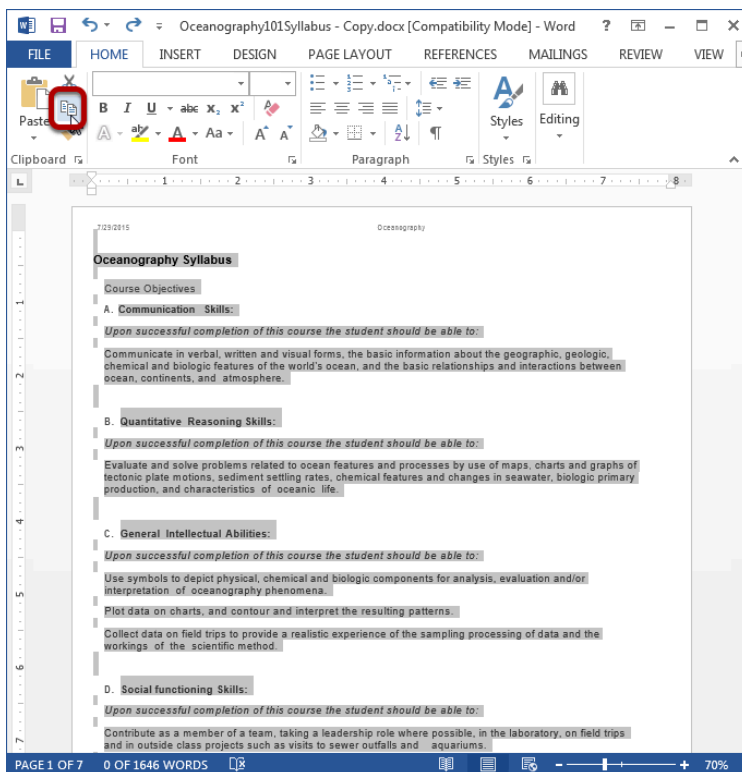


This returns the text box display to normal editing mode. The embedded YouTube video will display as a box marked "iframe". When the item using the text box is posted or saved, it displays the embedded YouTube video.

How do I paste text from a Microsoft Word document to a text box?

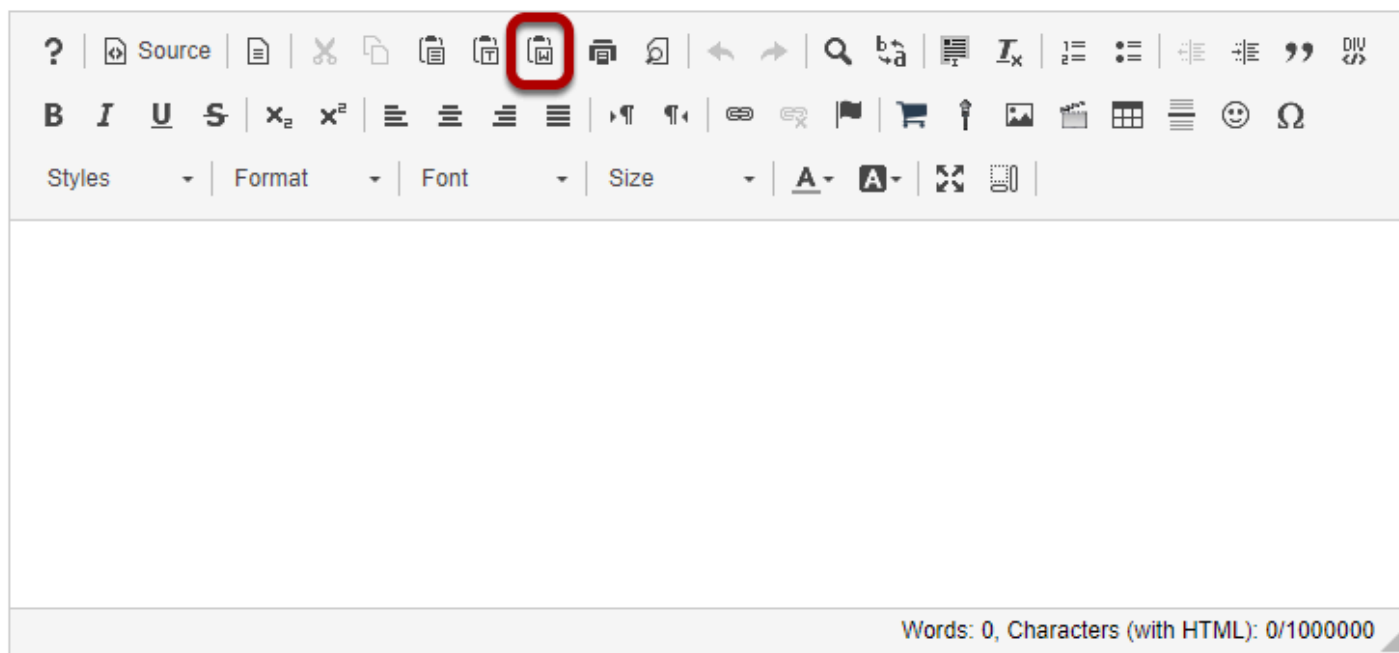
Note: In the most recent version of the Rich Text Editor, Word-specific tags are removed automatically when copied text is pasted into the editor.

Copy the text from Word.

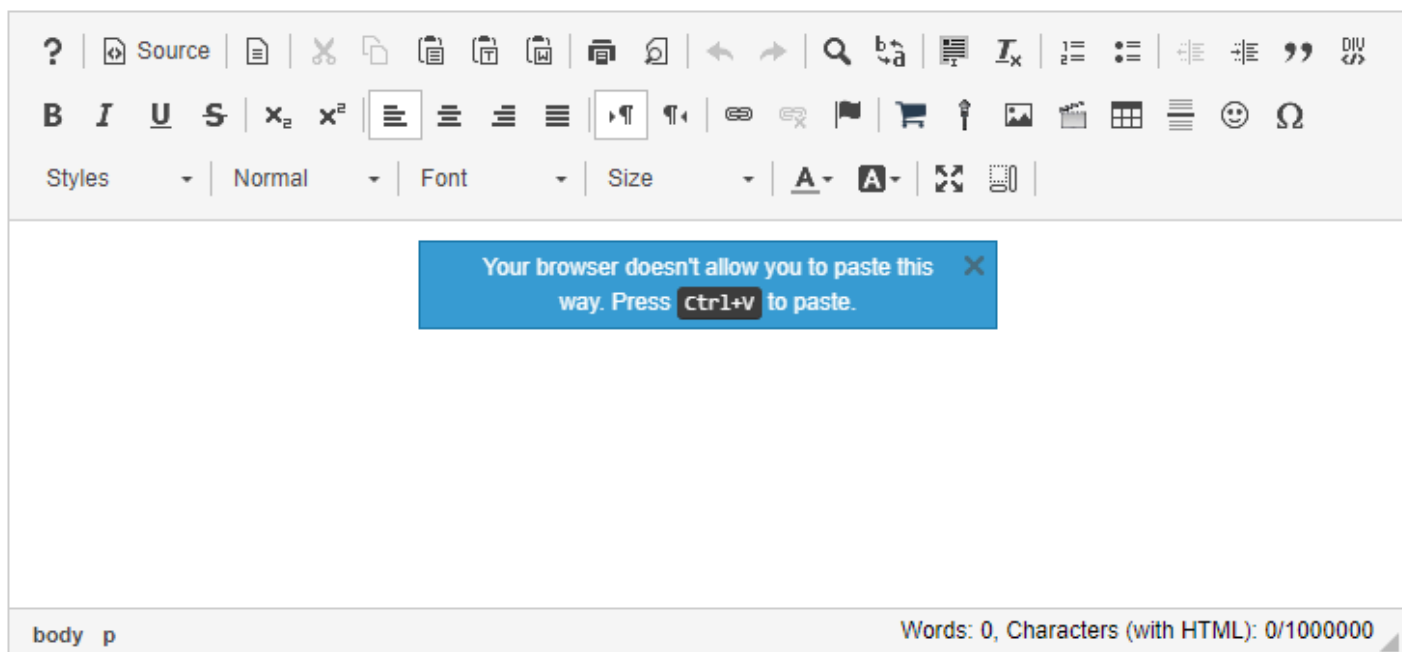


Copy the text in your MS Word document to your computer's clipboard (CTRL-C for PC or COMMAND-C for MAC).

In the Rich Text Editor, click the Paste From Word icon.

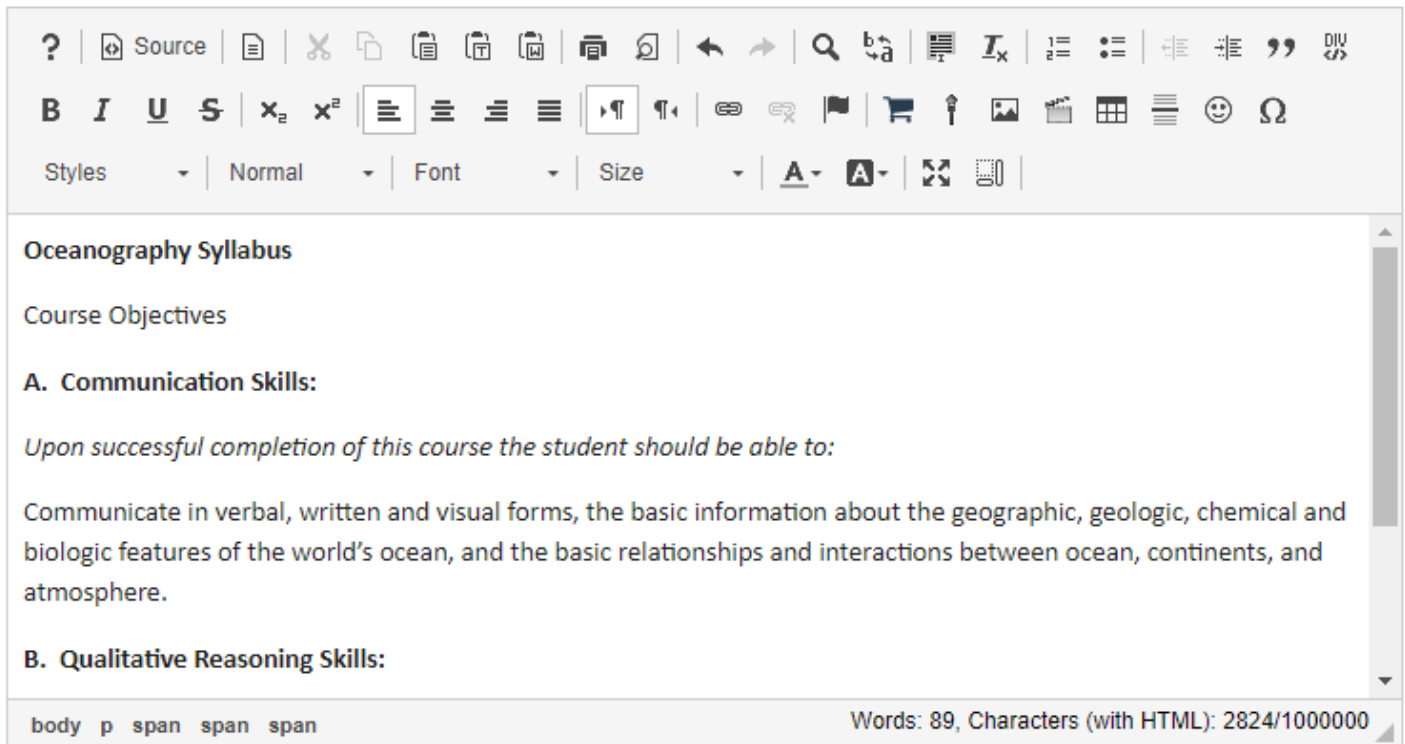


Paste the text.



You must paste your text using the keyboard shortcuts (CTRL-V for PC or COMMAND-V for MAC).

View Word content in the editor.



The screenshot displays a Rich Text Editor (RTE) interface. At the top is a toolbar with various icons for text formatting (bold, italic, underline, strikethrough, subscript, superscript), alignment (left, center, right, justified), indentation, bulleted and numbered lists, link and unlink, insert (table, image, video, link, unlink), and other functions like undo, redo, and search. Below the toolbar is a text area containing the following content:

Oceanography Syllabus

Course Objectives

A. Communication Skills:

Upon successful completion of this course the student should be able to:

Communicate in verbal, written and visual forms, the basic information about the geographic, geologic, chemical and biologic features of the world's ocean, and the basic relationships and interactions between ocean, continents, and atmosphere.

B. Qualitative Reasoning Skills:

body p span span span

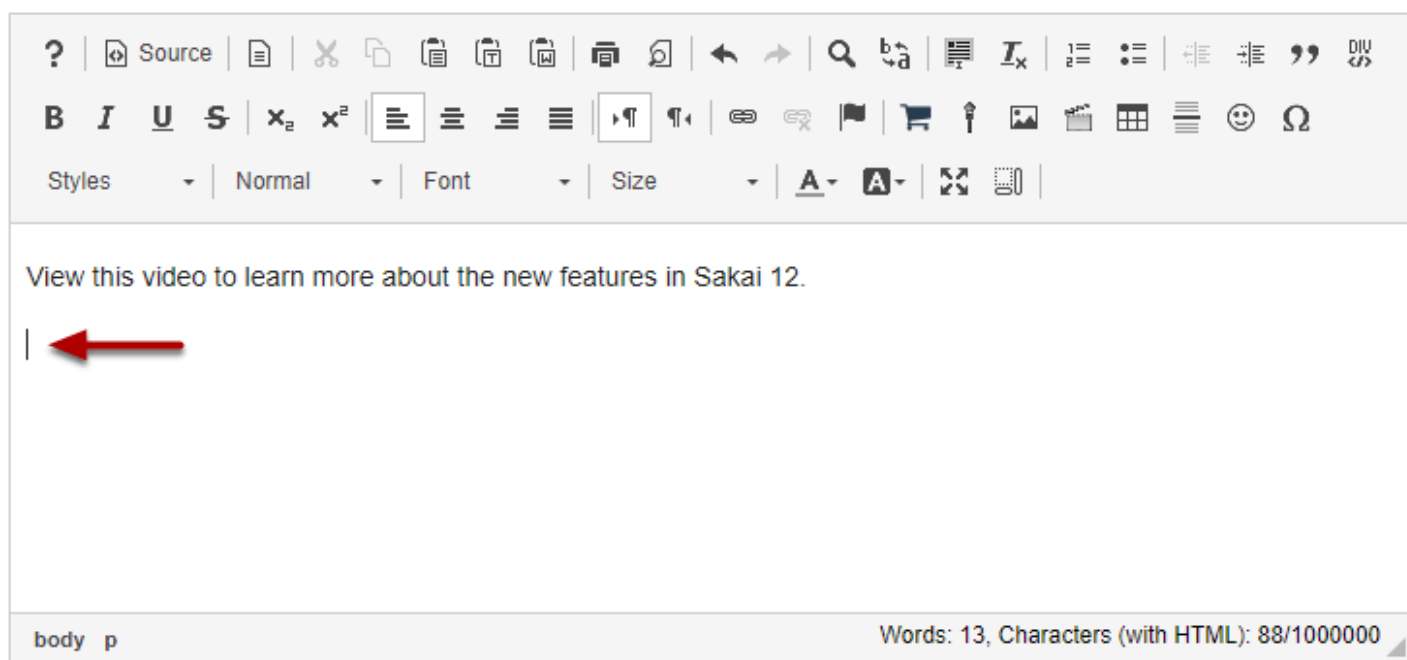
Words: 89, Characters (with HTML): 2824/1000000

The pasted content will now appear in the Rich Text Editor and you may edit it there to display the desired formatting.

How do I embed an mp4 video in a text box?

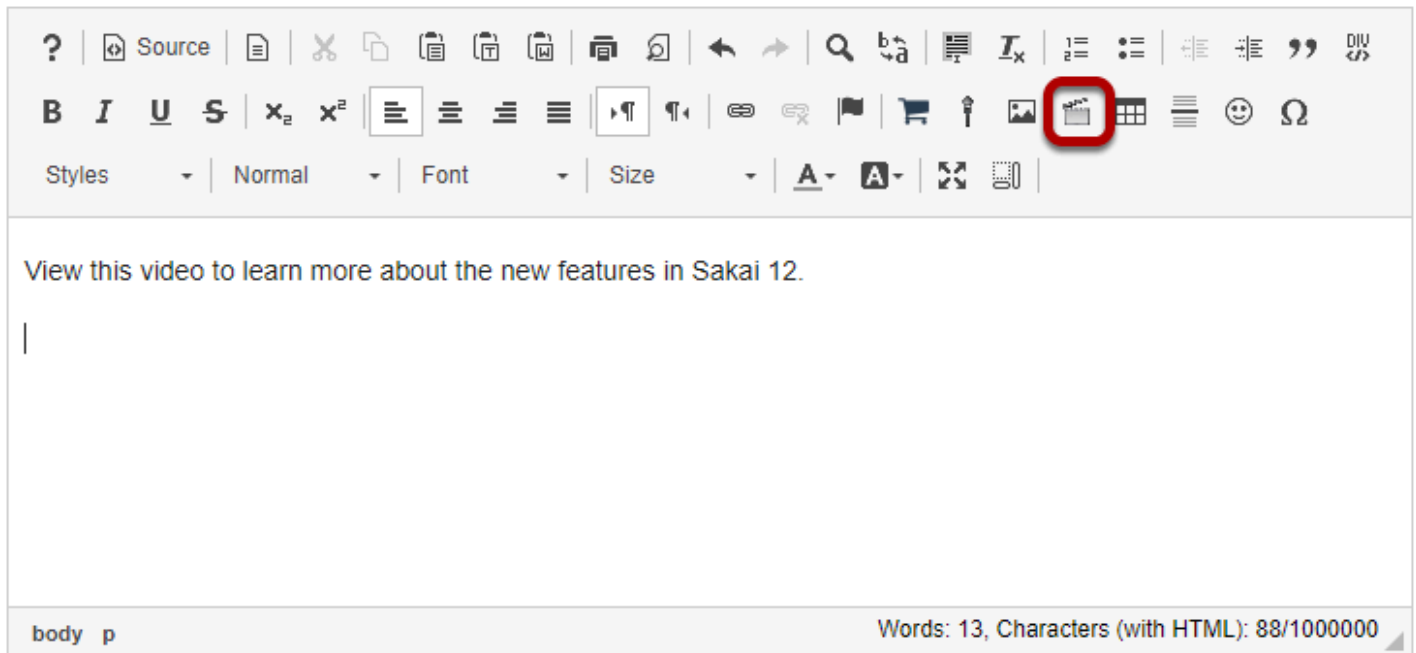
MP4 videos can embed in a text box using the **Rich Text Editor**. Other file types that can be embedded in a text box are .FLA, .F4V, .3GPP, .M4V or .MOV files.

In the text box, position your cursor where you want to embed the mp4 video.



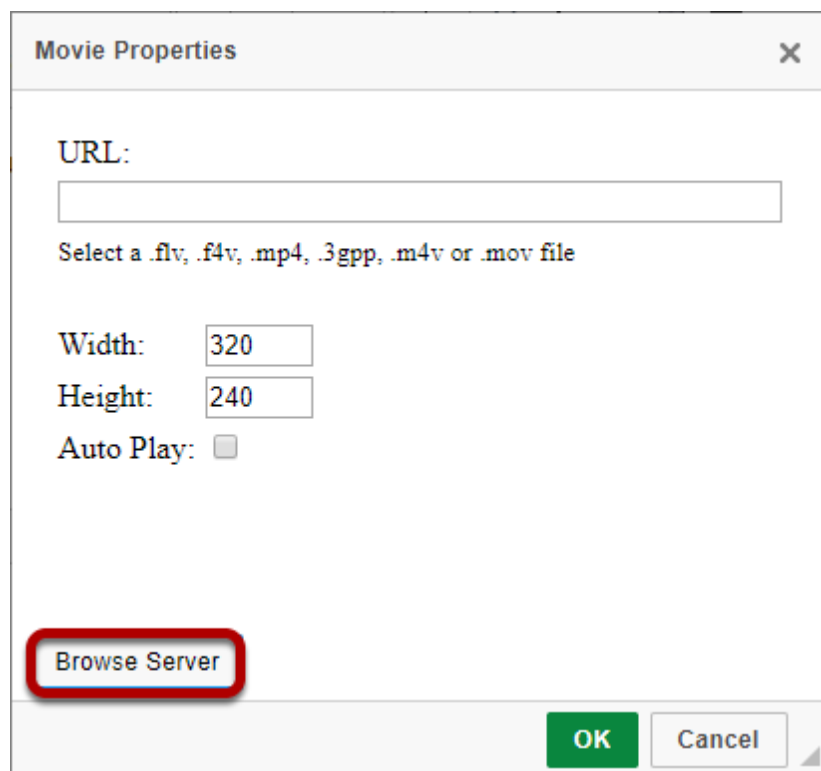
The screenshot displays a Rich Text Editor (RTE) interface. At the top is a comprehensive toolbar with icons for various editing functions such as undo, redo, bold, italic, underline, link, unlink, insert image, and video. Below the toolbar, the text area contains the sentence "View this video to learn more about the new features in Sakai 12." followed by a vertical cursor line. A red arrow points to this cursor line, indicating where to place the video. At the bottom of the editor, a status bar shows "body p" on the left and "Words: 13, Characters (with HTML): 88/1000000" on the right.

Click the Insert/Edit Movie icon.



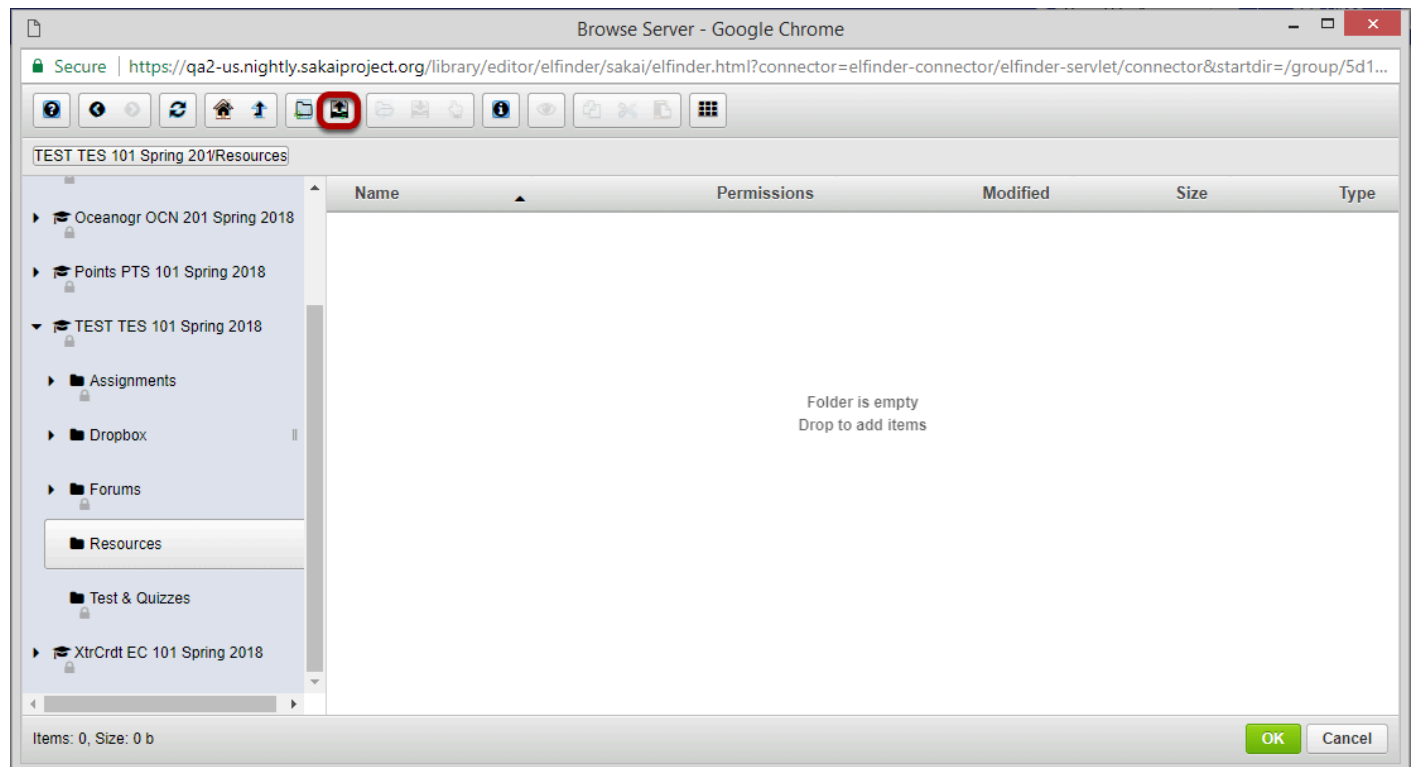
This displays the Movie Properties dialog box.

Click Browse Server.



This displays the Entity Picker dialog box.

Click the Upload file icon.



Drop files or paste URLs or clipboard images.

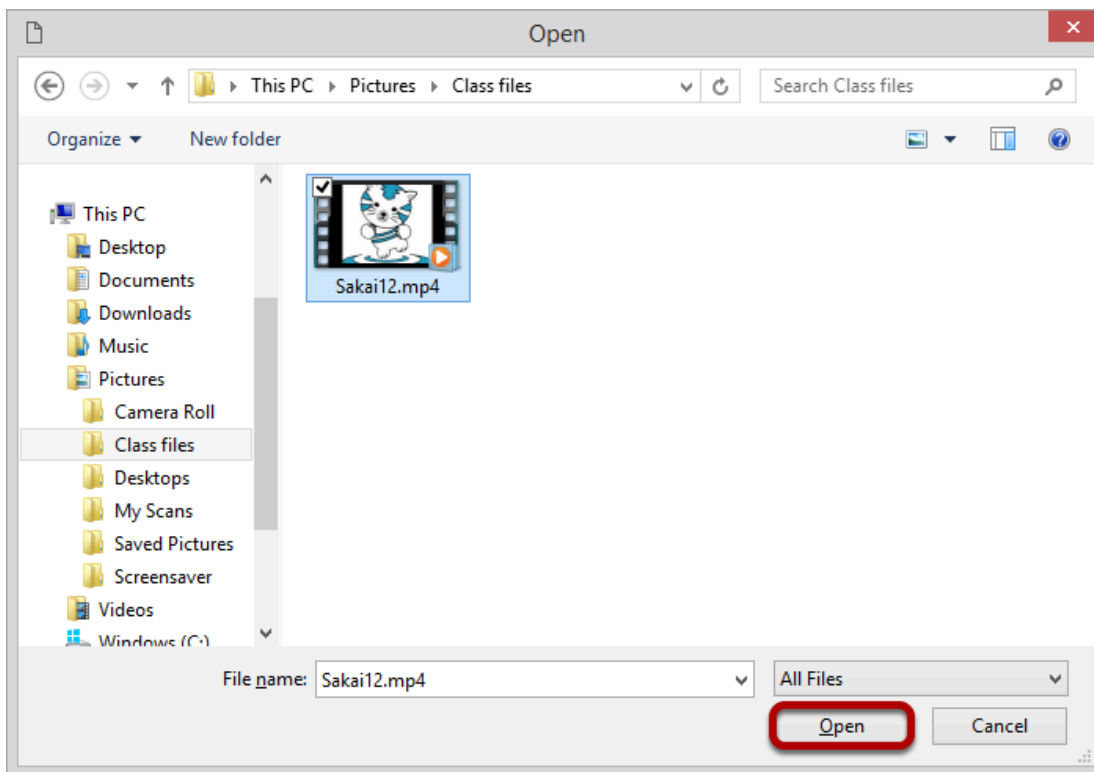
Drop files or paste URLs or clipboard images

Or, click Select files.

Click the Upload file icon.

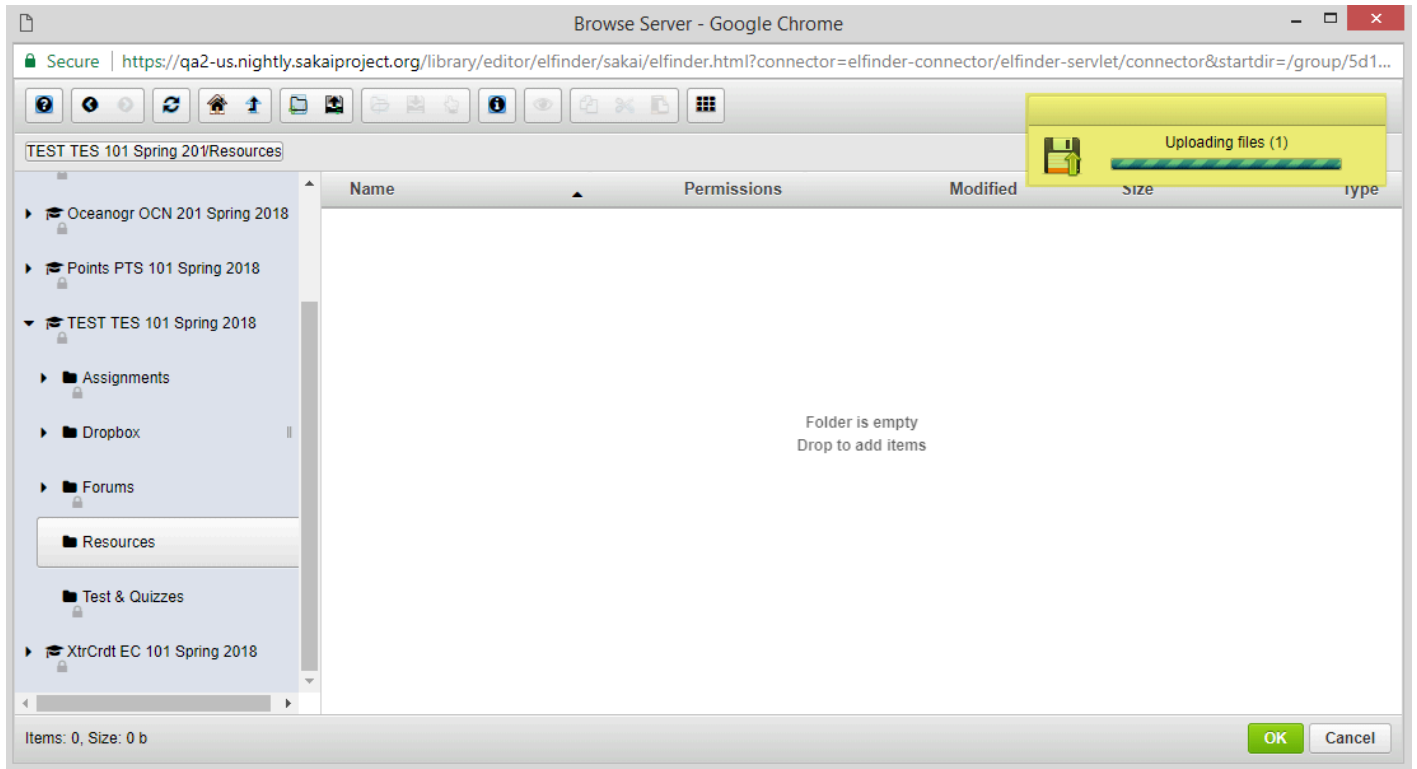
This displays an upload file dialog box.

Locate and select the mp4 video file that you want to embed in the text box.



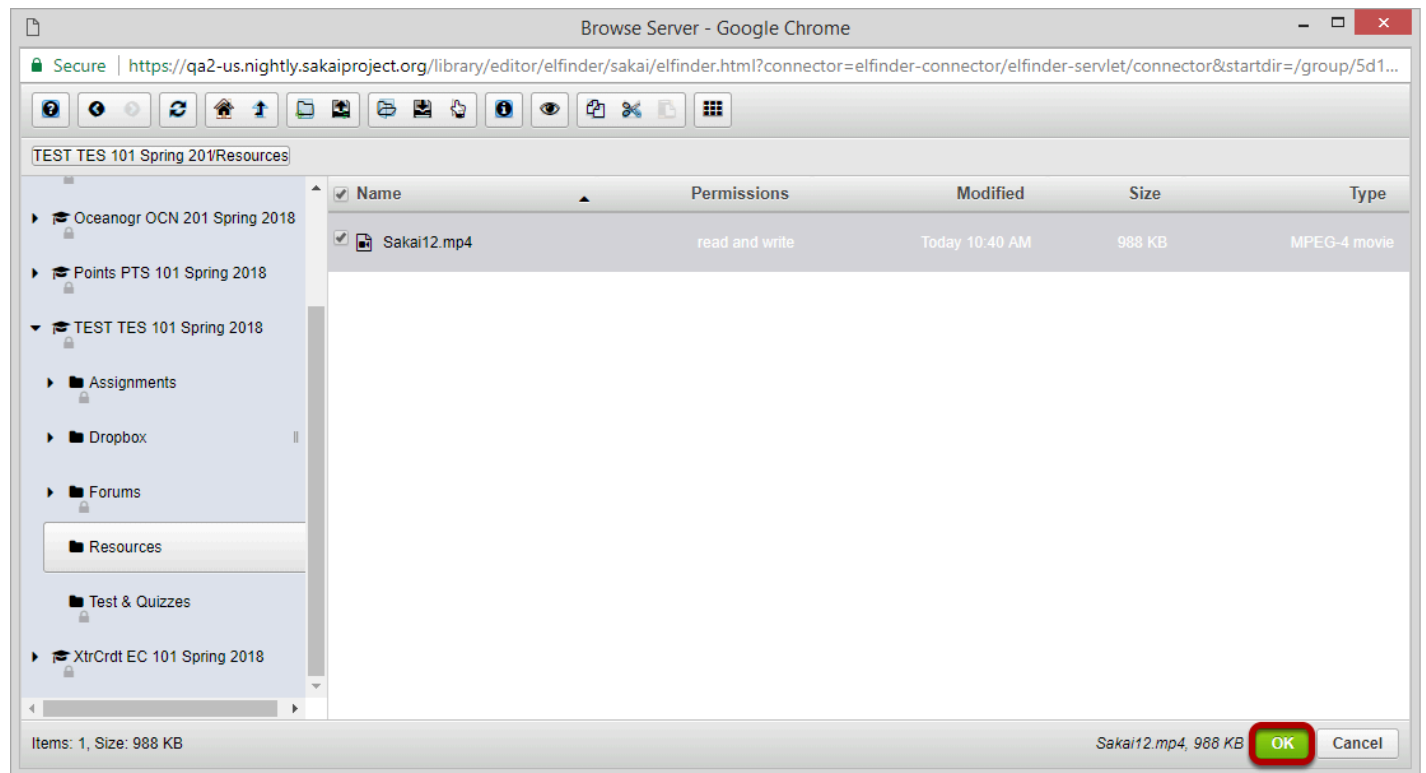
Once you have located and selected the file, click **Open** to upload it.

The file will upload.



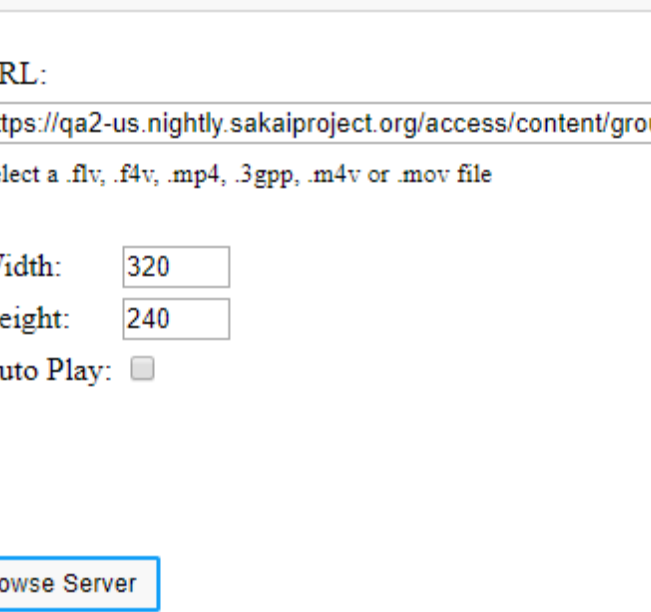
Your file will be uploaded to the server. This may take a while if it is a large file.

Click OK to embed the video on the page.



Once the file has finished uploading, it will appear in Resources and will be selected by default. Click **OK** to add the video to the Rich Text Editor.

Click OK to continue.



Movie Properties

URL:

Select a .flv, .f4v, .mp4, .3gpp, .m4v or .mov file

Width:

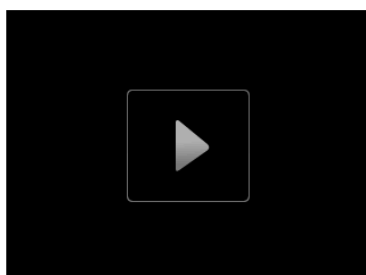
Height:

Auto Play: ☐

View embedded video file.

Instructions

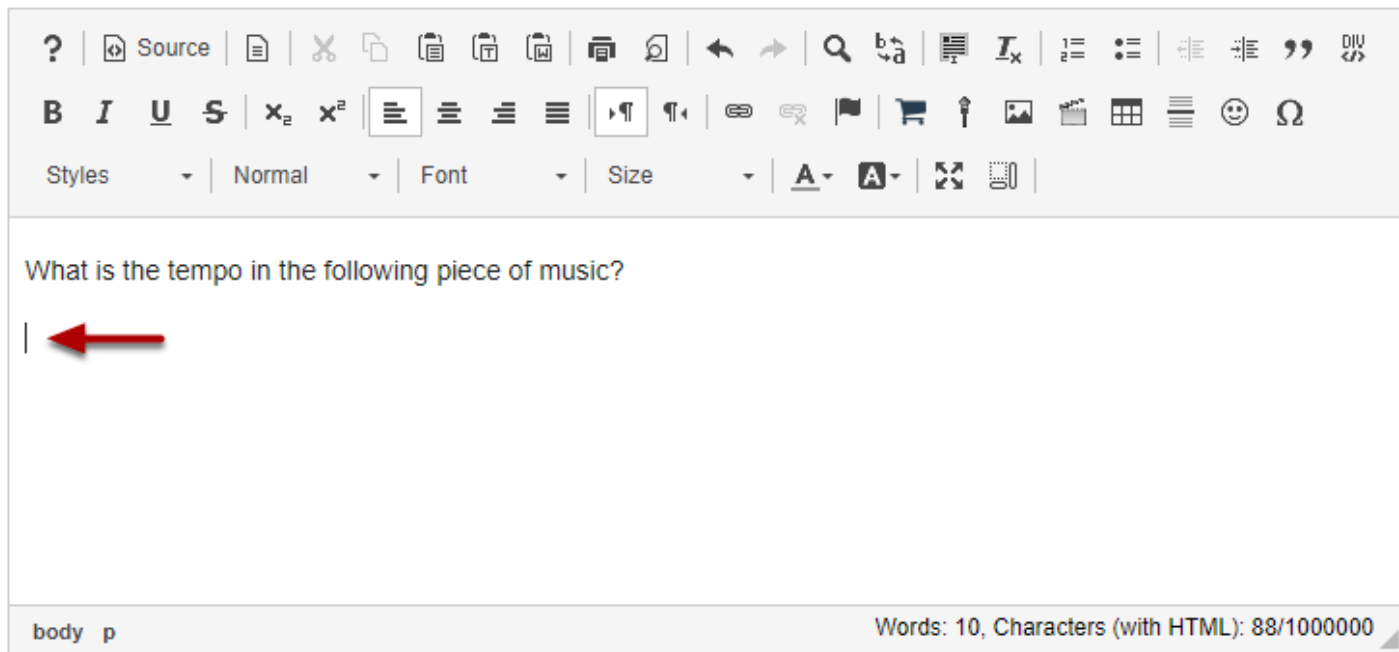
View this video to learn more about the new features in Sakai 12.



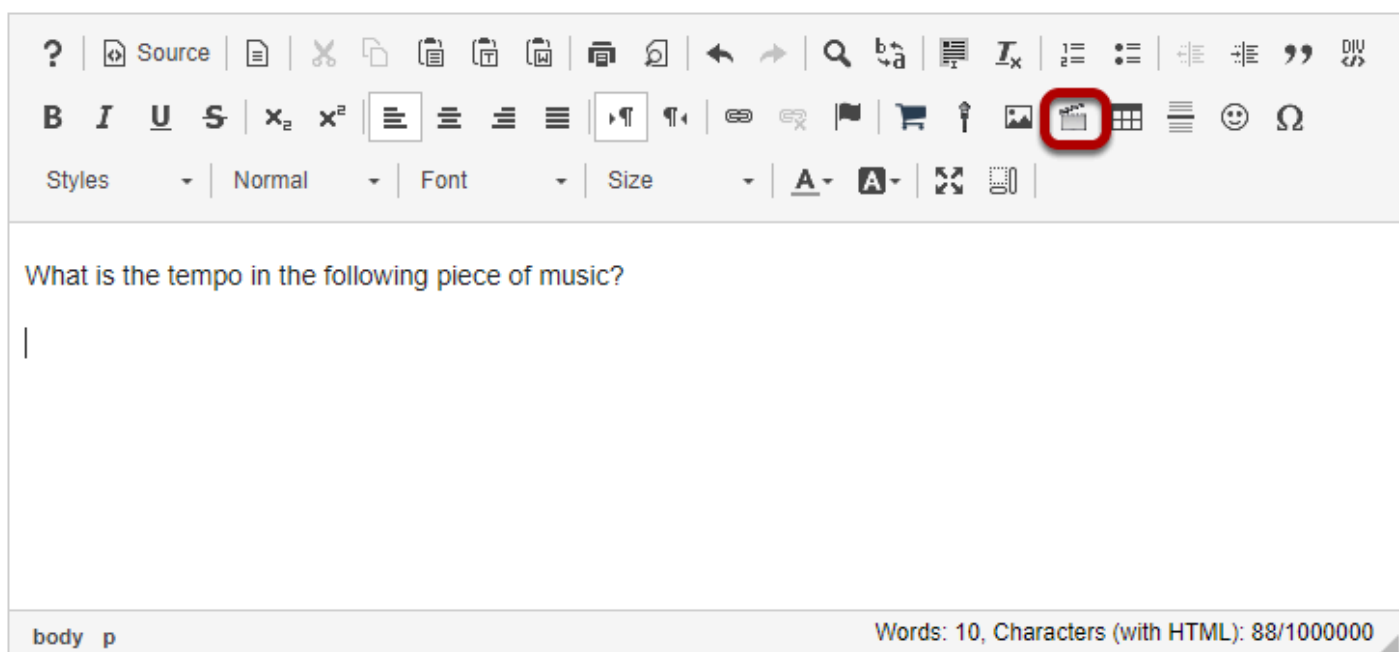
The embedded video will display in the editing view as "Movie." When the text box is posted or saved, it will display the video on the page.

How do I embed an mp3 audio in a text box?

In the text box, position your cursor where you want to embed the mp3 audio file.

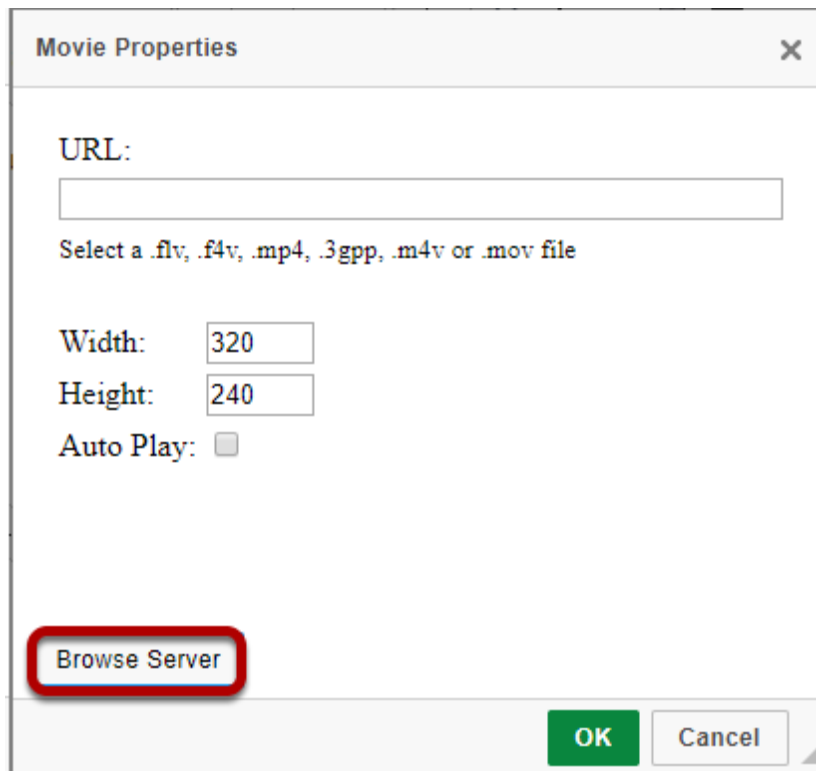


Click Insert/Edit Movie.



This displays the Movie Properties dialog box.

Click Browse Server.



The image shows a 'Movie Properties' dialog box with a close button (X) in the top right corner. It contains a 'URL:' label followed by a text input field. Below the input field is the instruction 'Select a .flv, .f4v, .mp4, .3gpp, .m4v or .mov file'. There are two rows of input fields: 'Width:' with the value '320' and 'Height:' with the value '240'. Below these is an 'Auto Play:' checkbox which is currently unchecked. At the bottom left, the 'Browse Server' button is highlighted with a red rounded rectangle. At the bottom right, there are 'OK' and 'Cancel' buttons.

Movie Properties

URL:

Select a .flv, .f4v, .mp4, .3gpp, .m4v or .mov file

Width: 320

Height: 240

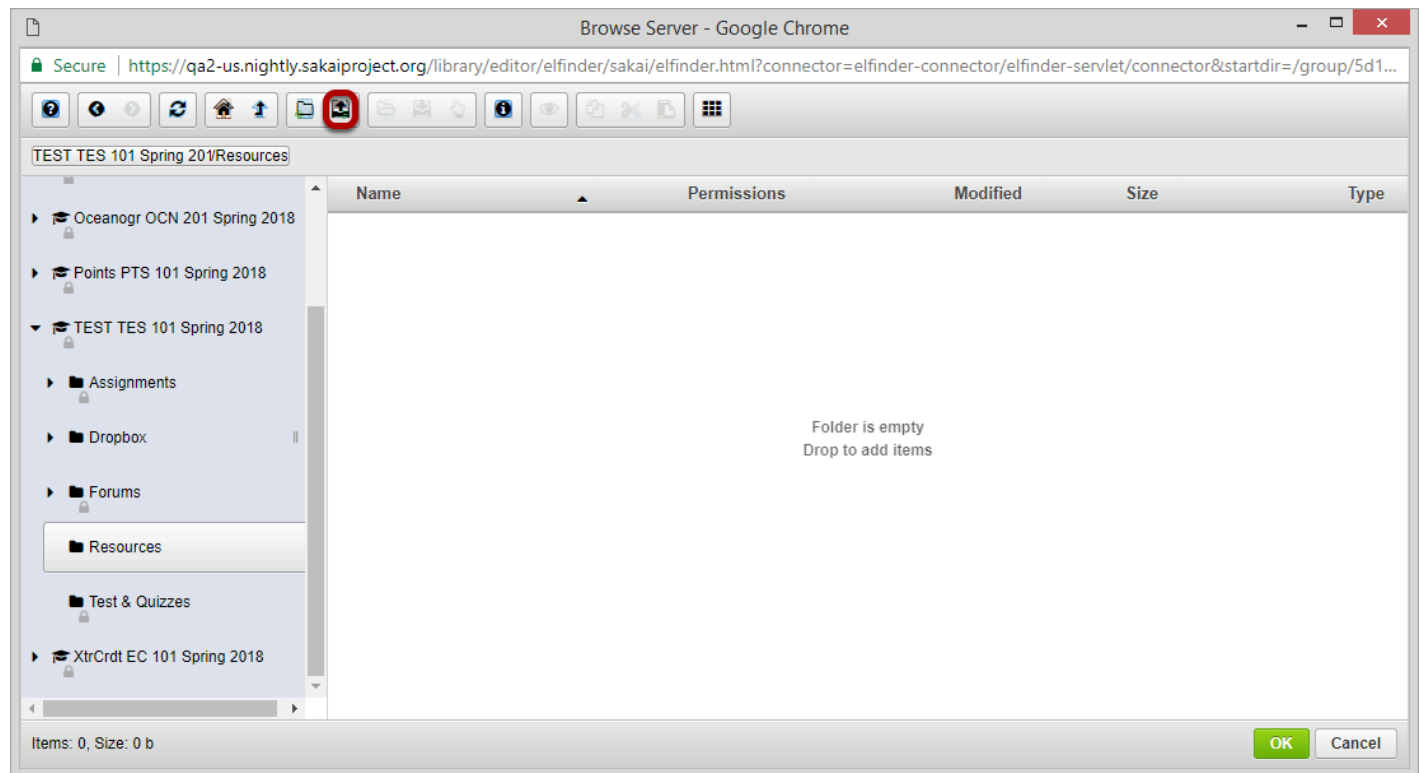
Auto Play: ☐

Browse Server

OK Cancel

This displays the Entity Picker dialog box.

Click the Upload file icon.



Drop files or paste URLs or clipboard images.

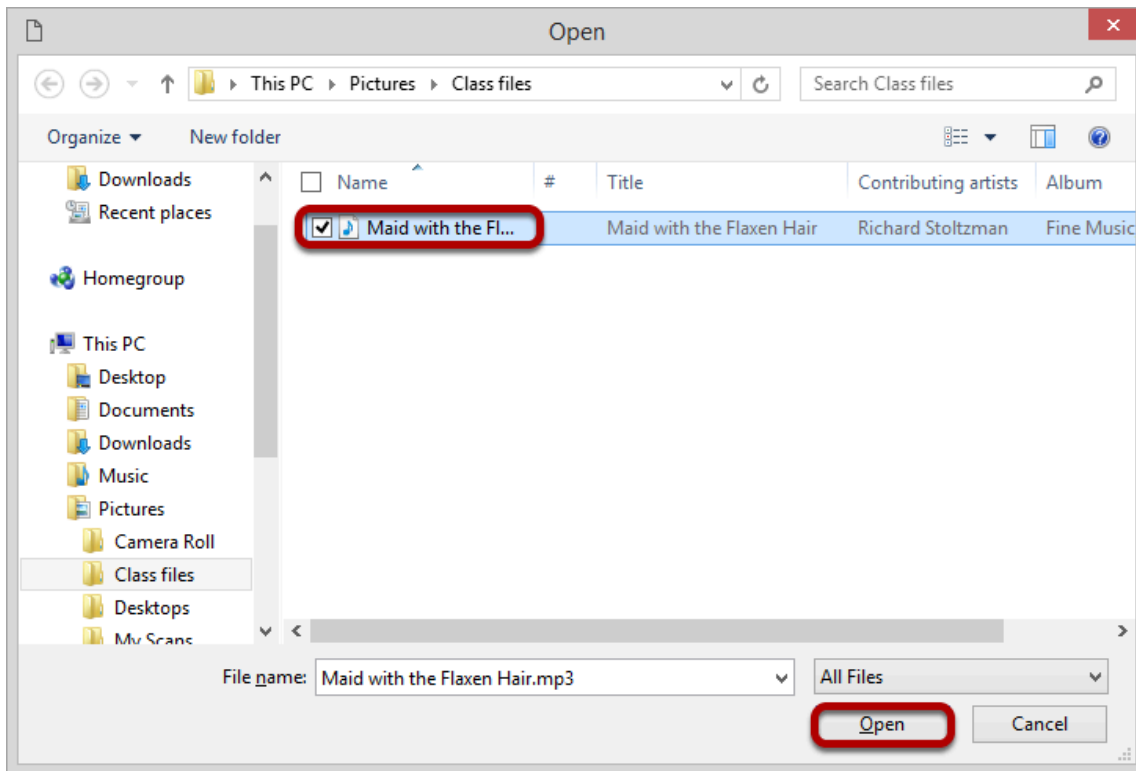
Drop files or paste URLs or clipboard images.

Or, click Select files.

Or, click Select files.

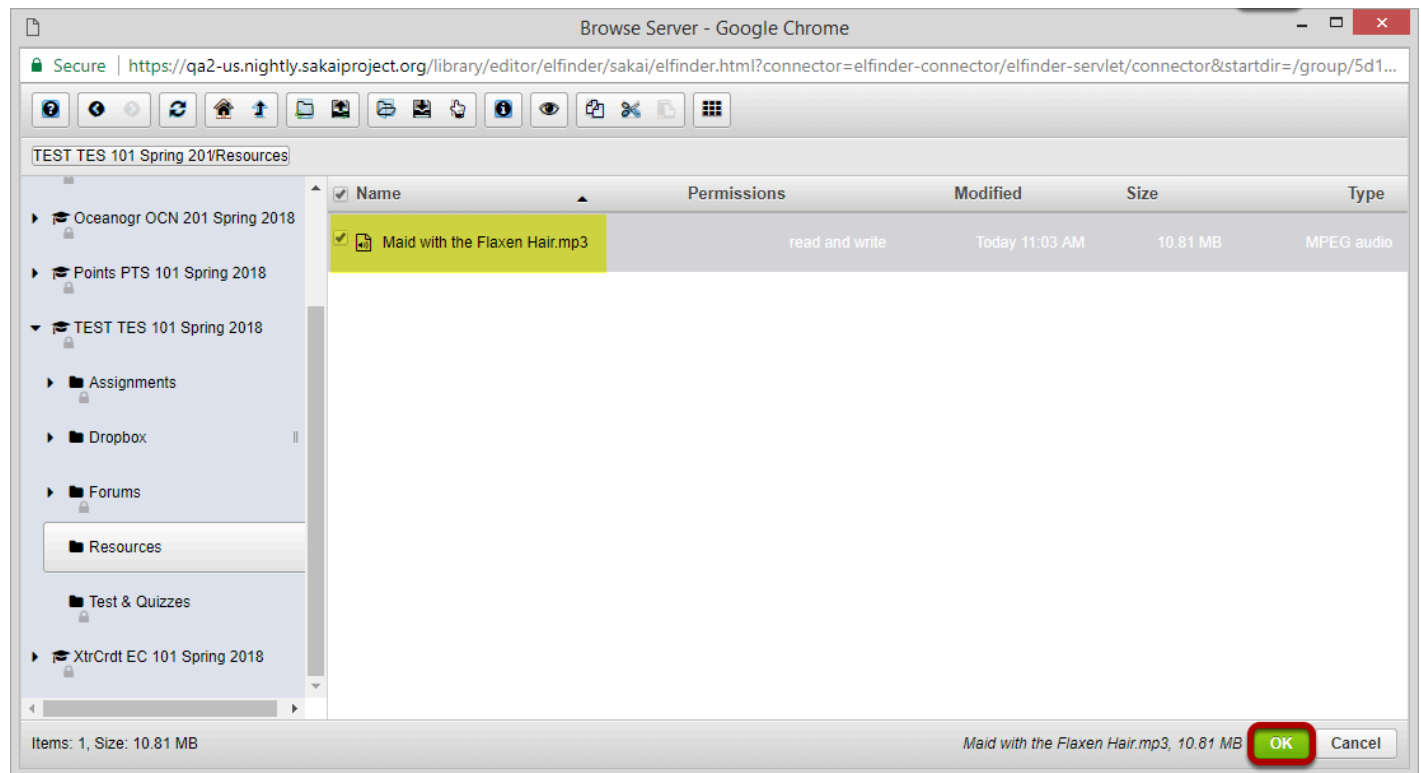
This displays an upload file dialog box.

Select the mp3 audio file you want to embed in the text box.




Once you have located and selected the audio file, click **Open** to upload it.

Click OK.



Once the file finishes uploading, it will show in the file directory listing and will be selected by default. Click **OK** to continue.

Set the Height to 35, and then click OK.



Movie Properties

URL:

<https://qa2-us.nightly.sakaiproject.org/access/content/group/5>

Select a .flv, .f4v, .mp4, .3gpp, .m4v or .mov file

Width: 320

Height: 35

Auto Play: ☐

Browse Server

OK Cancel

View the embedded audio file in the editor.

[illegible]

Instructions

What is the tempo in the following piece of music?



The editing display will show a place-holder for the audio marked "Movie". When the text box item is published the embedded audio player will be displayed.

Creating Accessible Content

Accessibility Information

Sakai is a Learning Management System created to assist faculty and students by providing online tools for communication, assessment, content delivery, etc.

Sakai is composed of sites, and each site has a number of tools selected by the site creator. There is also a special site, My Workspace, private to you, where you can access personal information and change your settings.

This document is assistive technology agnostic and will briefly describe the different areas of the interface, point out how they are implemented for accessibility, and go into more depth where extra assistance may be needed.

If you need specific help with your assistive technology, please contact your institution's office for Disability Student Services and/or Information Technology Services.

For additional information visit the [Accessibility Working Group](#) on the Confluence Wiki.

Note: The content depicted in images on this page may differ from what you experience, due to your institutions customization of Sakai.

This article describes the following:

- [Desktop versus Mobile View in Sakai](#)
- [Organization of Sakai](#)
 - [Important Access keys for main navigation](#)
 - [Quick Access \(Skip to...\) links](#)
 - [Sites](#)
 - [Your profile picture and name \(use this menu to Log Out\)](#)
 - [Favorite sites list \(on Desktop View\)](#)
 - [Tool Menu for the current site](#)
 - [Expand/Collapse Tool Navigation \(for sighted users, on Desktop View\)](#)
 - [Content area](#)
 - [Access keys to navigate the content area](#)
 - [Footer](#)
- [Rich-Text Editor accessibility](#)
- [Instructions for enlarging screen elements, modifying colors/contrast](#)
- [How to get more help](#)

If you need specific help with your assistive technology, please refer to your local institution's website to find contact information for groups who can assist you with accessibility accommodations.

Desktop versus Mobile View

Sakai has a responsive design to adapt to different screen sizes, so certain elements only display when an internet browser window is larger than 770 pixels in width. In the descriptions below, **Desktop View** will be used to refer to the display when an internet browser window is larger than 770 pixels in width. **Mobile View** will refer to the display on smaller windows.

Organization of Sakai

Always present in Sakai are the following:

- Quick access **Skip to...** links
- One of the following two items, depending on whether or not you are logged into Sakai:
 1. Before logging in: **Login** links
 2. After logging in: the **My Sites** menu and your profile picture and name (a menu you access to **Log Out**)
- List of favorite sites (on Desktop View)
- Tool Menu for the current site
- **Expand/Collapse Tool Navigation** button (for sighted users, on Desktop View)
- Content area
- Footer

Important Access keys for main navigation

The major elements of a Sakai site can be accessed via **Access keys** (see note for more information on how to use **Access keys**):

Content - This access key takes you to the area that contains the site where you are working.

- **Landmark:** main ("Jump to Content")
- **Access key:** [C]

Tools - Every Sakai site has a Tool Menu with a list of links to the current site's tools.

- **Landmark:** navigation ("Tools")
- **Access key:** [L]

My Sites menu - After you log in, you can use this menu to access your active sites.

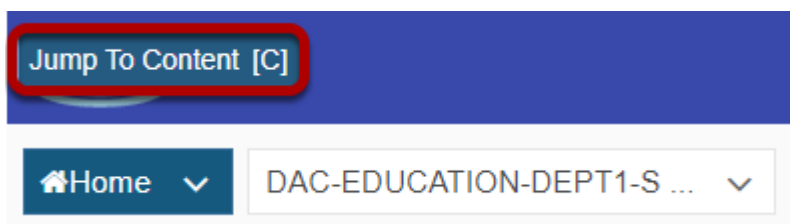
- **Landmark:** navigation (“My Sites”)
- **Access key:** [W]

Note: The exact keyboard commands to trigger an Access key depend on your computer operating system and internet browser. Commonly used browsers tend to use the following commands:

- Most Windows browsers: **Shift + Alt + [the Access key]**
- Most Mac browsers: **Ctrl + Option + [the Access key]**

The information on Access keys in this note provided by [WebAIM.org](https://webaim.org) (opens new window). You can learn more about Access keys on their website, [Keyboard Accessibility](https://webaim.org/techniques/keyboard/) © WebAIM (opens new window).

Quick Access (Skip to...) links



Location: The quick access links are the first three links on the page. They are announced by text-to speech software after the page title.

These links enable the user to reach frequently used areas of Sakai.

Pictured above is how one of these (normally invisible) links displays on the page if you navigate using the **Tab** key on your keyboard in Chrome after logging in to Sakai.

Sites

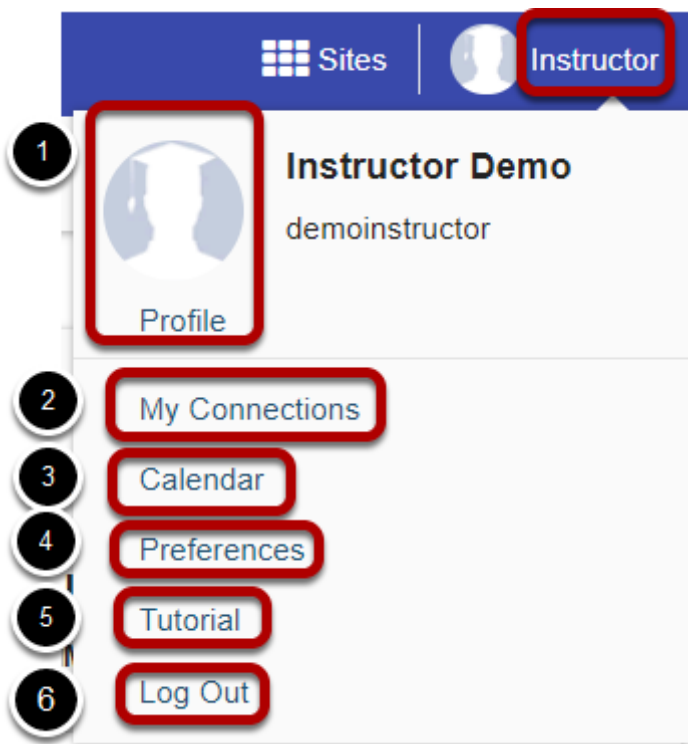


When logged in on Desktop View, the **Sites** menu follows the access key links, replacing the **Login** links.

On Mobile View, the **Sites** menu follows your profile picture and name (described below).

You can expand the **Sites** menu to access your active sites.

Your profile picture and name (use this menu to Log Out)



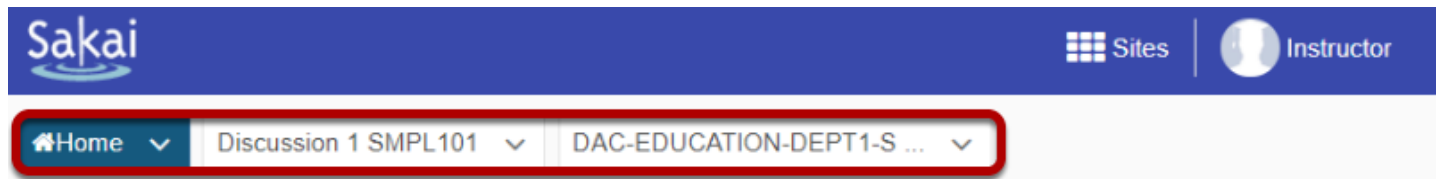
When logged in on Desktop View, your profile picture (which displays a silhouette of a student with a graduation cap by default) and name follow the **Sites** menu.

On Mobile View, your profile picture and name are at the top of the screen.

Selecting either your profile picture or name opens a menu with the following options:

1. Your profile picture and a **Profile** link that you can select to edit your picture or profile.
2. A **My Connections** link that will take you where you can search for, add, and manage your connections.
3. A **Calendar** link that will take you to your aggregated calendar for all enrolled sites.
4. A **Preferences** link that will take you to a page where you can edit your Sakai notifications, time zone, language, and active sites.
5. A **Tutorial** link to start the Sakai introductory tutorial (this tutorial also appears the first time you log into Sakai).
6. A **Log Out** link to log you out and take you to back to the *Gateway* page of Sakai.

Favorite sites list (on Desktop View)



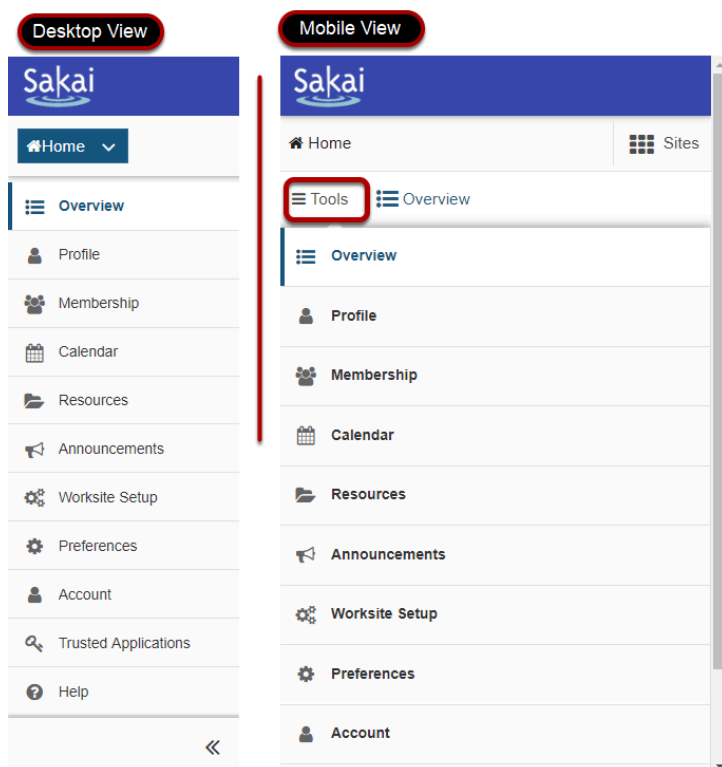
- **Location:** On Desktop View only, the favorite sites list appears after your name.
- **Landmark:** navigation ("Sites list begins here ")
- **Heading:** Level 1 ("Sites list begins here ")

This list contains the links to sites you most commonly use. You can select which sites appear in the list by selecting them as Favorites from the **Sites** menu. Each favorite site's tab will either take you to the site, or if you **Tab** into the menu and press the **Down** arrow key, supply you with a submenu of that site's tools so that you can go straight to that tool on the selected site.

Using the **Up** and **Down** arrow keys, you can navigate the submenu to the site specific tool links. These links can be activated using the **Enter** key.

If you have a large number of favorite sites, only the first ten sites will display in this list.

Tool Menu for the current site

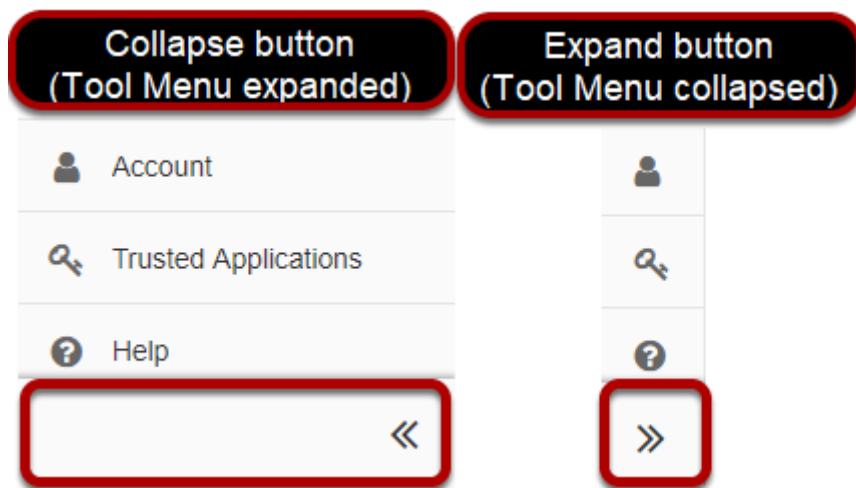


- **Location:** On Desktop View, the Tool Menu appears to the left of the screen. On Mobile View, it can be accessed by selecting **Tools** near the top of the screen.
- **Landmark:** navigation (“Tools list begins here”)
- **Heading:** Level 1 (“Tools list begins here”)
- **Access key:** [L]

Pictured above is the Tool Menu of a **Home** site, in both Desktop View and Mobile View.

i Note: The *Help* tool will always be present as the last item in the Tool Menu no matter what site you are on. This enables quick access to the Sakai help documentation.

Expand/Collapse Tool Navigation (for sighted users, on Desktop View)

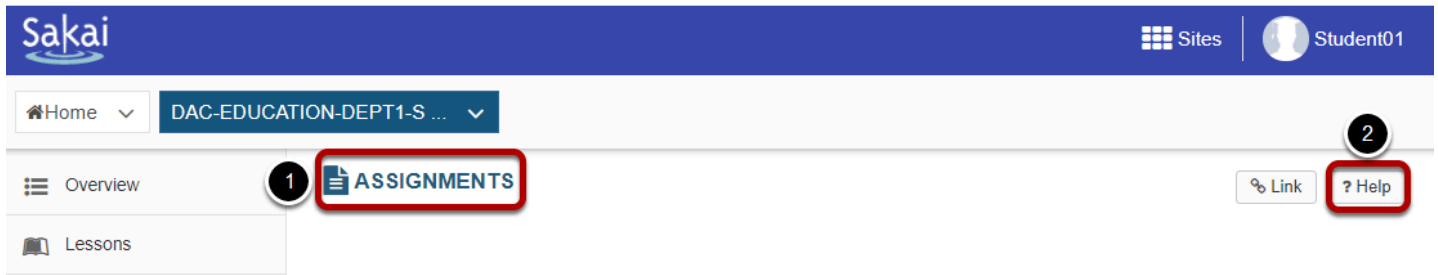


Location: On Desktop View only, at the bottom of the screen underneath the Tool Menu is a button to collapse or expand the menu. When collapsed, the Tool Menu displays with icons only, no text.

The **Expand/Collapse Tool Navigation** button display switches between << (to collapse the Tool Menu) and >> (to expand the Tool Menu), depending on the state of the menu.

i Note: Using the **Expand/Collapse Tool Navigation** button will have no effect on page navigation for users of screen reading software as all tools will still be available and announced.

Content area



The content comes after the Tool Menu.

- **Location:** On Desktop View, the content displays to the right of the Tool Menu. On Mobile View, the content appears underneath the **Tools** link.
- **Landmark:** main
- **Heading:** Level 1 “Content begins here”
- **Access key:** [C]

At the top of the content area for most tools, you will find:

1. The **title of the tool** you are currently viewing. This is also a **Refresh Tool** link that returns you to the main page of the tool when clicked. Pictured above is an example of an **Assignments (Refresh Tool)** link.
2. The title will be followed by a **Help** button, which opens a new tab or window (depending on your internet browser preferences) with help documentation for the current tool.

Access keys to navigate the content area

Most content views use some or all of these Access keys:

- Delete, remove, or cancel - **Access key:** [X]
- Edit or revise - **Access key:** [E]
- Help - **Access key:** [0]
- Refresh - **Access key:** [U]
- Save - **Access key:** [S]
- View or preview - **Access key:** [V]

i Note: The exact keyboard commands to trigger an Access key depend on your computer operating system and internet browser. Commonly used browsers tend to use the following commands:

- Most Windows browsers: **Shift + Alt + [the Access key]**
- Most Mac browsers: **Ctrl + Option + [the Access key]**

The information on Access keys in this note provided by [WebAIM.org](https://webaim.org) (opens new window). You can learn more about Access keys on their website, [Keyboard Accessibility](#) © WebAIM (opens new window).

Rich-Text Editor accessibility

In most areas of Sakai where text can be entered, you can use the **Rich-Text Editor** to edit and format your text, and to add links, images, or media.

Steps to access the Rich-Text Editor's toolbar with a keyboard are included in [What are some keyboard shortcuts for the Rich-Text Editor?](#)

Instructions for enlarging screen elements, modifying colors/contrast

You can use the browser's zooming function to increase text size. Sakai will work well with up to 200% zoom.

If you need a higher level of magnification, or if you need to have the cursor/pointer augmented, you may be more comfortable using a third-party magnifier such as [MAGic](#) (opens new window) or [ZoomText](#) (opens new window).

To change color and contrast settings, use the operating system settings, browser settings, or your preferred browser plug-ins.

Getting more help

If you need further help, please contact your local institution's accessibility support resources.

What does it mean to make content accessible?

Everybody experiences the world, including content they access on the internet, in their own way. How someone experiences content on the internet can be vastly different depending on the computer or device and size of the screen on which they view it, and how they interact with it.

For example, while some people read text and interpret images they view, others use assistive technology to listen to content using a screen reader. Meanwhile, some people click on links using a mouse or similar device, while others navigate using a keyboard or by tapping on touch screens.

Improving the *accessibility* of content is about reducing basic barriers to comprehension, such as providing *alternative text* for images, so that those who cannot see the images can grasp their meaning. Similarly, making captions or transcript text available for a video file can make it *accessible* to someone who cannot hear audio.

For more technical information about making content accessible, see [What are some guidelines for making content accessible?](#)

What does an example of inaccessible content look like?

The next section on this page contains a photograph with no *alternative text*. It is an example of very inaccessible content. The reasons why it is inaccessible will become apparent by the number of questions we need to ask and answer in order to understand its content.

What is depicted in the image below?



The photograph above depicts a title page of a book, which was published in 1682. Unless you're curious about this image, which is irrelevant to the topic at hand, you might want to skip to the next question: [Why is the content of the image above inaccessible?](#)

The book in the picture contains a play, titled *Le Menteur*, a French comedy written by Pierre Corneille.

At the top of the page in the photograph is a frontispiece, a picture of a scene from the play. This frontispiece contains some of the following information:

- There are four young people, two women and two men, in a park.
- The two men are positioned to the right of a fountain (the reader's left), and the two women to the left (the reader's right).
- One woman has tripped and nearly fallen. The other woman stands behind her. The woman in back is holding up her right hand, but it's not clear what gesture she's making; maybe she's motioning to stop her friend from falling. The standing woman holds a pair of gloves near her waist in her left hand.
- One man has caught the falling woman by her right hand, and is helping her up. In his left hand, he has taken off his hat and is holding it up, as if to greet the women. He is dressed in nice clothing.
- The other man, who is more plainly dressed, stands demurely behind the man who is helping the woman to stand.
- Behind the people and fountain are some bystanders. You can't tell if the people in the background are watching what the other four are doing.

Underneath the frontispiece is a decorative border that surrounds text. The text indicates the title of the play, that it is a comedy, and that it was written by Pierre Corneille: "Le Menteur / Comedie / Par le Sr. / P. Corneille."

Why is the content of the image above inaccessible?

Below are just some of the reasons why the image above might be inaccessible.

- All of the text included above regarding what the photograph contains is necessary for a screen reader user to get similar meaning out of it to what someone else might be able to interpret by looking at the image.
- There's no meaningful **Alternative Text (Alt Text)** on the image. A screen reader user might hear the image's file name, or nothing at all, where someone else might see an image.
- There's text on the page of the book, which must be typed out so a screen reader can present it to users.
- The image is small. It's in a format that doesn't allow you to zoom in on it to see it very well, so someone with vision impairment may have greater difficulty seeing or understanding it than someone else.
- The quality of the image is relatively poor. On a high-resolution screen, it may appear grainy or blurry.
- It doesn't have very good color contrast, and that may also make it harder for some users to see or read.

What types of content are inaccessible?

Certain types of content tend to be more inaccessible than others. Below is a list of the worst offenders that can cause barriers to comprehension, when they are not marked up for assistive technology to present them adequately or when they lack critical contextual information. Click on an item in the list for more information on how to make it more accessible.

1. [Images](#) (as demonstrated in the example above)
2. [Tables](#)
3. [Videos and audio files](#)
4. [Links](#)
5. [Lists of items](#)
6. [Background and text colors](#)
7. [Page structure](#) that isn't clearly defined, such as important information which is conveyed only with reference to a location on a page (e.g. "Click the link at the top left corner of the page" as opposed to "Click the **Reset** link")
8. [Line breaks \(Shift + Enter/Return\) instead of paragraph breaks \(Enter/Return\)](#)

What are some guidelines for making content accessible?

Sakai uses a single consistent [Rich-Text Editor](#) across all areas where text can be added that is more than a few lines. This editor is based on the most recent stable version of the [CKEditor](#).

When creating content using the Rich-Text Editor, it is important that the author follow the simple guidelines below to ensure that the content can be read and understood by all. Creating well-structured and accessible content is a best practice which ensures that content is compatible with assistive devices, such as screen readers, and robust enough to be copied and pasted to other contexts or presented in unanticipated contexts. Making content accessible is also a legal requirement.

The technical measure of accessibility for a web-based resource is the [WCAG 2.0](#) standard from the [W3C](#). The requirements of the [WCAG 2.0](#) are summarized in the four-letter acronym POUR:

- Perceivable - Information must be presentable to users in ways they can perceive.
- Operable - User interface components, navigation and structure must be operable.
- Understandable - Information and the operation of user interface must be understandable, and structural elements should be used in a meaningful way.
- Robust - Content must be robust enough so that it can be interpreted reliably by a wide variety of technologies, including assistive technologies.

These relatively simple considerations make a big difference if applied when content is created. The [W3C](#) provides more information in their [Introduction to Understanding WCAG 2.0](#).

See the articles linked below.

The articles below provide instructions to make specific kinds of content more accessible.

- [How can I make images more accessible?](#)
- [How can I make tables more accessible?](#)
- [How can I make videos and audio files more accessible?](#)
- [How can I make links accessible?](#)
- [How can I make lists of items accessible?](#)
- [How can choices in background and text color affect accessibility?](#)
- [How can I structure my page to make it more accessible?](#)

- [Why should I use paragraph breaks in my document?](#)

How can I make images more accessible?

Users with some disabilities will be unable to see images and/or comprehend what they are meant to convey. **Alternative Text** can help give context and meaning to an image.

When to Add Alternative Text Descriptions for Images

- **Simple image with "simple meaning"** - add descriptive alternative text of 10 to 169 character as outlined below. The alternative text should describe the educational/informational purpose of the image.
- **Complex image with "rich meaning"** - add a paragraph above or below the image that goes into more detail. Some pointers, such as "Next image," or "Previous image," will help tie them together. If the image is referenced from elsewhere in the document, add a paragraph below it that can serve as a caption, and then refer to it. If the longer alternative text is not feasible, create a link to an external Web page that contains an appropriate description.
- **Decorative image** - if the image is purely decorative or used for visual formatting, the alternative text description should be left blank to hide it from users of assistive technology.

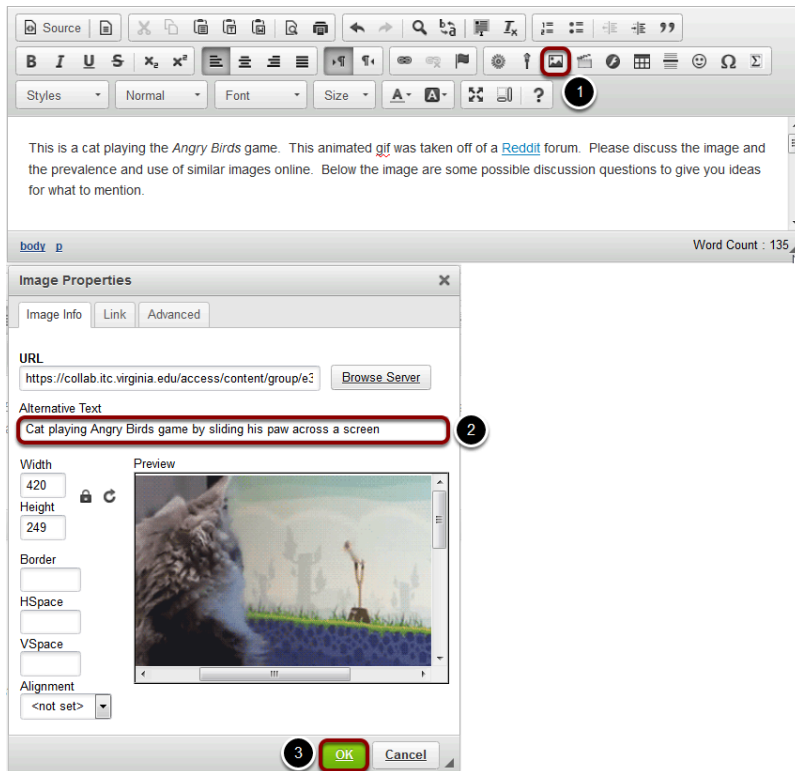
Examples of Text Alternatives for Images

- **Alternative Text:** "Scientist in a lab filling a vial with fluid"
- **Description in the text before or after the image:** "Next/Previous image shows a female forensic scientist, who is filling a vial containing a small amount of blood with fluid to denature the sample as part of the process of the PCR analysis method of DNA profiling. In the background is a centrifuge which will aid in the process of extracting the DNA from the sample of blood."
- **Reference farther away in the body of the document:**

"... Figure 1.3 shows the correlation between the...."

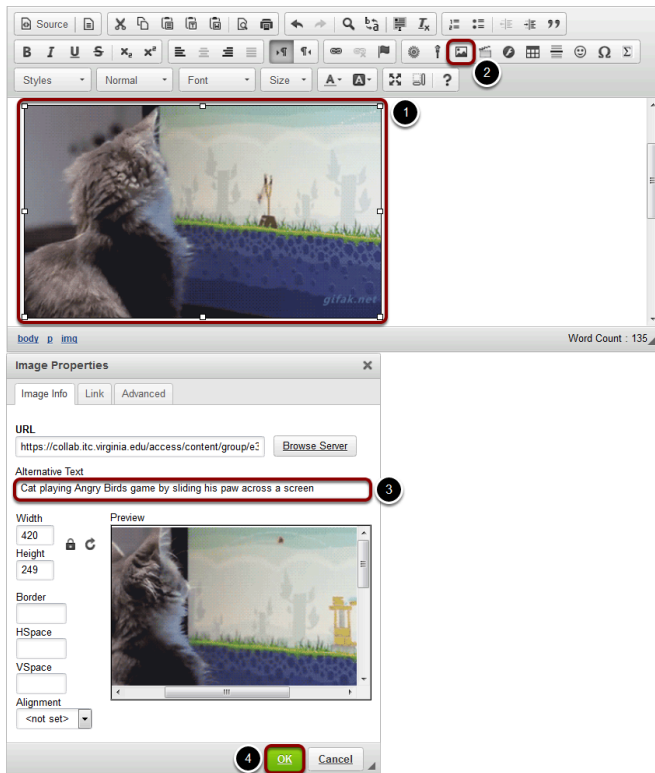
[Image] Figure 1.3

Steps to Add Alternative Text to a Newly Embedded Image



1. If you do not already have an image embedded in the text box, click on the **Image** icon in the Rich-Text Editor's toolbar to insert an image. The **Image** icon displays a picture that looks like a landscape, with mountains and a sun. For more information on adding an image, please see the article [How do I embed an image in a text box?](#)
2. In the *Image Properties* dialog window, enter short, meaningful descriptive text in the **Alternative Text** box.
3. Click **OK** to confirm the addition of the text.

Steps to Add Alternative Text to an Existing Image



1. Click on the image you have embedded in the text box to select it.
2. Click on the **Image** icon in the Rich-Text Editor's toolbar. The **Image** icon displays a picture that looks like a landscape, with mountains and a sun.
3. In the *Image Properties* dialog window, enter short, meaningful descriptive text in the **Alternative Text** box.
4. Click **OK** to confirm the addition of the text.

How can I make tables more accessible?

Users of screen readers cannot read tables the same way sighted users do. Sighted users can tell at a glance what column and row a given cell is associated with, but a screen reader user needs a properly coded table. To make tables usable, additional steps will need to be taken to make them accessible.

Examples of Tables: Simple table

John	Tomiko
Game of Thrones	Crime and Punishment
Ender's Game	Brothers Karamazov
Farewell to Arms	Sound and Fury

The image above displays a simple table: books read by 2 people. Only column headers are needed to identify who read which books.

Examples of Tables: Complex table

	John	Tomiko
Week 1	Game of Thrones	Crime and Punishment
Week 2	Ender's Game	Brothers Karamazov
Week 3	Farewell to Arms	Sound and Fury

In the image above, there is a complex table: books read by 2 people each week. Both column and row headers are needed.

In the second example, a screen reader user will know that *The Sound and the Fury* was the book read by Tomiko on Week 3.

Steps to Making Accessible Tables

The image shows a 'Table Properties' dialog box with the following fields and values:

Property	Value
Rows	3
Width	500
Columns	2
Height	
Headers	None
Alignment	<not set>
Caption	
Summary	

Buttons: OK, Cancel

When adding tables, add a row and/or column to be used as a heading for each as appropriate. The table creation menu contains **Headers** options that allow for selecting the first row, column or both.

Add a **Summary** of the table that will inform readers of the table's content. Good examples are: "Data from recent study," "Table of inputs and outputs," etc.

Tables should only be used for tabular data, not for layout.

How can I make videos and audio files more accessible?

When you include video or audio content in your document, you must provide an alternative method for your audience to understand the content if they cannot hear the audio or see the images in the video. You can improve video and audio accessibility by providing transcripts and captions, and descriptions of video images.

Please contact your institution's office for Disability Student Services and/or Information Technology Services for students to get help with accessibility issues and instructors to get help with adapting their course content for accessibility.

Provide a transcript.

```
1                P R O C E E D I N G S
2
3                (10:06 a.m.)
4
5                CHIEF JUSTICE ROBERTS: We'll hear argument
6 first this morning in Case No. 14-916, Kingdomware
7 Technologies v. United States.
8
9                Mr. Saunders.
10
11               ORAL ARGUMENT OF THOMAS G. SAUNDERS
12               ON BEHALF OF THE PETITIONER
13
14               MR. SAUNDERS: Mr. Chief Justice, and may it
15 please the Court:
16
17               By its plain terms, the 2006 Veterans Act
18 requires the VA to consider veterans first under the
```

Transcripts are required to provide basic accessibility. A transcript is a textual version of video or audio content that can be read either visually or by a screen reader, searched by a web browser or other software, and scanned by a reader for important information.

A transcript should contain the words spoken in a video or audio clip, and additional descriptions, explanations, or comments that may be beneficial. For example, a transcript of a video that shows children playing ball in a school gymnasium might describe the room and indicate when the teacher blows a whistle to get the students' attention.

If you do not have a transcript of your video or audio content readily available, you can create a transcript yourself. Note that if you did not create the video or audio yourself, you may

encounter copyright issues in creating your own transcript. Please refer to your institution's Copyright Policy for more information. For some video and audio content, you may be able to find an existing transcript by searching in your institution's library catalog or online.

Note: Minutes are not sufficient for a transcript of an audio or video of a meeting (unless done by a court reporter or someone who can capture every word).

Use video with captions.



Captions are like the text of a transcript synchronized with audiovisual content so that someone can get the audio information in text at the same time as the corresponding image displays in the video. Captions for audio files can also help non-native speakers to follow along and understand better.

If you are presenting a video in class, it's best to find videos that are already captioned. Your institution's library may have video and media resources available, and may be able to assist you with finding appropriate captioned videos.

Your institution's office for Disability Student Services may also provide captioning assistance for those with an immediate need.

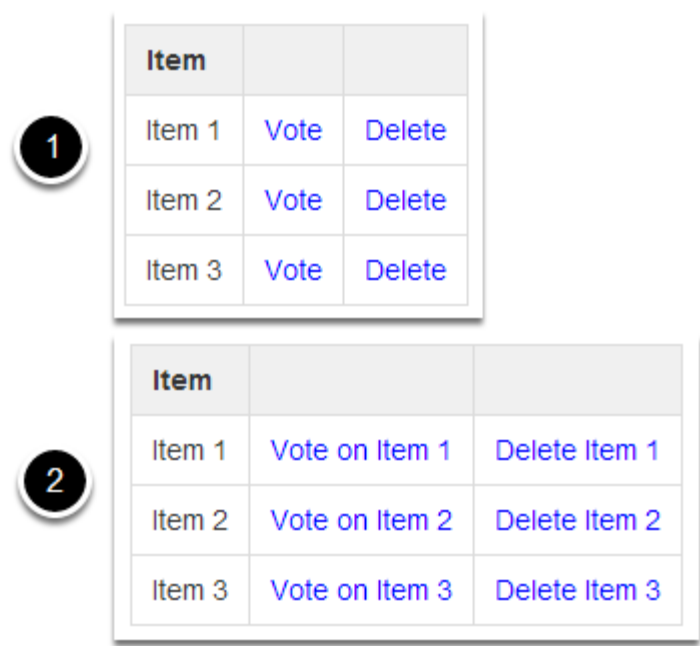
Include an audio description for video.

Audio descriptions are required for important visual elements of a video that aren't already described in spoken text. For example, if a graph or chart is displayed in a lecture video, and the instructor does not describe it when speaking, an audio description would be needed to supplement the video.

How can I make links accessible?

Assistive technology users use link lists to navigate content. This means they cannot rely on context to tell what a link does. Each link needs to be uniquely descriptive of what it does. The best place to uniquely identify a link is in the link text. Good examples are: "View Assignment 34," "Visit Entomological Society of America," etc.

Use Unique and Descriptive Link Text



Above is an image displaying two tables.

1. In lists where each item has several links associated with it, the temptation would be to create a table like the first example shown above. It contains three rows, each containing an Item where you can click a link to **Vote** for the item or **Delete** it. Because each item only has **Vote** and **Delete** for the links, someone using assistive technology, such as a screen reader, might not be able to tell for which item they're voting.
2. The second example shown would be better, if a bit verbose. Each item's links contain all the information you need to know to select them: **Vote on Item 1**, **Delete Item 1**, **Vote on Item 2**, **Delete Item 2**, etc.

Add Alternative Text for Image Links

For every HTML web link embedded into the rich text editor that contains only an image and no textual content, concise and descriptive alternative text is mandatory. The alternative text should describe the purpose of the link (e.g., The "destination" that the user will be taken to upon activation of the link.) For more information on adding alternative text to an image, see [How can I make images more accessible?](#)

Identify File Types in Links to Downloadable Files

Assistive technology users will benefit from knowing what type of file it is they are downloading. When you link to a file in the Rich-Text Editor, include the information in the link text.

Example: essay (MS Word), report (PDF), presentation (MS Powerpoint).

How can I make lists of items accessible?

If you think of a vertical series of items as a list, you should include it in your page as a *numbered* or *bulleted* list. Screen readers can identify lists; for example, a bulleted list containing two items may begin: "List of two items. Bullet 1."

Create a numbered list.



To create a *numbered list* in a document, click the **Insert/Remove Numbered List** button. This button has a picture of the numbers 1 and 2, each followed by lines that represent text. If you have already entered text in the editor from which you want to create a list, select the text, then click the button.

Create a bulleted list.



To create a *bulleted list* in a document, click the **Insert/Remove Bulleted List** button. This button has a picture of two bullets, each followed by lines that represent text. If you have already entered text in the editor from which you want to create a list, select the text, then click the button.

How can choices in background and text color affect accessibility?

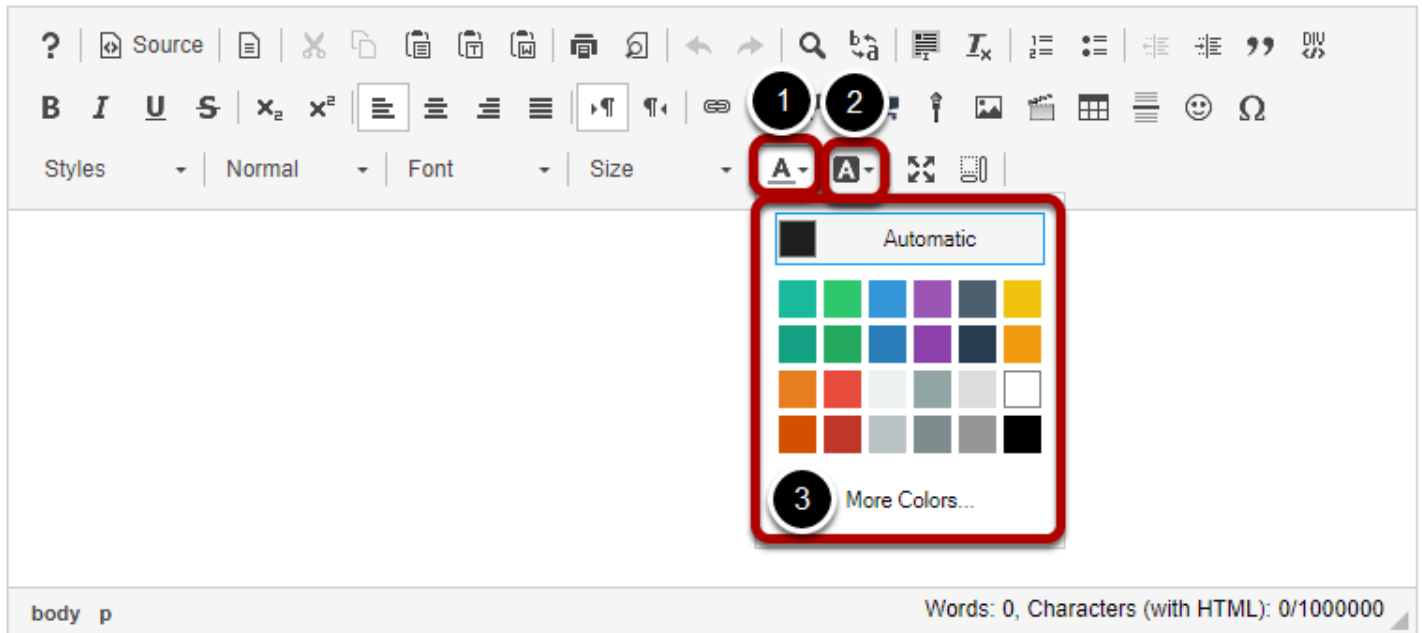
Many users will have visual impediments that will require good contrast in the documents you are producing. The best way to help these users is to make sure that the contrast between background and foreground has a ratio of 4.5:1 or higher. Leaving the defaults of the editor intact is best - black text on white, with a ratio of 21:1.

Examples of Contrast

Sample	Contrast ratio	Passes?
This is example text. Some of it bolded. Some of it italicized.	19.56:1	Yes
This is example text. Some of it bolded. Some of it italicized.	7.7:1	Sort of
This is example text. Some of it bolded. Some of it italicized.	5.48:1	No
This is example text. Some of it bolded. Some of it italicized.	16.63:1	Yes
This is example text. Some of it bolded. Some of it italicized.	20.62:1	Yes

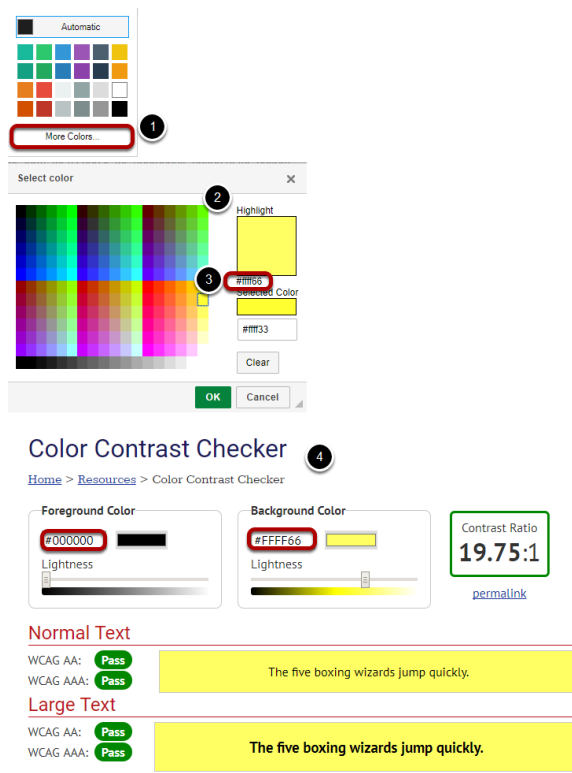
The image above contains examples of text with varying contrast ratios, and indicates whether the level of contrast would be adequate.

Steps to Change Foreground and Background Colors



1. If you need to edit the text color, click on the **Text Color** button, which resembles a letter A with an underline: A.
2. To edit the background color of the text, which displays as if you had highlighted the text with a highlighter, click on the **Background Color** button to the right of the **Text Color** button. The **Background Color** button resembles a solid black box containing a white letter A.
3. Clicking on either of these buttons will display a **Color Picker**, from which you can select a color, such as **Black** or **Maroon**. **Yellow** is a **Background Color** commonly used to highlight text. Click on a color to select it.

Check your color selection for adequate contrast.



In most cases the contrast will be obvious, but if you need to verify, take the following steps:

1. Click on the **More Colors...** option in the **Color Picker**.
2. A **Select color** window will pop up. At the top right of the window, your selected color will be displayed under *Highlight*.
3. Under this box with your selected color, you'll see a 6-digit *hex number*, starting with #. This is the number that allows the internet browser to display the selected color.
4. Record the 6-digit hex number for the color you have selected. Using an online tool such as [WebAIM's Color Contrast Checker](#), check how the **Text Color** you've selected contrasts with the background color behind your text (if you're selecting a **Text Color**) or how your selected **Background Color** contrasts with the color of your text. To use WebAIM's Color Contrast Checker, enter the hex number for your text and background colors into the boxes provided. The contrast checker will tell you the colors *Pass* if they have enough contrast.

How can I structure my document to make it more accessible?

Organizing your page with helpful titles and headings creates an outline that helps your audience access the most important information more quickly and easily.

Assistive technology users rely heavily on page titles and headings to navigate complex content. Structuring complex content will help all users parse it as well. Headings allow users to jump from one part of a document to another, without using a mouse. Screen readers will interpret headings for those who use them.

Note that for this reason, you should not use headings for typographical effects. If you need to increase or decrease the font size of large blocks of text, please use the **Normal Paragraph Format** and select a new **Font size** from the **Size** menu, or use **Styles**.

Use Unique and Descriptive Page Titles

Assistive technology users rely on page titles. You will run across the need to specify this when you are creating a page in the *Lessons* tool or an HTML page in the *Resources* tool. The title of the new document will be the same as the name of the item as it shows on the left-hand tool menu or the list in *Resources*.

Do Not Use Color or Spatial Position to Convey Information

Using color or spatial position to convey important information can be problematic. For example, if you were to say, "click the green button on the left," color blind users may not be able to distinguish the button. Screen reader users may have difficulty interpreting "left" because a screen reader reads from the top of the page to the bottom, as well as left to right - the best solution is to quote the target label, for example: "Click on **Start Assignment**," or, "Click the **Save** button."

Add Structure with Headings.

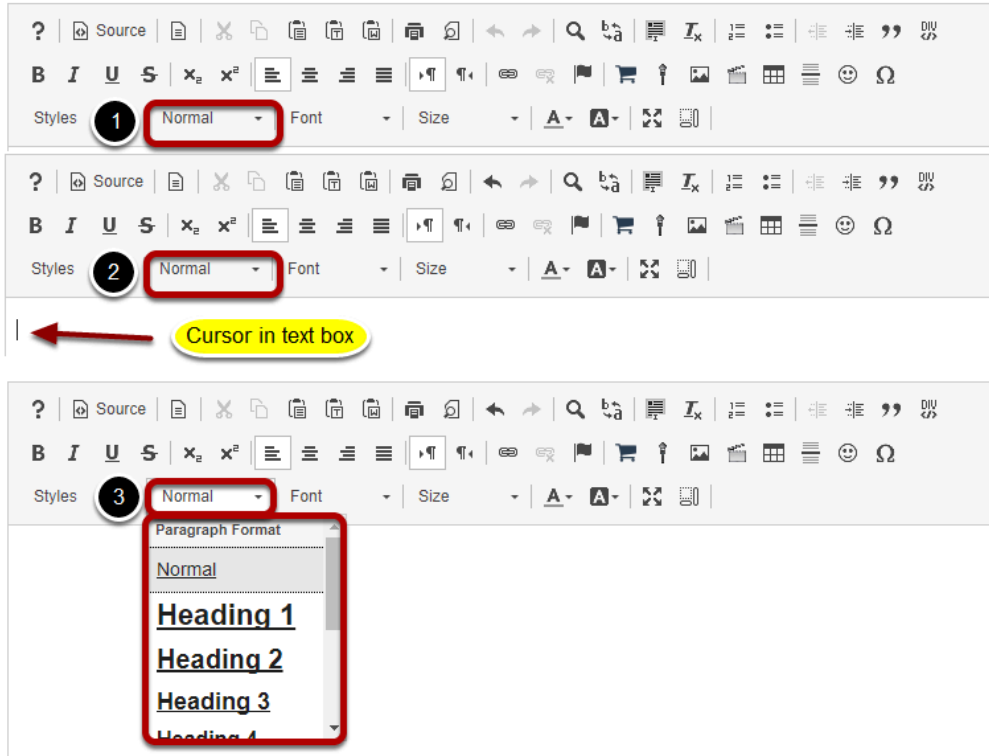
If a document can be outlined or you have an outline in mind when writing it, then adding headings will convey its structure. Use short title-like headings that describe content which follows.

Nest headings appropriately:

- **Heading 1 > Heading 2**

- If you have a section containing three sub-sections, it might look like this: **Heading 2 > Heading 3, Heading 3, Heading 3**
- In most cases, you should start with a Heading 1.

Steps to add Headings

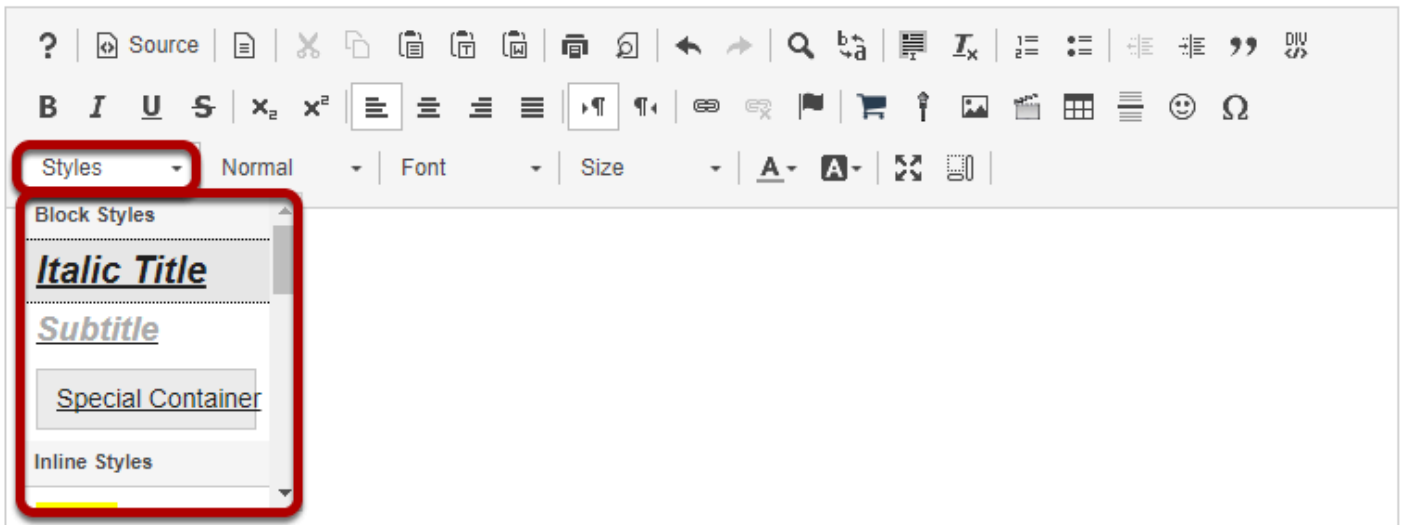


1. Headings are available from the **Paragraph Format** menu. By default, this menu will say **Normal**.
2. When you position your cursor in the text box, the name of this menu will change to match the *Paragraph Format* of your text. In a blank document, it will say **Normal**.
3. Click on the **Format** menu (**Normal**, in a blank document) to select a **Heading**.

Notes:

- *The default size of the Headings can always be adjusted with the **Size** menu. The default size of some of the higher-level headings (the ones with small font sizes, e.g. **Heading 5-Heading 6**) may need adjustment.*
- *Conversely, do not use headings for typographical effects; users of assistive technologies can navigate through a document by jumping from heading to heading. If you need to increase or decrease the font size of large blocks of text, please use the **Normal** Paragraph Format and select a new **font size** from the **Size** menu.*

Use inline Styles.



Using the right style to format a bit of text is very helpful as it "codes" it appropriately. The following types of formatting are all available in the **Styles** menu:

- **Italic Title** - Makes selected text an *italicized Heading 2*.
- **Subtitle** - Makes selected text an *italicized Heading 3*, colored **pale gray**.
- **Special Container** - Inserts a block of text (a `<div>` HTML element) which can be used to group together several items in a document and/or format them with background color or borders. As with *paragraph breaks*, using `<div>` *containers* to group items in meaningful ways can assist with navigation because keyboard users can skip from one group of elements to another.
- **Small** - Without setting a specific font size, this style makes selected text slightly smaller than the text that surrounds it.
- **Computer Code** - Indicates a block of text that has been identified as computer code; for example, a list of HTML tags to indicate how to code in HTML.
- **Keyboard Phrase** - Defines keyboard input.
- **Sample Text**
- **Variable**
- **Deleted Text** - This puts a strikethrough through selected text (a line through the middle of the text to cross it out).
- **Inserted Text** - This underlines text.
- **Cited Work** - Visually, text is *italicized*.
- **"Inline Quotation"**
- **Language: RTL** - Indicates that the language reads from right to left. Some examples of RTL languages include Hebrew and Arabic.
- **Language: LTR** - Indicates that the language reads from left to right. English is an example of an LTR language.

If you are curious to see what these do, add one and switch to **Source** view - Inline quotation will use `<q>`, which will signify the opening of an inline quotation, very helpful. **Cited Work** will

create an element that presents itself as such. Conversely, avoid using these special formats to achieve a typographical effect. For example, **Cited Work** produces italic text, but it would be confusing to a screen reader if you used it just for that reason.

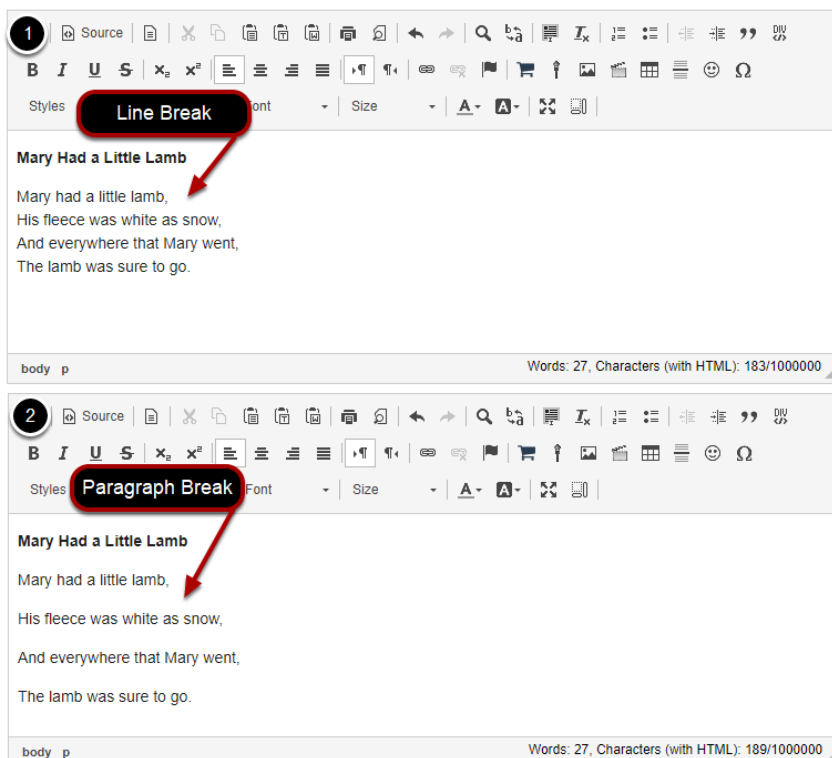
Why should I use paragraph breaks in my document?

A *paragraph break* (hit **Enter** or **Return** on the keyboard) is always more meaningful than a *line break* (hit **Shift + Enter** or **Return** on the keyboard). A *paragraph break* inserts what looks like a double-space in between one line of text and another, and allows screen reader users to parse the information on the page more readily.

Although programs like Microsoft Word have options to create single-spaced documents with paragraph breaks, web pages do not. You may find using a line break more esthetically pleasing than a paragraph break, but line breaks can create problems for screen reader users.

While a screen reader can interpret a paragraph break as "blank," a line break may not be indicated to the user. The text on the new line may sound like a new sentence, instead of the start of a new paragraph.

Images with examples of paragraph and line breaks.



1. The first image above depicts a poem, *Mary Had a Little Lamb*, where line breaks were used to separate each line.
2. In the second image, paragraph breaks separate the lines.

While the line breaks may "look better" for a visual reader, a screen reader user will hear the poem that is split up with line breaks as one contiguous sentence: "Mary had a little lamb, his fleece was white as snow, etc."

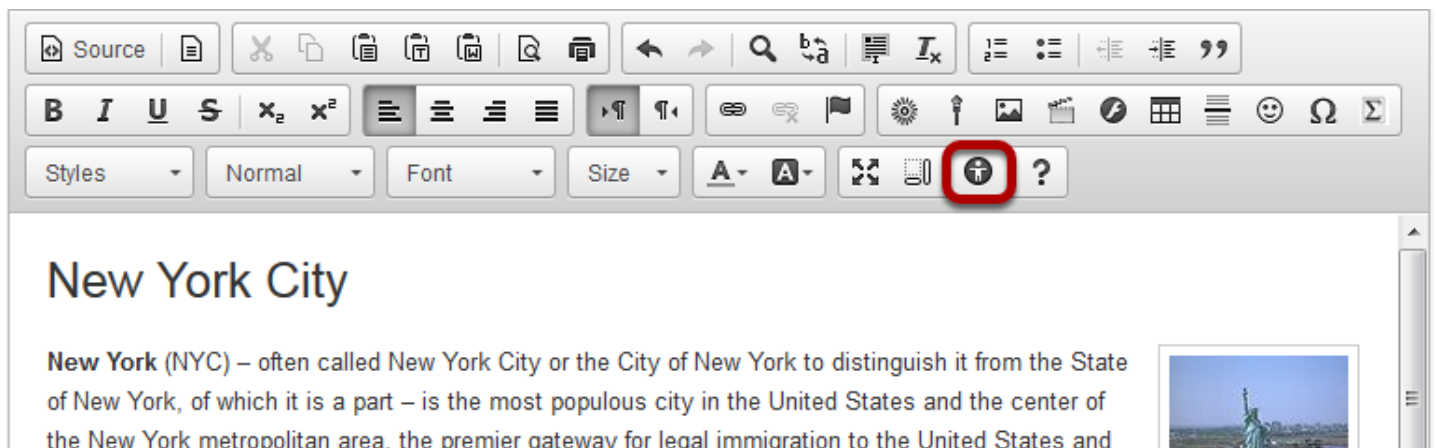
How do I check my content for accessibility?

i Note: The *Accessibility Checker* is a third party add-on for the rich text editor. While it is open source software, the licensing guidelines do not allow it to come packaged with Sakai. If your institution has installed this add-on, the features described below will be available. If you do not see the *Accessibility Checker* icon, that means that your institution has not installed this add-on.

You can use the *Accessibility Checker* to inspect the accessibility level of content created in the *Rich-Text Editor* and immediately solve any issues that are found.

The *Accessibility Checker* presents issues with each item in the editor one at a time. For many issues, the *Accessibility Checker* gives you a *Quick fix* option. If a *Quick fix* is not available, the checker will describe what needs to be done to fix the issue.

Select the Accessibility Checker button.

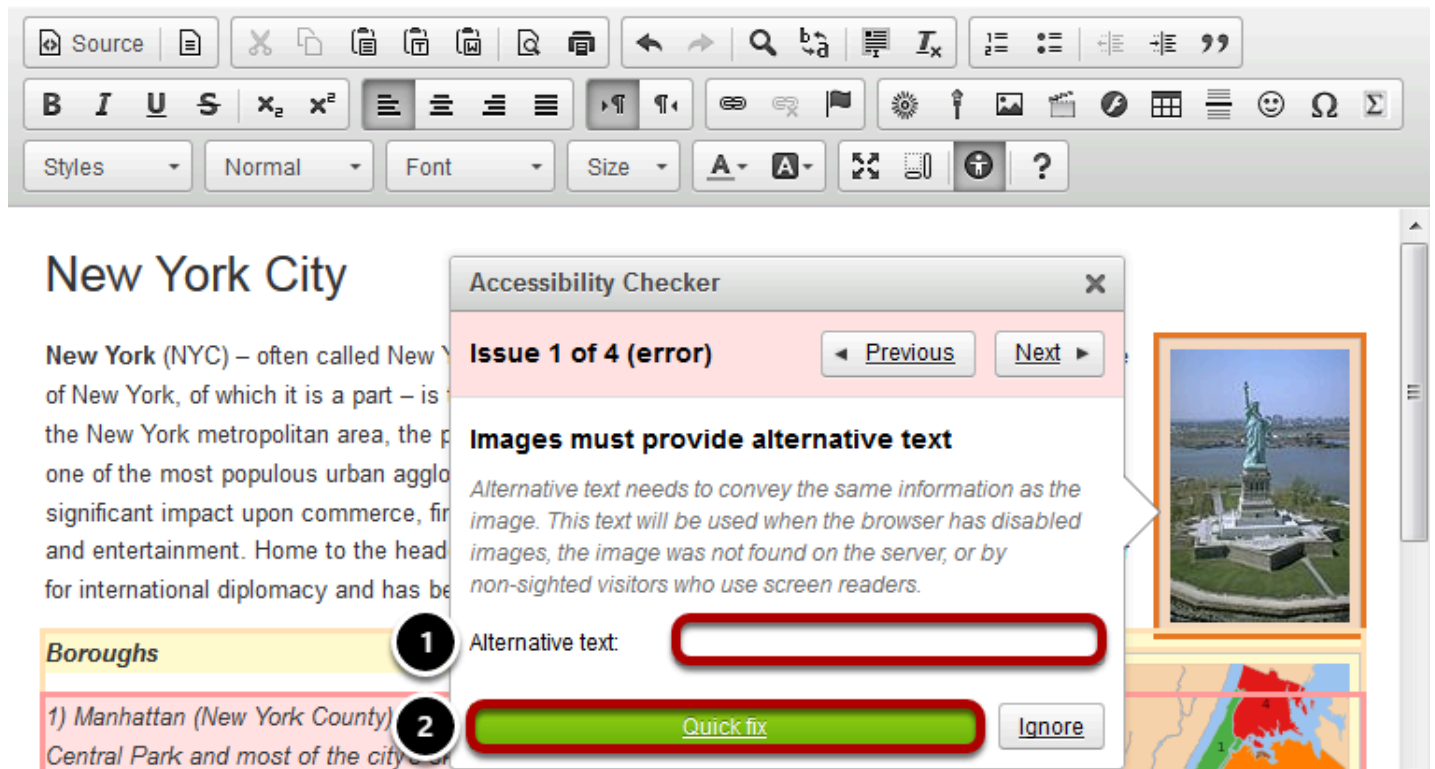


The **Accessibility Checker** button looks like a human inside a dark-gray circle.

Use Quick fix options to correct issues.

The accessibility checker has multiple **Quick fix** options to correct accessibility issues. Below are a few of the most commonly used ones.

Quick fix option for images

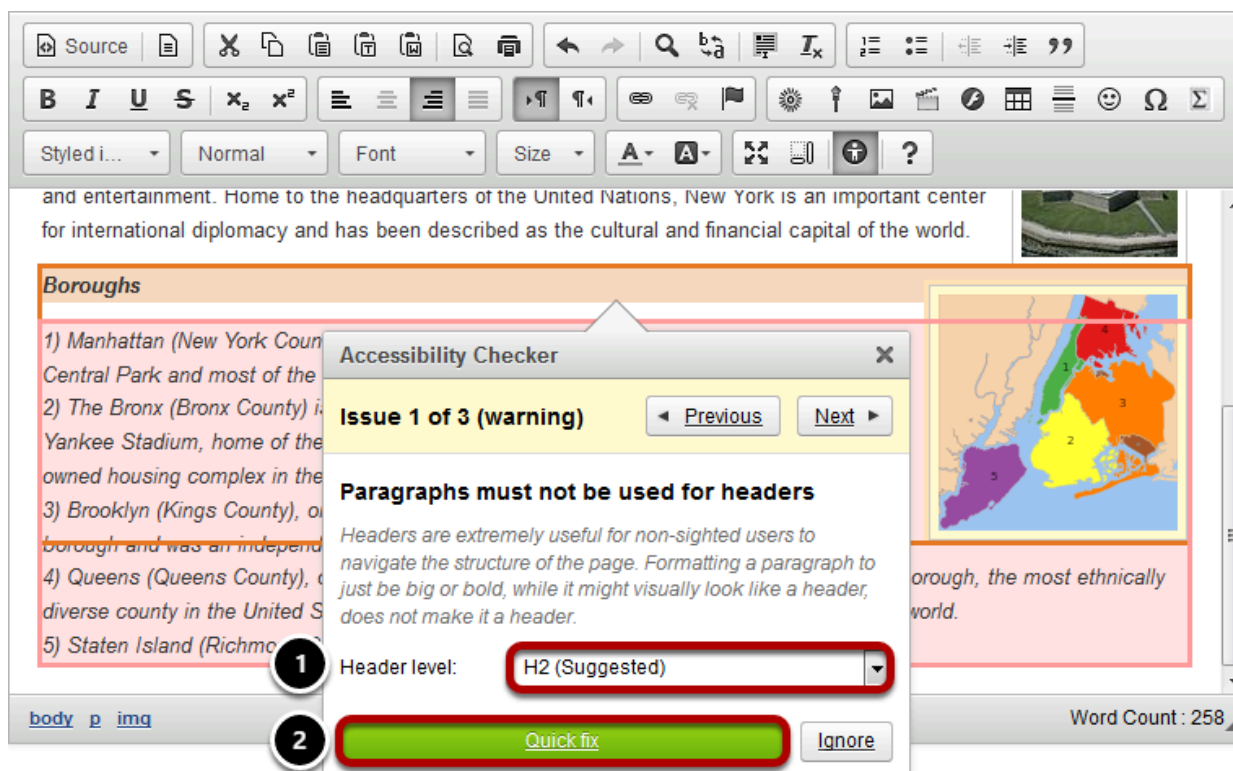


1. If you have an image that lacks Alternative Text, enter a short, meaningful description for the image in the text box provided.
2. Click the **Quick fix** button.

Notes:

- If the image requires a longer description, include that description in the body of the document. If the text you would normally use as alternative text would be redundant to your description, leave the **Alternative text** box blank instead.
- If the image is purely decorative or used for visual formatting (e.g., a decorative horizontal bar that has no meaning, but separates text on the page), the alternative text description should be left blank to hide it from users of assistive technology.
- For more information about creating meaningful text alternatives for images, see [How can I make images more accessible?](#)

Quick fix option for paragraph formatting



Structuring your document with paragraph headings helps users of assistive technology navigate the page and "skim" content to get to what they need.

1. Select a **Header level** from the drop-down menu (the accessibility checker will automatically suggest a header level for you).
2. Click **Quick fix**.

Quick fix option for tables

world.

5. Staten Island (Richmond County) is the most suburban in character of the five boroughs.

Demographics

Racial composition	2010	1990	1970	1940
White	44.0%	52.3%	76.6%	93.6%
—Non-Hispanic	33.3%	43.2%	62.9%	92.0%
Black or African American	25.5%	28.7%	21.1%	6.1%
Hispanic or Latino (of any race)	28.6%	24.4%	16.2%	1.6%
Asian	12.7%	7.0%	1.2%	—

Accessibility Checker

Issue 1 of 3 (error) ◀ Previous Next ▶

Data tables should contain a header

Tables which contain data (as opposed to layout tables) should contain proper table header elements to mark them for screen readers and enhance the structure of the document.

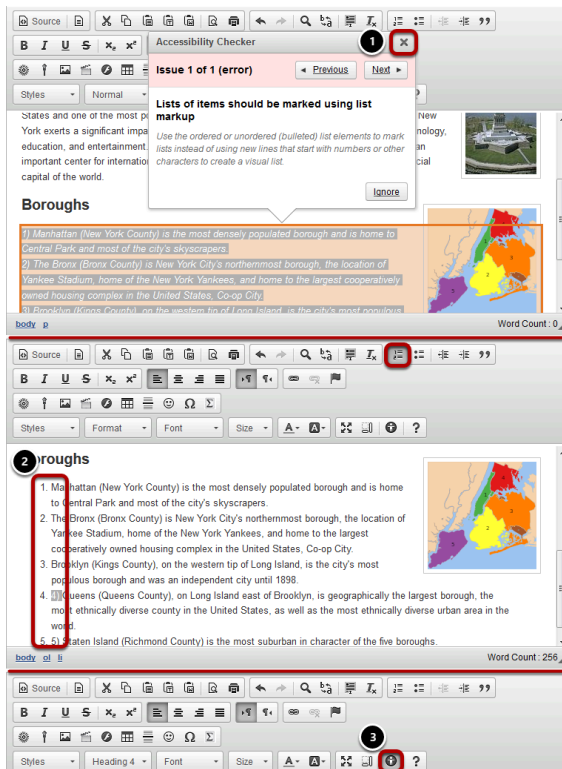
Position: Both

Quick fix Ignore

Users of screen readers cannot read tables the same way sighted users do. Sighted users can tell at a glance what column and row a given cell is associated with, but a screen reader user needs a table to include appropriate headers and captions so that they can match up content in columns and rows.

1. From the **Position** drop-down menu, select where the headers belong in the table.
Choosing **Horizontally** makes the text in the first row into headers, i.e., the text in each column of the first row becomes the title of that column. Choosing **Vertically** makes the text in the first column into headers, i.e., the text in each row of the first column will be the title of that row. Choosing **Both** puts headers in both the first row and the first column.
2. Click **Quick fix**.

Manually fix issues.



Sometimes the accessibility checker cannot provide a **Quick fix** because the suggested fix requires editing your text. For example, if you have a list of items that has been created by typing "1), 2), 3)" rather than using the Numbered List button, the accessibility checker will warn you that you need to select the text and make it into a real numbered list, so that users of assistive technology can navigate it more easily.

1. If you need to make manual changes, select the **X** icon (**Close**) in the top-right corner of the accessibility checker.
2. Edit your document's content accordingly.
3. Select the **Accessibility Checker** button again to continue checking.

Create Online Assessments

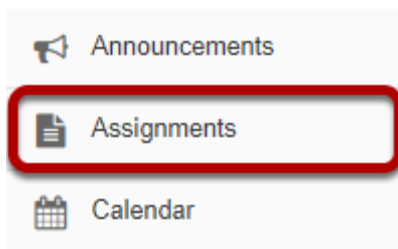
What is the Assignments tool?

The Assignments tool allows instructors to create, distribute, collect, and grade online assignments.

Assignments are typically private; student submissions are not visible to other users of the site. However, the instructor has the option to enable peer evaluation of assignments if desired.

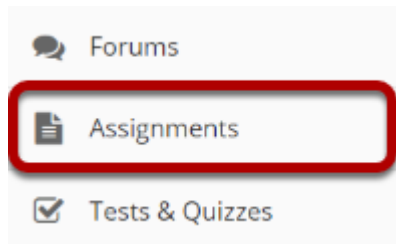
Assignments may be submitted via file upload or in-line using the [Rich Text Editor](#), depending on instructor preference.

To access this tool, select Assignments in the Tool Menu of your site.



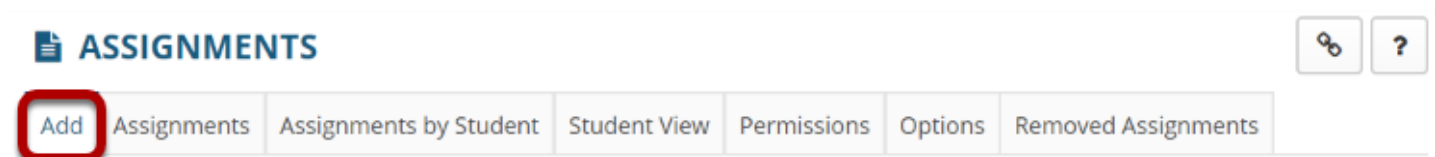
How do I add an assignment?

Go to the Assignment tool.



Select the **Assignments** tool from the Tools Menu in your site.

Click **Add**.



Click the **Add** button to add a new assignment.

Give your assignment a title.

Title *

The title of your assignment should be something descriptive and unique, as this is the title students will see when they go to the Assignments tool to submit their work.

Add assignment instructions.

Assignment Instructions *

Please submit your 10 page research paper.

body p Words: 7, Characters (with HTML): 50/1000000

Enter the instructions for the assignment into the [Rich Text Editor](#). You may use the editor to format your assignment description, and add images, links, or other media if desired.

Add honor pledge. (Optional)

☒ Add honor pledge

If you would like to add an honor pledge to your assignment, check the **Add honor pledge** box.

Student view of honor pledge.

Honor Pledge

I have not given, received, or used any unauthorized assistance on this assignment.

Accept

Back to list

When the honor pledge option is selected, students must accept the statement pictured above that reads "I have not given, received, or used any unauthorized assistance on this assignment" in order to submit their assignment.

Add Attachments. (Optional)

Attachments

No attachments yet

Add Attachments

If you would like to attach any additional files to the assignment, such as a grading rubric or peer review rubric, click the **Add attachments** button to browse for and attach file/s.

Specify the availability.

Availability

Open Date *

1

03/25/2019 12:00 pm



Students can not save or submit the assignment until the open date.

Due Date *

2

04/19/2019 11:55 pm



Accept Until *

3

04/20/2019 11:55 pm



close date.

Calendar pop-up showing April 2019. The date 20 is selected. The time 11:55 pm is selected. The calendar includes a 'Now' button and a 'Done' button.

When you create a new assignment, the Open Date will default to the current day, and the Due Date and Accept Until dates will default to one week later. Change the dates using the calendar icon to bring up the date-picker pop-up calendar.

1. The **Open Date** for your assignment is when it becomes available for students.
2. The **Due Date** is the deadline to turn in the assignment.
3. The **Accept Until** date allows you to accept late submissions after the due date. (Late student submissions marked as late.) If you do not accept late submissions, you may leave the Due Date and Accept Until date the same.

Tip: Often, faculty like to set the time on the due date to 11:55 PM, as that is the latest time you can select on a given day. Selecting 12:00 AM will display the date as the next day, and this may confuse students about the actual due date if they assume they have all day to turn in their work.

Send a reminder email. (Optional)

☒ Send a reminder email 24 hours before the due date.

If you would like a reminder email to be sent 24 hours before the due date, check the box next to **Send a reminder email 24 hours before the due date.**

Hide due date from students. (Optional)

☒ Hide due date from students

If you would prefer for students not to see the assignment due date, check the box next to the **Hide due date from students** option.

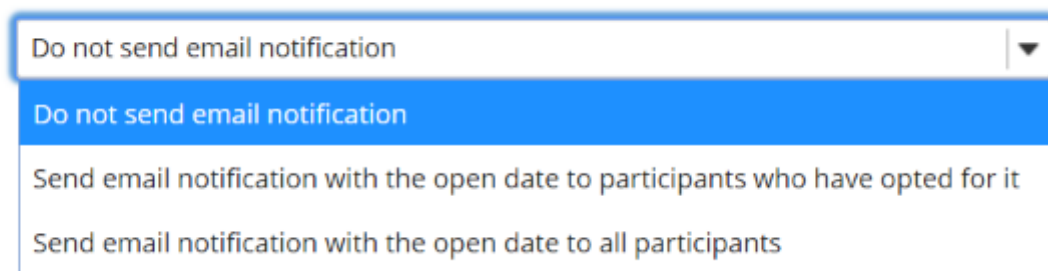
Add due date to Calendar. (Optional)

☒ Add due date to calendar

If you would like your assignment due date to be added automatically to the Calendar in your class, check the **Add due date to calendar** box.

Add an announcement. (Optional)

☒ Add an announcement about the open date to Announcements

A screenshot of a web interface showing a dropdown menu. The menu is open, displaying four options. The first option, "Do not send email notification", is highlighted with a blue background. The other three options are "Send email notification with the open date to participants who have opted for it" and "Send email notification with the open date to all participants". The dropdown is enclosed in a light blue border.

Do not send email notification

Do not send email notification

Send email notification with the open date to participants who have opted for it

Send email notification with the open date to all participants

If you would like an announcement to be automatically posted to the site regarding the open date for your assignment, check the **Add an announcement about the open date to Announcements** box. If you enable an announcement about the option date, you will also have the option to choose an email notification for the announcement.

Note: The announcement will be posted immediately when you post your assignment, regardless of the actual open date of the assignment itself. This option is best used to announce changes in a due date, or the availability of a newly posted item.

Access.

Access (also limits groups for group submissions)

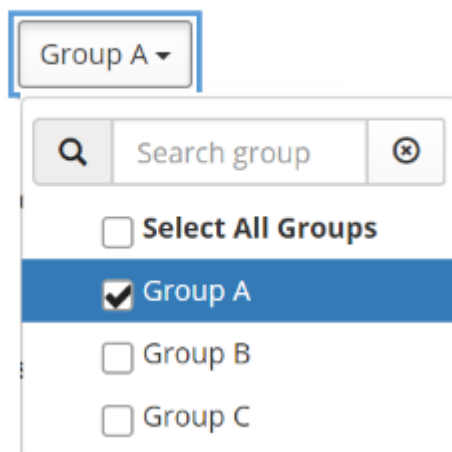
- ☒ Display to site
- ☐ Display only to selected groups

You may display your assignment to everyone in the site (the default), or to selected groups.

*Note: You must have existing groups in your site in order for the **Display to selected groups** option to appear.*

Display only to selected groups. (Optional)

- ☒ Display only to selected groups

A screenshot of a user interface element. At the top, a dropdown menu is open, showing 'Group A' with a downward arrow. Below this, a search bar with a magnifying glass icon and a close button (X) is visible. Under the search bar, there are three checkboxes: 'Select All Groups', 'Group A' (which is checked and highlighted with a blue background), 'Group B', and 'Group C'.

If you select the **Display only to selected groups** option, the settings will expand to show a list of all existing groups in the site. Select one or more groups to display the assignment to those groups only. If you selected the Group Submission option, you may limit the groups that are allowed to submit here.

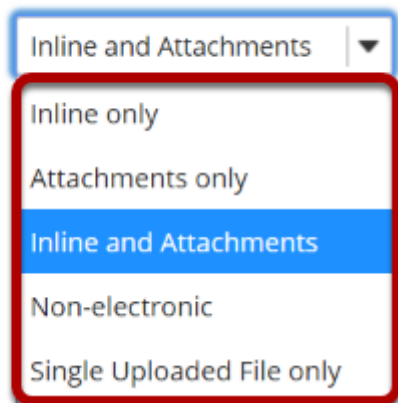
Note: The display option only controls the visibility of the assignment for users in different groups. By default, each member of the group still submits an individual assignment, but this display setting allows you to identify different assignments for different groups or sections.

*Tip: If you want students to submit one assignment per group, use the **Group Submission - One submission per group** option below.*

Choose the submission format.

Student Submissions

Submission
Type *

A screenshot of a web interface showing a dropdown menu for 'Submission Type'. The menu is open, displaying five options: 'Inline and Attachments' (highlighted in blue), 'Inline only', 'Attachments only', 'Non-electronic', and 'Single Uploaded File only'. The dropdown is outlined with a red border. The label 'Submission Type *' is to the left of the menu.

Inline and Attachments
Inline only
Attachments only
Non-electronic
Single Uploaded File only

There are several submission formats that you may accept.

- **Inline and Attachments:** This is the default format and it allows students to either enter content into the rich text editor inline, or attach a file, or both.
- **Inline only:** Student may only submit a response by entering their content into the rich text editor. The attachment option is not available. This is a good option to choose if you want to be able to grade all of the responses online without having to download or open any files.
- **Attachments only:** This format removes the rich text editor option and leaves only the attachment option available.
- **Non-electronic:** This format choice is for assignments that you expect students to submit in person, but you want the option to view assignment details and/or grade the assignment in Sakai.
- **Single Uploaded File only:** If you want students to submit a file, but you only want a single file, this is the option to choose. (Both the Inline and Attachments and the Attachments only option allow students to upload and submit more than one file at a time.)

Choose your preferred format from the drop-down menu.

Allow resubmission. (Optional)

Allow
Resubmission



1

Number of
resubmissions
allowed

2

Resubmission
Accept Until



3

Released Resubmission Notification Email Options:

- ☒ Do not send notification email to student when the grade is released and resubmission is available
- ☐ Send notification email to student when the grade is released and resubmission is available

If you select **Allow Resubmission**, you may specify:

1. The number of resubmissions allowed for the class.
2. The deadline for resubmitting.
3. You may also select to notify students via email when the grade is released and resubmission is available.

Tip: You may also choose to allow resubmissions on an individual basis when you grade student submissions.

Submission notification.

Submission Notification Email Options:

- ☒ Do not send notification emails for any student submissions
- ☐ Send a notification email for each student submission
- ☐ Send one email per day summarizing notifications for student submissions

The default notification setting is **Do not send me notification emails for any student submissions**. If you would like to be notified, select either of the following two options:

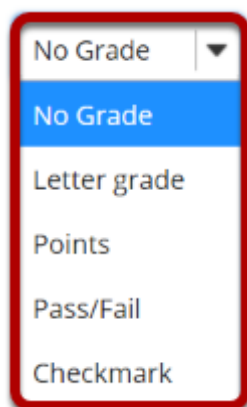
- **Send me a notification email for each student submission:** This option will send a separate email for each student immediately upon submission.
- **Send me one email per day summarizing notifications for student submissions:** This option will send a digest email listing all student submissions for that day.

Choose the radio button for the notification setting you prefer.

Note: The notification email message will be sent to the external email address for your Sakai user account. It does not send the notification to the Sakai Messages tool.

Choose the grade scale.

Grade Scale *



There are several grade scales to choose from:

- **No grade:** This is the default option. This will allow you to collect and view student submissions electronically, but does not allow for grading in Sakai.
- **Letter grade:** You may select this option if you like to grade your assignments by letter grade only.
- **Points:** Allows you to assign points to an assignment for grading. This is the option you should choose if you plan to send the assignment to the gradebook.
- **Pass/Fail:** Designates an assignment as pass/fail.
- **Checkmark:** Allows you to mark assignments with a checkmark for completion.

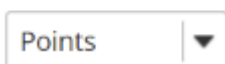
Select the assignment's grade scale from the drop-down menu.

*Note: The only grade scale option that can be added to the gradebook automatically is **Points**.*

Enter maximum points.

Grading

Grade Scale *



For points,
enter
maximum
possible



If you select **Points** as the grade scale, you must enter a maximum number of points for the assignment.

Grading

- ☒ Do not add assignment to Gradebook
- ☐ Add Assignment to Gradebook
- ☐ Associate with existing Gradebook item

Select the radio button for the gradebook option you would like to use.

- **Do not add assignment to Gradebook:** This is the default selection. This option does not send any grade information to the gradebook.
- **Add assignment to Gradebook:** This will create a new item in the gradebook with the same name as your assignment title.
- **Associate with existing Gradebook entry:** This option allows you to link your assignment to an existing gradebook item. This is useful if you have already created items in your gradebook and you want to use one of them, rather than creating a new assignment. You may only link an assignment to a single gradebook item, and vice versa.

Tip: Remember that you must have a Points grade scale in order to add the assignment to the gradebook!

Grading rubric.

Grading Rubric

☐ Do not use a rubric to grade this assignment

1 ☒ Use the following rubric to grade this assignment

2 **3**

4 ☐ Adjust individual student scores

5 ☐ Hide Rubric from student

1. Select the **Use the following rubric to grade this assignment** radio button.
2. Choose the desired rubric from the drop-down menu. *Note: You must have existing rubrics in your site before they will display in the menu. Shared rubrics must first be copied to your site before they will be available for selection.*
3. (Optional) **Preview** the selected rubric to make sure that it is the correct one.

4. (Optional) Check the box for **Adjust individual student scores** if you would like to be able to change the number of points awarded for individual criteria ratings while grading student submissions on a per-student basis.
5. (Optional) Check the box for **Hide Rubric from student** if you do not want students to see the rubric prior to submitting.

Anonymous grading.

☒ Anonymous grading

Select the **Anonymous grading** check box to grade student submissions without seeing the associated student name in the grading interface.

Released grade notification.

Released Grade Notification Email Options:

- ☒ Do not send notification email to student when the grade is released
- ☐ Send notification email to student when the grade is released

The default notification setting is **Do not send notification email to student when the grade is released**.

If you would like students to be notified, select the radio button for **Send notification email to student when the grade is released**.

Note: The notification email message will be sent to the external email address for the student's Sakai user account. It does not send the notification to the Sakai Messages tool.

Additional Assignment Options

Peer assessment.

Additional Assignment Options

These additional options cannot be modified after the assignment has been posted for students.

- ☐ No additional assignment options
- ☒ Use peer assessment

Peer assessment requires the assignment to use a "Points" grading scale, and cannot be used with the "Group Submissions" setting.

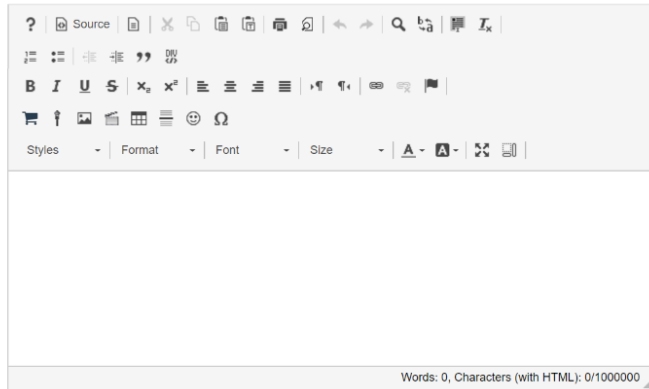
Evaluation Period Finishes: 

☒ **Anonymous evaluation**

☒ **Allow students to see reviews of their submissions**

* **Number of submissions students must review**

Instructions for reviewers:



Peer assessment facilitates student peer review of assignments.

If you select the radio button for **Use Peer Assessment**, the settings will expand to show additional options. You may indicate the following items here:

- The evaluation period end date. (This date must be after the Accept Until date for the assignment.)
- Whether or not reviews are anonymous.
- Whether or not students may see reviews of their own assignments.
- The number of reviews each student must complete.
- Instructions for reviewers.

Note: You must be using a Points grade scale in order to enable peer review.

Group Submissions (Optional)

Additional Assignment Options

These additional options cannot be modified after the assignment has been posted for students.

- ☐ No additional assignment options
- ☐ Use peer assessment
- ☒ Group Submission - One submission per group

If you select the radio button for **Group Submission - One submission per group** it will allow any member of a group to submit an assignment on behalf of the group. By default, the same grade is applied to all group members when the item is graded. However, the instructor can also override the group grade for any individual member of the group.

Note: You cannot enable both Peer Assessment and Group Submission for the same assignment.

Additional information. (Optional)

Additional information

Supplement Items

Model Answer	Add
Private Note	Add
All Purpose Item	Add

This section gives you the option of including additional information, such as a **Model Answer**, **Private Note**, or **All Purpose Item**.

Click the **Add** link to add any of these items.

Model answer.

Model Answer

1

Provide a model answer or a solution to the assignment *

2

Attachments

No attachments yet

Add Attachments

3

Show to students *

--select one--

4

Save

Cancel

The model answer can provide an example of the ideal correct answer or solution for a particular assignment.

1. You may enter your model answer in the text box provided.
2. You may also click the **Add Attachments** button to browse for and select a file containing the model answer and/or solution.
3. Select when you would like the model answer to be displayed: Before student starts assignment, After student submits, After submission is graded and returned, or After accept-until date.
4. Click **Save** to save your changes.

Private note.

Private Note

1 You can use a note to track assignment issues, thoughts, etc. Available to those you specify while grading. *

2 Share *

-- select one --

3

Save

Cancel

If you would like to make any private notes which are not visible to students, you may enter them here.

1. Enter your notes in the space provided.
2. Select who can read and edit the notes from the drop-down menu: Keep private to myself, Allow other instructors to read, or Allow other instructors to read and edit.
3. Click **Save** to save your changes.

All purpose item.

The screenshot shows the 'All Purpose Item' form with the following elements highlighted by numbered red boxes:

- 1** Title *
- 2** Information displayed at a specific time to whomever you choose. *
- 3** Attachments
No attachments yet
Add Attachments
- 4** Show this item ☐ From 03/25/2019 12:00 pm ☐ Until 04/20/2019 11:55 pm
Hide this item ☐
- 5** *Show to
Instructor (0 selected)
Teaching Assistant (0 selected)
Student (0 selected)
- 6** Save Cancel

You may also create an **All Purpose Item** which can be displayed based on specific dates or users.

1. Enter a **Title** for your item.
2. Enter the content of the item in the text box provided.
3. You may also click **Add Attachments** to browse for and attach file/s.
4. Select when the item should be displayed.
5. Choose which users can see the item.
6. Click **Save** to save your changes.

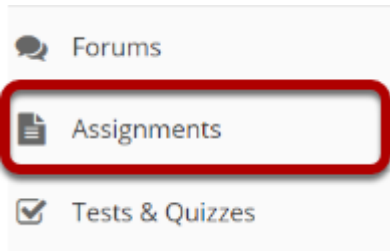
Post your assignment.

Post Preview Save Draft Cancel

Once you have entered all of your assignment settings, scroll down to the bottom and click **Post** to save your changes and post the assignment.

How do students submit an assignment?

Go to Assignments.



Select the **Assignments** tool from the Tool Menu in your site.

Click on the title of the assignment.

Assignments

Select an assignment to view details, start working or edit your previous work.

Viewing 1 - 2 of 2 items
|< < Show 200 items... > >|

1	2	3	4
Assignment Title	Status	Open	Due
Peer Review Assignment 1	Not Started	Mar 23, 2019 4:45 PM	Apr 19, 2019 11:55 PM
Assignment 1	Not Started	Mar 23, 2019 4:45 PM	Apr 19, 2019 11:55 PM

You will a list of all assignments in the site. The following information will be displayed for each assignment.

- 1. **Assignment title**, or name of the assignment.
- 2. **Status** (i.e. Not Started, Assignment submission required, Returned, etc.).
- 3. **Open** date when the assignment becomes available to students.
- 4. **Due** date, or deadline to turn in the assignment.

Select the assignment you want to submit by clicking on the title of the assignment in the list.

Or, click the direct link to the assignment in Lessons.

LESSONS

Print view

Print all

Index of pages

Link

Help

Reading:

Chapters 1 and 2

Activities:

Assignment 1

If your instructor has included a link to the assignment in the Lessons tool, you may also access it from this location within the course content.

Enter and/or attach your assignment.

Assignment - In progress

Complete the form, then choose the appropriate button at the bottom.

Title

Assignment 1

Due

Apr 19, 2019 11:55 PM

Number of resubmissions allowed

0

Status

Honor Pledge Accepted

Grade Scale

Points (max 100.00)

Modified by instructor

Mar 24, 2019 5:32 PM

Instructions

Please submit your 10 page research paper.

Additional resources for assignment

No attachments yet

Submission

Assignment Text

This assignment allows submissions using both the text box below and attached documents. Type your submission in the box below and/or use the Browse button or the "select files" button to include other documents. **Save frequently while working.**

1

Source

Normal

Font

Size

My research paper is attached.

body p

Words: 5, Characters (with HTML): 38/100000

Attachments

No attachments yet

2

Select a file from computer

Choose File

No file chosen

or select files from 'Home' or site

Submit

Preview

Save Draft

Cancel


Don't forget to save or submit!

Depending on the assignment settings, you may be allowed to enter your submission in-line and/or attach a file or files.

1. Enter your submission text into the **Assignment Text** area using the [Rich Text Editor](#).
2. Under **Attachments**, click the **Choose File** button to browse for an select a file to upload from your computer. (Alternately, you may also click the **or select files from 'Home' or site** button to select a file you have already uploaded.)

View attached file.

Attachments

 [Paper.docx](#) (11 KB; Mar 24, 2019 6:11 pm) [Remove](#)

Select more files from computer

Choose File

No file chosen

or select more files from 'Home' or site

Once you have attached your file, the name of the file, as well as the file size and upload time stamp will be displayed under **Attachments**.

*Tip: You may click **Remove** to remove the attachment if you selected the wrong file.*

Submit your assignment.

Submit

Preview

Save Draft

Cancel

Don't forget to save or submit!

When you are ready to turn in your assignment, click the **Submit** button to complete your assignment submission.

*Tip: If you are not yet ready to submit, you may click **Preview** to preview the submission, or **Save Draft** to save your submission and submit it later. Click **Cancel** to exit the assignment without saving or submitting.*

Submission confirmation.

ASSIGNMENTS

[Link](#)[? Help](#)

Submission Confirmation

☒ You have successfully submitted your work.

User: Mary Thompson (student01)
Class site: Discussion 1 SMPL101
Assignment: Assignment 1
Submission ID: **35322d1b-dc59-445d-aa2c-57df726ee54b**
Submitted on: Mar 24, 2019 6:13 PM

Your submission included the following:

My research paper is attached.

Submitted Attachments

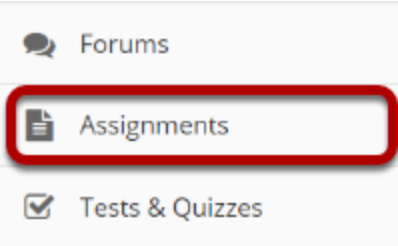
Paper.docx (11 KB; Mar 24, 2019 6:11 pm)

[Back to list](#)

Once you have submitted your assignment, you will receive a confirmation message on screen. In addition, if you have opted to receive email notifications, you will also receive an email confirmation of your submission.

How do I grade an assignment?

Go to Assignments.



Select the **Assignments** tool from the Tool Menu in your site.

Select the assignment to grade.

Assignments

Viewing 1 - 3 of 3 items

|< < Show 200 items... > >|

Assignment Title	For	Status	Open	Due	In / New	Scale	Remove?
Group Assignment 1 Edit Duplicate Grade	► 1 Selected Group	Open	Mar 23, 2019 4:45 PM	Apr 19, 2019 11:55 PM	0/0	0-100.00	<input type="checkbox"/>
Peer Review Assignment 1 Edit Duplicate Grade	Entire Site	Open	Mar 23, 2019 4:45 PM	Apr 19, 2019 11:55 PM	0/0	0-100.00	<input type="checkbox"/>
Assignment 1 Edit Duplicate Grade	Entire Site	Open	Mar 23, 2019 4:45 PM	Apr 19, 2019 11:55 PM	2/2	0-100.00	<input type="checkbox"/>

Click the **Grade** link for the assignment you would like to grade.

Select a student to grade.

Assignment 1 - Submissions

Found 4 participant(s). Assign this grade to participants without a grade:

Apply

[Download All](#) | [Upload All](#) | [Release Grades](#)

► [Send Feedback to Multiple Students](#)

► [Select User\(s\) and Allow Resubmission](#)

View

Entire Site

▼

Search

Search

Viewing 1 - 4 of 4 items

|<

<

Show 200 items... ▼

>

>|

<input type="checkbox"/>	Student	Submitted	Status	Grade	Released
<input type="checkbox"/>	Johnson, Steven (student02)	Mar 24, 2019 5:46 PM by ktinstructor (on behalf of Johnson, Steven)	Ungraded		
<input type="checkbox"/>	Martin, Erin (student03)		No Submission		
<input type="checkbox"/>	Smith, Jeremy (student04)		No Submission		
<input type="checkbox"/>	Thompson, Mary (student01)	Mar 24, 2019 6:13 PM	Ungraded		

► [Assignment Details](#)

You will see a list of all the students in the class, along with the submission date, status, grade, and release columns for each student. You may sort by any of these columns by clicking on the title of the column if desired.

Click on the student that you would like to grade.

Navigate submissions.

Assignment 1 - Grading

Important Reminder: Please do not grade assignments with multiple browser windows or tabs. Grade assignments and navigate the system with only one browser window.

Navigate Submissions

< Previous

< Previous Ungraded

(Changes will be saved)

Return to List

☐

Navigate between students with submissions only

Next Ungraded >

Next >

(Changes will be saved)

The navigation buttons at the top and bottom of the page allow you to quickly cycle through student submissions. You may use these buttons to jump to the **Previous**, **Previous Ungraded**, **Next Ungraded**, or **Next** student submission. Or, you can select **Return to List** to return to the full listing of all student submissions.

Optionally, you may select the **Navigate between students with submissions only** check box to skip any students in the list without submissions.

View student submission.

1

Student	Mary Thompson (student01)
Submitted Date	Mar 24, 2019 6:13 PM
Status	Ungraded

► Assignment Instructions

Assignment Submission

Below is the submission from a student. You can insert comments into this text by clicking in the box, then type your comments. Comments surrounded by double curly braces, {{like this}}, will appear red to the student.

? | @ Source | 📄 | ✂️ | 📁 | 🗑️ | 🔄 | 🔍 | 🗨️ | 📌 | 🖋️ | 📏 | ⌨️ | ☰ | ☱ | ☲ | ☳ | ☴ | ☵ | ☶ | ☷ | 🚩 | 🛒 | 👤 | 🖼️ | 🏠 | 📊 | 📈 | 😊 | 🌐

B I U S x² [List] [Table] [Link] [Image] [Video] [Audio] [Code] [Quote] [Indent] [Outdent] [Align Left] [Align Center] [Align Right] [Justify] [Undo] [Redo] [Bold] [Italic] [Text Color] [Background Color]

Styles ▾ | Format ▾ | Font ▾ | Size ▾ | A ▾ | A ▾ | ↺ | 📄

My research paper is attached.

Words: 5, Characters (with HTML): 38/1000000

3

Submitted Attachments

- Paper.docx (11 KB; Mar 24, 2019 6:11 pm)

The student submission will be displayed at the top of the page.

1. The student's name, username, submission date, and graded status appear at the very top.
2. Next, under "Assignment Submission" the student's inline submission text (if applicable) is shown.
3. Under "Submitted Attachments" any attached files will appear. The filename as well as the the file size and submission date are also shown.

Note: To view student file attachments, you will need to click on the filename to download and open the file.

Enter grade.

Grade: 100 (max 100.00)

Enter the score for the student's assignment in the grade entry text box provided.

Enter instructor comments.

Instructor Summary Comments

Use the box below to enter additional summary comments about this submission.

Great work!

If you would like to include additional comments along with the grade, you may enter them into the rich text editor under the "Instructor Summary Comments" section.

Return an attachment.

Attachments to Return with Grade

No attachments yet

Add Attachments

▶ Previous Returned Attachments

If you would like to return a file attachment to the student with additional feedback, click on the **Add Attachments** button to browse for and select a file.

*Note: If you have returned more than one attachment to a particular student, you may also click on **Previous Returned Attachments** to expand that section and view any other attachments that you have returned for this assignment.*

Allow resubmissions.

☒ Allow Resubmission

Number of resubmissions allowed Accept Until 

If you would like to allow the student to resubmit the assignment, you may check the **Allow Resubmission** box and specify the number of resubmissions allowed and the date until which they will be accepted.

Note: If you allowed resubmissions on the assignment when you created it, this information will be prepopulated with the default resubmission information for this assignment. However, you may override the default resubmission settings for an individual student by changing the information shown here.

Save grade.

Save and Don't Release to Student

Save and Release to Student

Preview

Cancel Changes

If you are finished grading and would like to release the information to the student, click the **Save and Release to Student** button.

Alternately, if you would like to save the grade but wait and release to the student at a later date, you may select the **Save and Don't Release to Student** button instead.

Tip: Some faculty prefer to release all of the grades at one time when they have finished entering grades for the whole class.

Navigate submissions.

Navigate Submissions

< Previous

< Previous Ungraded

(Changes will be saved)

Return to List



Navigate between
students with
submissions only

Next Ungraded >

Next >

(Changes will be saved)

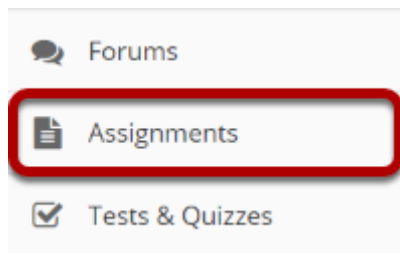
The Navigate Submission buttons appear at both the top and bottom of the page. You may use these buttons to jump to the **Previous**, **Previous Ungraded**, **Next Ungraded**, or **Next** student submission. Or, you can select **Return to List** to return to the full listing of all student submissions.

Optionally, you may select the **Navigate between students with submissions only** check box to skip any students in the list without submissions.

How do I release assignment grades?

When you grade an assignment, students will not be able to view the grade and your feedback in the assignment area until you release their grades.

Go to Assignments.



Select the **Assignments** tool from the Tool Menu of your site.

Click the Grade link for the assignment with grades to be released.

Assignments

Viewing 1 - 2 of 2 items

|< < Show 200 items... > >|

Assignment Title	For	Status	Open	Due	In / New	Scale	Remove?
Assignment 1 Edit Duplicate Grade	Entire Site	Open	Apr 7, 2019 2:00 PM	Apr 14, 2019 2:00 PM	4/0	0-100.00	<input type="checkbox"/>
Peer Review Assignment 1 Edit Duplicate Grade	Entire Site	Closed	Apr 1, 2019 11:55 PM	Apr 7, 2019 1:00 PM	3/0	0-100.00	<input type="checkbox"/>

Click Release Grades.

Assignment 1 - Submissions

Found 4 participant(s). Assign this grade to participants without a grade:

Apply

[Download All](#) | [Upload All](#) | [Release Grades](#)

- Send Feedback to Multiple Students
- Select User(s) and Allow Resubmission

Search

Search

Viewing 1 - 4 of 4 items

|<

<

Show 200 items... ▼

>

>|

<input type="checkbox"/>	Student	Submitted	Status	Grade	Released
<input type="checkbox"/>	Johnson, Steven (student02)	Apr 7, 2019 2:07 PM	Graded	95.00	
<input type="checkbox"/>	Martin, Erin (student03)	Apr 7, 2019 2:07 PM	Graded	100.00	
<input type="checkbox"/>	Smith, Jeremy (student04)	Apr 7, 2019 2:08 PM	Graded	75.00	
<input type="checkbox"/>	Thompson, Mary (student01)	Apr 7, 2019 2:06 PM	Graded	85.00	

- Assignment Details

View released grades.

Assignment 1 - Submissions

Found 4 participant(s). Assign this grade to participants without a grade:

Apply

[Download All](#) | [Upload All](#) | [Release Grades](#)

- Send Feedback to Multiple Students
- Select User(s) and Allow Resubmission

Search

Search

Viewing 1 - 4 of 4 items

|<

<

Show 200 items... ▼

>

>|

<input type="checkbox"/>	Student	Submitted	Status	Grade	Released
<input type="checkbox"/>	Johnson, Steven (student02)	Apr 7, 2019 2:07 PM	Returned	95.00	✓
<input type="checkbox"/>	Martin, Erin (student03)	Apr 7, 2019 2:07 PM	Returned	100.00	✓
<input type="checkbox"/>	Smith, Jeremy (student04)	Apr 7, 2019 2:08 PM	Returned	75.00	✓
<input type="checkbox"/>	Thompson, Mary (student01)	Apr 7, 2019 2:06 PM	Returned	85.00	✓

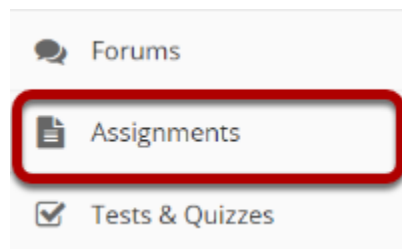
- Assignment Details

Once grades have been released to students, you will see a check mark in the "Release" column.

How do students view their assignment feedback?

Once your instructor has graded your assignment, you can view the feedback on your work in the Assignments tool.

Go to Assignments.






Select the **Assignments** tool from the Tool Menu in your site.

Click on an assignment.

Assignments

Select an assignment to view details, start working or edit your previous work.

Viewing 1 - 4 of 4 items

Assignment Title	Status	Open	Due
Assignment 3 	Not Started	Apr 7, 2019 2:15 PM	Apr 28, 2019 2:15 PM
Assignment 2 	Not Started	Apr 7, 2019 2:15 PM	Apr 21, 2019 2:15 PM
Assignment 1 	Returned	Apr 7, 2019 2:00 PM	Apr 14, 2019 2:00 PM

Click on the title of an assignment to view the feedback for that item.

*Note: Assignments which display **Returned** in the Status column have been graded and the feedback released for student viewing.*

View assignment feedback.

ASSIGNMENTS

1

Title

Assignment 1

Student

Erin Martin (student03)

Submitted Date

Apr 7, 2019 2:07 PM

Grade

100.00 (max 100.00)

2

Instructions

Please submit a 10 page research paper.

Additional resources for assignment

No attachments yet

3

Original submission text with the instructor's comments inserted if applicable

My paper is attached.

Submitted Attachments

Paper.docx (11 KB; Apr 7, 2019 2:22 pm)

4

Additional instructor's comments about your submission

Good work!

Instructor's attachments to this submission

Paper - Instructor Feedback.docx (11 KB; Apr 7, 2019 3:06 pm)

Back to list

Your assignment and feedback will be displayed.

1. The title, student name, submission date, grade, and submission history appear at the top.
2. The original assignment instructions and attachments appear below the submission and grade information.
3. Your submission and/or attached files display below the assignment instructions.
4. Instructor comments and/or attached files appear at the bottom.

Footer

Peer review feedback.

Peer Review Assignment 1 - Returned

Title	Peer Review Assignment 1
Student	Erin Martin (student03)
Submitted Date	Apr 7, 2019 12:52 PM
Grade	98.00 (max 100.00)


Instructions

Prepare and deliver a presentation for the class on your assigned chapter.

Additional resources for assignment

No attachments yet

Submitted Attachments

 [Presentation1.pptx](#) (31 KB; Apr 7, 2019 12:52 pm)

Additional instructor's comments about your submission

Excellent presentation!

Peer Reviews

Reviewer (1)

Score: 95.0

Comments:

Good job!

Attachments

Reviewer (2)

Back to list

If your assignment had a peer assessment component, and your instructor has allowed students to see peer reviews of their own work, you will also see peer reviewer comments and/or attachments on the feedback screen.

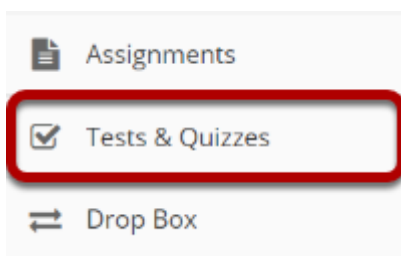
What is the Tests & Quizzes tool?

The Tests & Quizzes tool allows instructors to create online assessments (i.e., tests, exams, quizzes, and surveys) for delivery via a web interface to students or other groups. It was designed primarily to administer tests, but instructors may also create assessments to gather survey information or informal course feedback. Assessments are created question by question, or through already prepared text, or through import from a formatted XML file.

The Tests & Quizzes tool offers many settings that allow instructors to control the layout, delivery, grading, student review options, and metadata of the assessment. These settings can be adjusted during the authoring. A bundle of values for the settings defines an Assessment Type, which allows instructors to store and re-use the settings of successive assessments. Common system-defined assessment types are already provided, and new ones can be created and saved.

Assessments in this tool fall into the two categories-- Draft Copies and Published Copies, which represent the instructor and student phases, respectively. Authoring by the instructor takes place in Draft Copies; a new assessment appears in that category. The act of publication makes the assessment available to students and moves it to the Published Copies category, where submissions and results become available.

To access this tool, select Tests & Quizzes from the Tool Menu in your site.



Tests & Quizzes tool landing page. (Student View)

Assessments

Take an Assessment

The assessments listed below are currently available for you to take. To begin, click on the assessment title.

Display

20

 assessments per page

Search:

Title	Time Limit	Due Date/Time ▼
Quiz 3	n/a	2019-03-02 12:00 AM
Quiz 2	n/a	2019-02-23 12:00 AM
Quiz 1	n/a	2019-02-16 12:00 AM

Showing page 1 of 1

Previous

1

Next

Submitted Assessments

You have not yet submitted any assessments.

Note: Assessments which are past the due date but still available for late submissions will appear in the list with the Due Date/Time shown in red. Assessments which are not currently available do not show up in the Take an Assessment list at all.

Tests & Quizzes tool landing page. (Instructor View)

TESTS & QUIZZES

Link

Help

Add

Assessments

Question Pools

Event Log

User Activity Report

Assessment List

View

All

Display

20

assessments per page

Search:

Title	Status	In Progress	Submitted	For	Open	Due	Last Modified	Modified Date	Remove?
Quiz 3 <div>Actions</div>	Published - Active	0	2	Entire Site	2019-01-19 16:55:00	2019-03-02 00:00:00	ktinstructor	2019-02-10 16:58:00	<input type="checkbox"/>
Draft - Quiz 3 <div>Actions</div>	Draft			Entire Site	2019-01-19 16:55:00	2019-03-02 00:00:00	ktinstructor	2019-02-10 16:57:58	<input type="checkbox"/>
Quiz 2 <div>Actions</div>	Published - Active	0	3	Entire Site	2019-01-19 16:55:00	2019-02-23 00:00:00	ktinstructor	2019-02-10 16:56:31	<input type="checkbox"/>

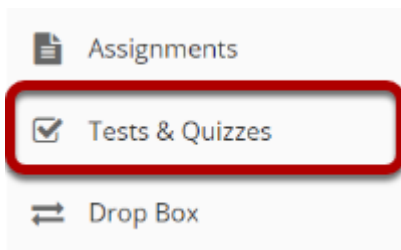
On entry, the Tests & Quizzes tool shows a list of existing assessments, Draft copies (under development) and Published copies (deployed to students).

How do I create an assessment in Tests and Quizzes?

The Tests & Quizzes tool allows you to create online assessments (i.e., tests, quizzes, exams, and surveys) for your students or other groups. It was designed primarily to administer tests, but you may also create assessments to gather survey information or informal course feedback. Grading for most question types is done automatically, and grades can be posted automatically to an online gradebook.

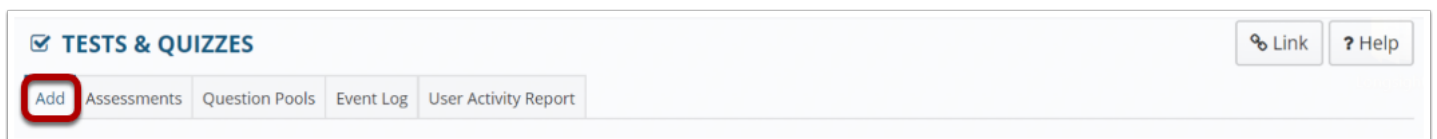
This lesson will show you how to create a simple assessment and add a single question.

Go to Tests & Quizzes.



Select the **Tests & Quizzes** tool from the Tool Menu of your course.

Click Add.



Create a new assessment.

Create from Scratch

Assessment Title

☒ Create using assessment builder
☐ Create using markup text

OR

Import from File (XML or ZIP)

Give your new assessment a title and click the **Create** button. The "Create using assessment builder" option (shown selected) asks you to write questions one by one, with a simple example given below. For the other methods of creating an assessment, see [How do I create an assessment from markup text or cut and paste?](#) and [How do I import questions into a new assessment or question pool?](#)

Note: You cannot have more than one assessment with the same title.

Add a question.

Questions: New Quiz

0 Existing Questions - 0 total points

[Add Part](#) | [Preview](#) | [Print](#) | [Settings](#)

Part Default - 0 questions

[Copy to Pool](#) | [Edit](#)

Add Question

select a question type

select a question type

Calculated Question

File Upload

Fill in the Blank

Hot Spot

Matching

Multiple Choice

Numeric Response

Short Answer/Essay

Student Audio Response

Survey

Survey - Matrix of Choices

True False

Copy from Question Pool

Select the type of question you would like to add from the **Add Question** drop-down menu.

Let's add one of the more common question types. Select **Multiple Choice** from the drop-down menu.

Set the general question options.

Edit Question: New Quiz

Question1 - Multiple Choice

Change Question Type

Answer Point Value **1**

Display Point Value while student is taking the exam ☒ Yes **2** ☐ No

Answer ([What's This?](#))

☒ Single Correct

☐ Enable Negative Marking

☐ Enable Partial Credit

[Reset to Default Grading Logic](#)

☐ Multiple Correct, Single Selection

☐ Multiple Correct, Multiple Selection

Question Text [Show All Rich-Text Editors](#)

What percentage of the Earth's surface is covered in water? **3**

Attachments

No Attachment(s) yet

4

Most question types allow you to specify:

1. Answer Point Value
2. Display the point value while student is taking the exam
3. Question Text
4. Attachments (optional)

For these general parameters, see [How do I add a new question \(with the assessment builder\)?](#) Other options regarding the answer and configuration are specific to the question type.

*Note: The [Rich Text Editor](#) is available for use in composing your questions and answers. Click on the **Show All Rich-Text Editors** link to display the editor.*

Choose number of correct responses (for multiple choice).

Answer [\(What's This?\)](#)

☒ **Single Correct**

☐ **Enable Negative Marking**

☐ **Enable Partial Credit**

[Reset to Default Grading Logic](#)

☐ **Multiple Correct, Single Selection**

☐ **Multiple Correct, Multiple Selection**

You can choose to have a **Single Correct** response, **Multiple Correct, Single Selection**, or **Multiple Correct, Multiple Selection**.

If you select **Single Correct** (the default) you also have the option to **Enable Negative Marking** or **Enable Partial Credit** if desired. Negative marking deducts points from the student's score if the student selects the wrong answer. Partial credit allows you to specify a percentage of the question points to be awarded for selecting an incorrect but still partially acceptable answer.

Choose the radio button for the correct response option you would like to use. For this example, we will keep the default.

Enter the answer choices (for multiple choice).

Correct Answer

☒ A

[Remove](#)

71

Correct Answer

☐ B

[Remove](#)

90

Correct Answer

☐ C

[Remove](#)

66

Correct Answer

☐ D

[Remove](#)

82

Insert Additional Answers

select

Enter all of the possible answer choices for this question. (Remember that you may use the editor to format your answer choices or add images, links, etc. if desired.)

There are four answer choices provided by default. If you need more choices, use the **Insert Additional Answers** drop-down menu to indicate the number of additional answer choices needed.

Be sure to indicate the correct answer by selecting the radio button for the correct response.

Choose whether or not to randomize answers (for multiple choice).

Randomize Answers

☐ Yes

☒ No

The default setting is **No** for randomizing answers. If you would like the answer choices to appear in a random order each time a student takes the assessment, select **Yes**.

Tip: Remember that if you answer choices contain items like "all of the above" or "A and B are correct" randomizing the order could cause confusion with the answer key.

Choose whether or not to require rationale.

Require Rationale

☐ Yes

☒ No

The default setting is **No** for requiring rationale. If you want students to write an explanation for why they chose a particular response, select **Yes**.

Assign to part. (Optional)

Assign to Part

Part 1 - Default ▼

If you have multiple parts in your assessment, you may assign the question to a different part.

Assign to pool. (Optional)

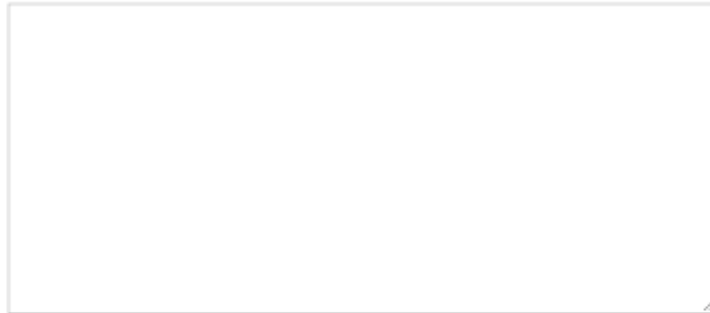
Assign to Question
Pool

Select a pool name (optional) ▼

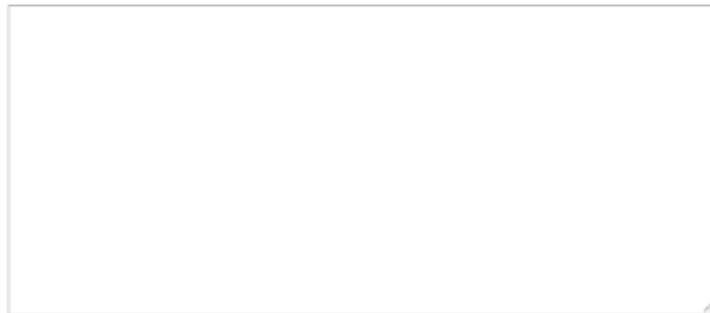
If you have an existing question pool and would like to copy this question to the pool, select the pool name here.

Provide answer feedback. (Optional)

Correct Answer
Feedback (optional)

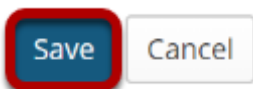
A large, empty rectangular text box with a thin gray border, intended for providing feedback for the correct answer. A small cursor icon is visible in the bottom right corner.

Incorrect Answer
Feedback (optional)

A large, empty rectangular text box with a thin gray border, intended for providing feedback for the incorrect answer. A small cursor icon is visible in the bottom right corner.

If you would like to provide feedback for students based on if they answer the question correctly or incorrectly, enter your feedback here.

Save your question.



Once you have entered all of your question information, click **Save** to return to the edit assessment screen.

Continue adding questions.

Questions: New Quiz

1

1 Existing Question - 1 total point

[Add Part](#) | [Preview](#) | [Print](#) | [Settings](#) | [Publish](#)

Part 1

▼

Default - 1 question

[Copy to Pool](#) | [Edit](#)

Add Question

select a question type

▼

Question 1

▼

Single Correct - 1.0

point

[Remove](#)

[Edit](#)

3

4

2

What percentage of the Earth's surface is covered in water?

☒ A. 71

☐ B. 90

☐ C. 66

☐ D. 82

Answer Key:A

Add Question

select a question type

▼

Update Points

Update Order

Repeat the steps above to add additional questions to your assessment. As you add questions, note the following:

1. The total number of questions in the assessment, as well as the total points will be displayed in the upper right corner of the content area.
2. You may view your questions on the assessment editing screen, along with the answer key shown below each question.
3. If you would like to delete a question, click the **Remove** link to the right of the question.
4. If you need to make a change to an existing question, click the **Edit** link to the right of the question.

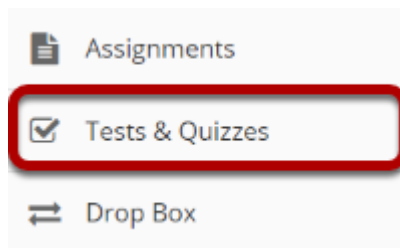
Tip: An assessment must have at least one question, and the question must be worth greater than zero in order to add the assessment to the Gradebook.

How do I create a new question (with the assessment builder)?

Questions can be added to a new or existing assessment with the assessment builder.

In general, the instructor clicks "Add," chooses a question type, and supplies the parts that are called for by that question type. This article covers the general settings common to most question types. For additional information on specific questions types, please refer to the individual articles for the appropriate question type.

Go to Tests & Quizzes.



Select the **Tests & Quizzes** tool from the Tool Menu of your course.

Select an assessment.

Questions may be added to any assessment. Select an existing assessment or create a new one.

Note: You may also [add a question directly to a question pool](#).

Create a New Assessment.

Click Add.



Create from Scratch

Assessment Title 1

☒ Create using assessment builder
☐ Create using markup text

2

For more information on creating new assessments, see [How do I create an assessment?](#)

Or edit an existing assessment.

Assessment List

View All

Display 20 assessments per page

Search:

Title	Status	In Progress	Submitted	For	Open	Due	Last Modified	Modified Date	Remove?
Draft - Quiz <div>Actions</div>	Draft			Entire Site	2018-12-16 15:55:00		Kristine	2018-12-16 16:00:00	<input type="checkbox"/>

Showing page 1 of 1

Remove Selected

Previous

1

Next

Edit

Preview

Print

Settings

Publish

Duplicate

Export

Insert a question of the desired question type.

Questions: Quiz

0 Existing Questions - 0 total points

[Add Part](#) | [Preview](#) | [Print](#) | [Settings](#)

Part 1 ▼ Default - 0 questions [Copy to Pool](#) | [Edit](#)

Add Question

select a question type ▼

select a question type

Calculated Question

File Upload

Fill in the Blank

Hot Spot

Matching

Multiple Choice

Numeric Response

Short Answer/Essay

Student Audio Response

Survey

Survey - Matrix of Choices

True False

Copy from Question Pool

Update Points

Select the type of question you would like to add from the **Add Question** drop-down menu.

Note: For more information about a specific question type, please refer to the individual help article for adding that type of question.

Set the point value for the question.

Answer Point Value

1.0

Enter the point value for this question. Questions may be worth any point value you choose.

Tip: Keep in mind that the point value of all the questions in the assessment will equal the point value of the assessment in the Gradebook. So, if you want your assessment to be worth a total of 100 points, you should assign point values to your questions accordingly.

Display points?

Display Point Value while student is taking the exam ☒ Yes ☐ No

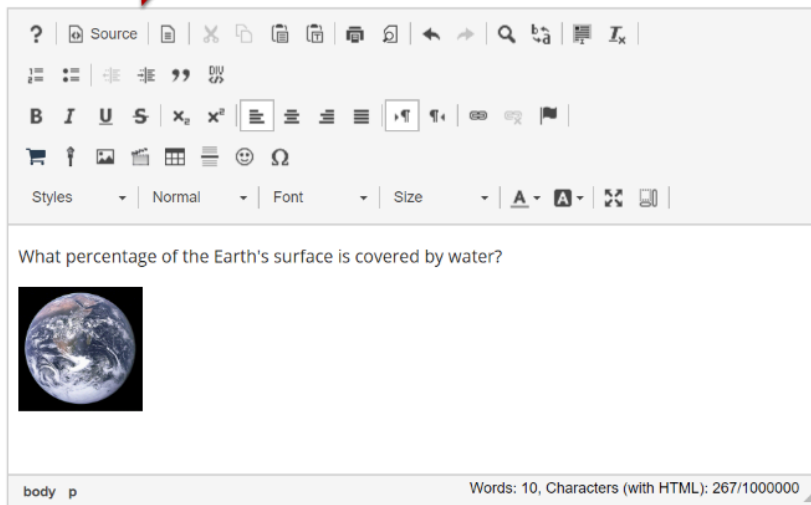
Do you want students to see the point value as they are taking the test? If so, leave the default setting of **Yes**. If you prefer that students do not see the point value for the question, select **No**.

Enter the question text.

Question Text

[Show All Rich-Text Editors](#)

What percentage of the Earth's surface is covered by water?



What percentage of the Earth's surface is covered by water?

body p Words: 10, Characters (with HTML): 267/1000000

Enter the text of your question into the text box provided. You may also click on the **Show All Rich-Text Editors** link in the top right corner of the text box to load the WYSIWYG html editor. The rich text editor allows you to format your question text and/or add images, links, or other resources.

Note: This section will vary depending on the type of question you are adding.

Add attachments.

Attachments

No Attachment(s) yet

Add Attachments

If you would like to attach a file to the question, you may click on the **Add Attachments** button to browse for and upload a file. Most multiple choice questions do not contain file attachments; however, in some cases you may want to provide students with a file in order to answer the question. For example, you could attach an audio file, a reference document, or other resource.

Choose whether or not to randomize answers (for multiple choice).

Randomize Answers ☐ Yes
☒ No

The default setting is **No** for randomizing answers. If you would like the answer choices to appear in a random order each time a student takes the assessment, select **Yes**.

Tip: Remember that if you answer choices contain items like "all of the above" or "A and B are correct" randomizing the order could cause confusion with the answer key.

Choose whether or not to require rationale.

Require Rationale ☐ Yes
☒ No

The default setting is **No** for requiring rationale. If you want students to write an explanation for why they chose a particular response, select **Yes**.

Assign to part. (Optional)

Assign to Part

Part 1 - Default ▼

If you have multiple parts in your assessment, you may assign the question to a different part.

Assign to pool. (Optional)

Assign to Question
Pool

Select a pool name (optional) ▼

If you have an existing question pool and would like to copy this question to the pool, select the pool name here.

Provide answer feedback. (Optional)

Correct Answer
Feedback (optional)

Incorrect Answer
Feedback (optional)

If you would like to provide feedback for students based on if they answer the question correctly or incorrectly, enter your feedback here.

Save your question.



Once you have entered all of your question information, click **Save** to return to the edit assessment screen.

What are the Availability and Submissions options for an assessment?

In **Availability and Submissions**, you will find options including who should take the assessment, availability dates, and how many submissions are allowed. For more information on additional assessment settings, see [How do I view and modify the settings of an assessment?](#)

In the assessment Settings page, click **Availability and Submissions**.

Settings - Quiz

[Expand All](#)

- About this Assessment
- Availability and Submissions
- Exceptions to Time Limit and Delivery Date
- Grading and Feedback
- Layout and Appearance

Save Settings and Publish

Save

Cancel

The Availability and Submissions section will expand to show the following options:

▼ Availability and Submissions

Assessment released to
Entire Site ▼

The number of submissions allowed
☒ Unlimited
☐ Only
 submissions allowed

It is available
01/12/2019 03:30 pm 📅

It is due
📅 and has a time limit of 00 ▼ hrs. 00 ▼ min.

Late submissions accepted?
☐ No, not after due date
☒ Yes, until
 📅

Students get one chance to submit after due date if they haven't already submitted.

Autosubmit
☐ Autosubmit saved student work after latest acceptance date

Question Scores
☒ Show question point value during assessment
☐ Hide question point value during assessment

▸ Ensure students take exams from specific location

▸ Add message that students will see after submission

Assessment Released to

Assessment released to

Entire Site ▼

Anonymous Users

Entire Site

Selected Group(s)

By default, the assessment will be released to the **Entire Site**. Alternatively, you can choose to release the assessment to **Anonymous Users** or **Selected Group(s)** within your course.

The **Anonymous Users** option provides no information identifying who submitted the assessment associated with submissions. You can use this option to create anonymous surveys.

Choose one of these options from the drop-down menu. (You will only be able to choose specific groups if there are existing groups in your site.)

Notes:

- If you release an assessment to **Anonymous Users**, you must distribute its URL to participants; it will not be accessible from within your site's Tests & Quizzes tool. The URL will be presented when you publish the assessment.
- You cannot change the **Assessment Released To** option on any published assessment.

Number of submissions allowed

The number of submissions allowed

☒ Unlimited

☐ Only

submissions allowed

Enter the number of times students are allowed to submit the assessment, or choose **Unlimited** to let them submit as many times as they like.

Tip: Unlimited submissions are often used for self-assessment, practice tests, or drills.

Availability Dates

1 It is available

01/14/2019 03:30 pm

2 It is due

01/18/2019 12:00 am

and has a time limit of 00 hrs. 00 min.

Jan 2019

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Time 12:00 am

Hour - +

Minute - +

Now Done

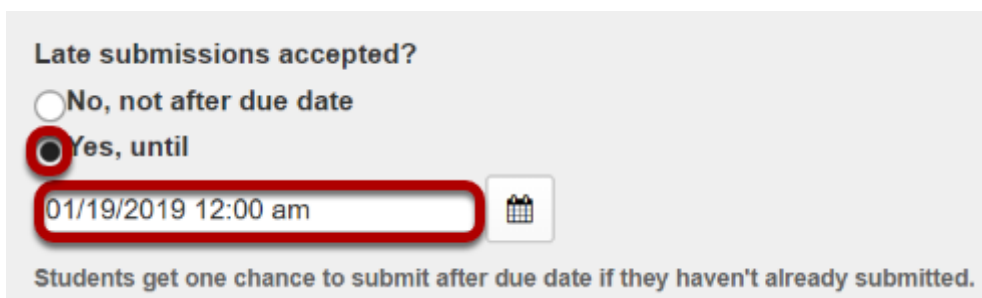
The availability dates let you specify when your assessment can be accessed by students. By default, all the dates are **blank**.

Use the date-picker (calendar icon) to select a date and time.

1. The **available date** is the start date of the exam window. Students will not be able to see the assessment before this date. Publishing an assessment with a blank **available date** will make it available immediately upon publishing.
2. The **due date** is the end date for the exam window. Students will not be able to submit after this date unless you **accept late submissions**. If late submissions are allowed, any submissions after the due date will be marked as late.

*Note: When you click on any date field, the date-picker (calendar window) will display. You can choose a date by clicking on it in the calendar, or by clicking **Now**. Select a time using the **Hour** and **Minute** sliders. When your date is selected, click **Done**.*


Late submissions accepted?



Late submissions accepted?

☐ No, not after due date

☒ Yes, until

01/19/2019 12:00 am 

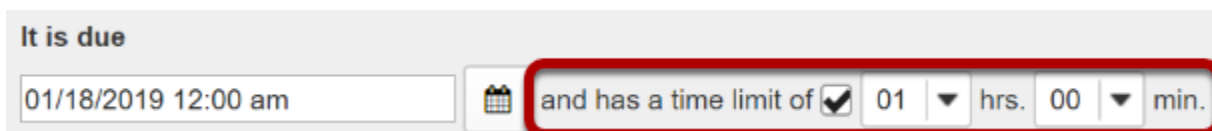
Students get one chance to submit after due date if they haven't already submitted.

Under *Late submissions accepted?* you can accept late submissions by clicking the radio button to select **Yes, until**, then entering a **late acceptance date** in the adjacent date field. By default, late submissions ARE accepted. Use the date-picker (calendar icon) to select a date and time.


If you do allow late submissions, submissions that come in after the due date will be marked **LATE** in capitalized red letters after their Submit Date.

Note: Even if you allow multiple submissions, only one late submission is allowed after the due date, and it only applies to students who have not submitted at all.

Timed assessment



It is due

01/18/2019 12:00 am 

and has a time limit of ☒ 01 hrs. 00 min.

If you would like your assessment to be timed, select the check box next to the text *has a time limit of* and select a **time limit** in **hours (hrs.)** and **minutes (min.)** from the respective drop-down menus.

Automatic submission

Autosubmit

☒ Autosubmit saved student work after latest acceptance date

Check the box to **Autosubmit saved student work after latest acceptance date** if you want assessments to be automatically submitted after the latest acceptance date.

The Autosubmit setting forces the submission of saved assessments belonging to students who have started the assessment, but did not successfully submit their work before the latest acceptance date. All work that a student had saved will be included in their automatic submission.

Note: The Autosubmit setting is only available if it has been enabled by your institution. By default, it is disabled.

Question Scores

Question Scores

☒ Show question point value during assessment

☐ Hide question point value during assessment

Choose the appropriate radio button to indicate whether or not you want to **Show question point value during the assessment** or **Hide question point value during assessment**. The default is to show the point value.

Exam security by location or password (Optional)

▼ Ensure students take exams from specific location

Allow only specified IP Addresses

1

2

Secondary Password

Assessment Password

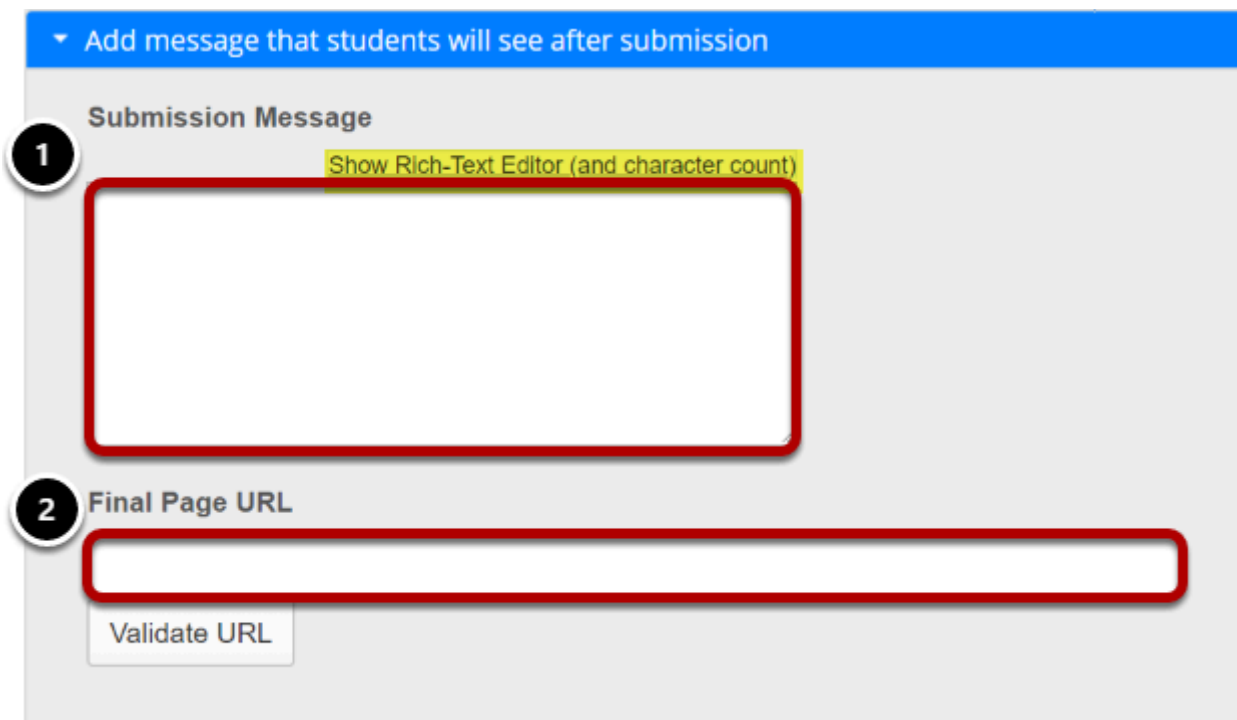
Use one IP address per line. An asterisk(*) can stand for any single subnet.
Examples: 171.64.139.* or 171.64.*.*

For high stakes testing, you may want to provide additional security for your assessment. Click on the **Ensure students take exams from specific location** link to expand that section and display the following options.

1. You may restrict the assessment so that only connections from certain IP addresses are allowed, such as a building on grounds. Enter one IP per line into the **Allow only specified IP Addresses** field. Asterisks may be used to stand for any single subnet.
2. You may also specify a *Secondary Password* for the assessment. This **Assessment Password** is typically provided by the instructor in the classroom or testing center, so that students must be present to enter the assessment.

Note: The Secondary Password is for this specific assessment, and NOT the instructor's or the student's login information.

Submission message (Optional)



The screenshot shows a configuration interface for submission messages. At the top, a blue header bar contains a dropdown menu labeled "Add message that students will see after submission". Below this, the "Submission Message" section is highlighted. It features a large text area for the message, with a yellow tooltip that says "Show Rich-Text Editor (and character count)". A red box highlights this text area, and a circled number "1" is placed next to it. Below the text area is the "Final Page URL" section, which includes a long text input field and a "Validate URL" button. A red box highlights the input field, and a circled number "2" is placed next to it.

1. If you would like to enter a message that students see upon submitting their assessment, click on the **Add message that students will see after submission** link. The [Rich-Text Editor](#) is available if desired.
2. You may include a **Final Page URL** if you like. The URL for this page will be displayed after the student submits the test.

How do I give specific students different time or date settings for an assessment?

Some students in your class may need different assessment settings from others. For example, a student could require extra time on a timed assessment, or multiple rosters or sections in the same course site could be administered the same assessment on different dates. The **Exceptions to Time Limit and Delivery Date** settings allow instructors to create exceptions for specific students, without having to create separate copies of the assessment.

In the assessment Settings page, click Exceptions to Time Limit and Delivery Date.

Settings - Quiz

[Expand All](#)

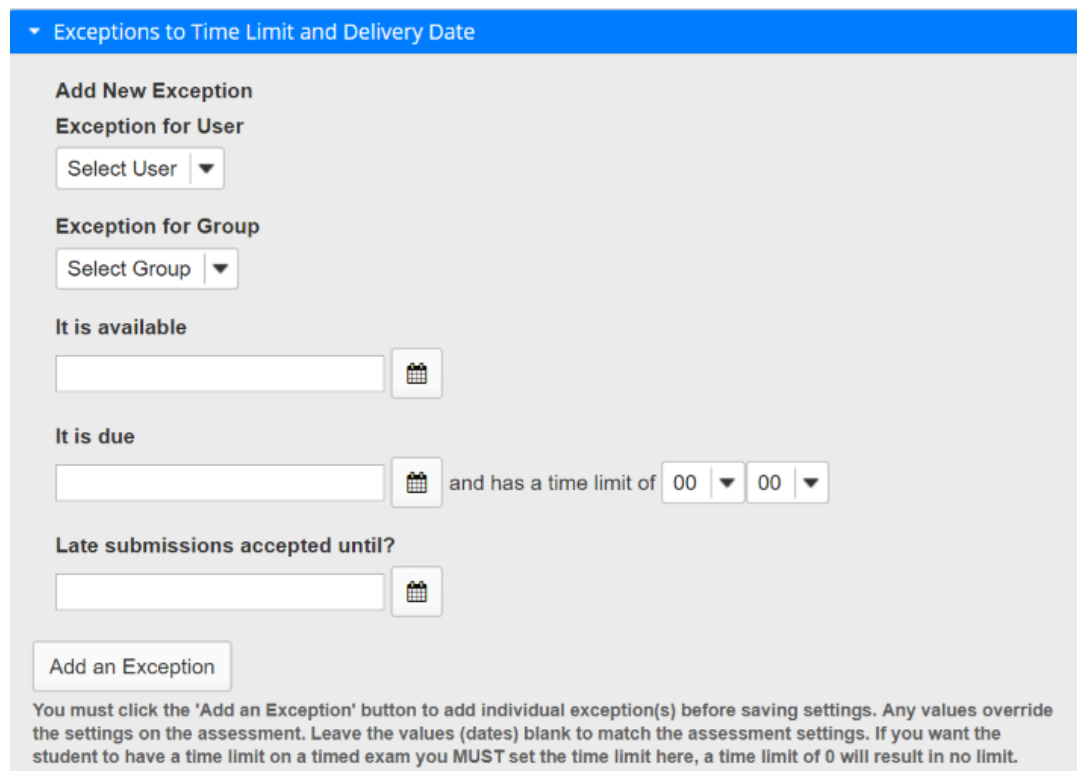
- About this Assessment
- Availability and Submissions
- Exceptions to Time Limit and Delivery Date
- Grading and Feedback
- Layout and Appearance

Save Settings and Publish

Save

Cancel

The Exceptions to Time Limit and Delivery Date section will expand to show the following options:



The screenshot shows a web interface for configuring exceptions. At the top is a blue header bar with the text 'Exceptions to Time Limit and Delivery Date'. Below this is a section titled 'Add New Exception'. Underneath, there are two options: 'Exception for User' with a 'Select User' dropdown menu, and 'Exception for Group' with a 'Select Group' dropdown menu. Below these are three date/time selection fields, each with a calendar icon: 'It is available' (a single date field), 'It is due' (a date field followed by 'and has a time limit of' and two time dropdowns set to '00'), and 'Late submissions accepted until?' (a single date field). At the bottom of this section is an 'Add an Exception' button. A small text block at the very bottom explains that clicking the button adds individual exceptions and that values override assessment settings.

▼ Exceptions to Time Limit and Delivery Date

Add New Exception

Exception for User

Select User ▼

Exception for Group

Select Group ▼

It is available

It is due

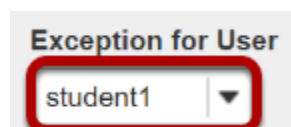
and has a time limit of 00 ▼ 00 ▼

Late submissions accepted until?

Add an Exception

You must click the 'Add an Exception' button to add individual exception(s) before saving settings. Any values override the settings on the assessment. Leave the values (dates) blank to match the assessment settings. If you want the student to have a time limit on a timed exam you MUST set the time limit here, a time limit of 0 will result in no limit.

Select the user from the drop-down list of enrolled students.



A close-up of the 'Exception for User' dropdown menu. The text 'Exception for User' is at the top. Below it is a dropdown menu with 'student1' selected. The entire dropdown menu is highlighted with a red rounded rectangle.

Exception for User

student1 ▼

Or, select the group from the drop-down list of groups in the site.



A close-up of the 'Exception for Group' dropdown menu. The text 'Exception for Group' is at the top. Below it is a dropdown menu with 'Group1' selected. The entire dropdown menu is highlighted with a red rounded rectangle.

Exception for Group

Group1 ▼

Note: You must have existing groups in your site in order to select a group.

Availability Dates Exception

The screenshot shows a form titled 'Availability Dates Exception' with three numbered steps. Step 1, 'It is available', has a date field set to '01/14/2019 12:00 am'. Step 2, 'It is due', has a date field set to '01/18/2019 12:00 am' and a time limit of '00' minutes. Step 3, 'Late submissions accepted until?', has a date field set to '01/19/2019 12:00 am'. A date picker calendar is open, showing January 2019. The date '19' is highlighted in blue. The calendar also shows the time '12:00 am' and buttons for 'Now' and 'Done'.

1 It is available
01/14/2019 12:00 am

2 It is due
01/18/2019 12:00 am and has a time limit of 00 00

3 Late submissions accepted until?
01/19/2019 12:00 am

Jan 2019

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Time 12:00 am

Hour Minute

Now Done

The availability dates let you specify when your assessment can be accessed by the selected student or group. If you don't specify any dates, the default dates will be the same as the existing assessment settings for all students. This setting will override the normal availability dates for the assessment for the selected student/group.

If you are only changing the amount of time allowed for the test, and not the test availability window, you may leave the dates unchanged.

Use the date-picker (calendar icon) to select a new date and time if desired.


1. The **available date** is the start date of the exam window. Students will not be able to see the assessment before this date. Publishing an assessment with a blank **available date** will make it available immediately upon publishing.
2. The **due date** is the end date for the exam window. Students will not be able to submit after this date unless you **accept late submissions**. If late submissions are allowed, any submissions after the due date will be marked as late.
3. The **Late submissions accepted until?** date is the end date for late submissions on the assessment. If late submissions are not accepted, this date should be the same as the **due date** above.

*Note: When you click on any date field, the date-picker (calendar window) will display. You can choose a date by clicking on it in the calendar, or by clicking **Now**. Select a time using the **Hour** and **Minute** sliders. When your date is selected, click **Done**.*

Time limit exception

It is due

01/18/2019 12:00 am

 and has a time limit of

02

▼

00

▼

Select the desired time limit from the drop-down menu. This setting will override the normal time limit setting for the assessment for the selected student/group. If you don't specify a time limit (i.e. time limit of 0), the student will have unlimited time.

Click Add Exception.

Add an Exception

You must click the 'Add an Exception' button to add individual exception(s) before saving settings. Any values override the settings on the assessment. Leave the values (dates) blank to match the assessment settings. If you want the student to have a time limit on a timed exam you **MUST** set the time limit here, a time limit of 0 will result in no limit.

Existing exceptions will display.

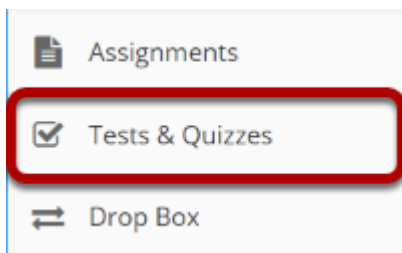
Existing Exceptions								
User	Group	Start Date	Due Date	Late Acceptance Date	Hours	Minutes	Edit	Delete
<div>student1</div>	<div>Group1</div>	2019-Jan-14 12:00 AM	2019-Jan-18 12:00 AM	2019-Jan-19 12:00 AM	2	0	<div>Edit</div>	<div>Delete</div>

Once saved, any exceptions for this assessment will be listed here. You may select **Edit** to make changes to the exception dates/time, or select **Delete** to remove the exception.

How do I publish an assessment (i.e. test or quiz)?

After you have created an assessment, you must publish it before students can view and submit it.

Go to Tests & Quizzes.



Select the **Tests & Quizzes** tool from the Tool Menu of your course.

Publish with current settings.

If you are sure that the default or current settings are appropriate, you can publish from either the action menu or the edit assessment screen.

Assessment List

View All

Display 20 assessments per page

Search:

Title	Status	In Progress	Submitted	For	Open	Due	Last Modified	Modified Date	Remove?
Draft - Quiz	Draft			Entire Site	2019-01-19 10:50:00		ktinstructor	2019-01-19 11:40:55	<input type="checkbox"/>

Show

Re

Previous 1 Next

Actions

[Edit](#)
[Preview](#)
[Print](#)
[Settings](#)
[Publish](#)
[Duplicate](#)
[Export](#)

Questions: Quiz

1 Existing Question - 1 total point

[Add Part](#) | [Preview](#) | [Print](#) | [Settings](#) | [Publish](#)

Part 1 Default - 1 question [Copy to Pool](#) | [Edit](#)

Add Question select a question type

Question 1 Multiple Correct, Multiple Selection - 1.0 point [Remove](#) | [Edit](#)

Who wrote the "Mill on the Floss"?

☒ A. George Eliot

☐ B. George Henry Lewes

☒ C. Mary Ann Evans

☐ D. Mary Shelley

Answer Key:A,C

Edit the settings and then publish.

Assessment List

View

All

▼

Display

20

▼

assessments per page

Search:

Title	Status	In Progress	Submitted	For	Open	Due	Last Modified	Modified Date ▼	Remove?
<div><div>Draft - Quiz</div><div>Actions ▼</div><div><div>Edit</div><div>Preview</div><div>Print</div><div>Settings</div><div>Publish</div><div>Duplicate</div><div>Export</div></div></div>	Draft			Entire Site	2019-01-19 10:50:00		ktinstructor	2019-01-19 12:02:56	<input type="checkbox"/>

Previous

1

Next

From the Tests & Quizzes tool home screen, choose the **Settings** option in the drop-down menu for the quiz you would like to publish.

Alternately, you can access assessment settings from the edit assessment screen.

Questions: Quiz

1 Existing Question - 1 total point

[Add Part](#) | [Preview](#) | [Print](#) | **[Settings](#)** | [Publish](#)

Part Default - 1 question [Copy to Pool](#) | [Edit](#)

Add Question

Question Multiple Correct, Multiple Selection - point [Remove](#) | [Edit](#)

Who wrote the "Mill on the Floss"?

☒ A. George Eliot

☐ B. George Henry Lewes

☒ C. Mary Ann Evans

☐ D. Mary Shelley

Answer Key:A,C

If you are currently editing the quiz in question, click the **Settings** link at the top of the assessment editing screen.

Adjust the settings as desired.

See the article [How do I view and modify the settings of an assessment?](#)

Note: Settings are typically adjusted fully on the Draft before publishing.

Save settings and publish.

Save Settings and Publish

Once you have completed all of your settings selections, click the **Save Settings and Publish** button at the bottom of the screen.

*Note: You may also choose to **Save** settings without publishing, or **Cancel** to cancel the assessment settings.*

Review and confirm publishing of assessment.

Publish Assessment

Review your settings and adjust level of notification. Click **Publish** to make assessment visible to students now. Click **Cancel** to wait or edit assessment. Click **Edit Settings** to modify settings.

without notification ▼

☒ display due date on Calendar

"Quiz" is available on 01/19/2019 10:50:00 AM to the entire class at <https://qa19-mysql.nightly.sakaiproject.org/samigo-app/servlet/Login?id=59164954-1231-40ab-b6d0-d2d74f11ae8e1547918076284>

It is due 01/21/2019 12:00:00 AM.

There is no time limit. Students can submit this an unlimited number of times. (The highest score will be recorded).

Student will receive **no feedback**.

Your setting choices will be summarized for you on the confirmation screen. Review all of the information to make sure it is correct. (If you need to make changes, you can go back by clicking **Edit Settings**.)

You have the option to notify students when you publish the assessment. The default setting is **without notification**. Notifying students sends and email to their external email address to let them know the assessment has been published. It sends the message at the time of publication, NOT on the start date of the assessment.

If your assessment has an end date, you may select to **Display due date on Calendar**. This will post an event on the Schedule/Calendar for the course on the date the assessment is due.

Click **Publish** to make the assessment available to students.

View published assessment.

Assessment List

View

All

Display

20

assessments per page

Search:

Title	Status	In Progress	Submitted	For	Open	Due	Last Modified	Modified Date ▾	Remove?
<div>Quiz</div> <div>Actions ▾</div>	Published - Active	0	0	Entire Site	2019-01-19 10:50:00	2019-01-21 00:00:00	ktinstructor	2019-01-19 12:16:24	<input type="checkbox"/>
<div>Draft - Quiz</div> <div>Actions ▾</div>	Draft			Entire Site	2019-01-19 10:50:00	2019-01-21 00:00:00	ktinstructor	2019-01-19 12:15:02	<input type="checkbox"/>

Showing page 1 of 1

Previous

1

Next

Click on **Assessments** to view your published assessments. Published assessments will be displayed in the list, along with the status, submission and release information, and the user that last modified the item.

How do I grade Tests & Quizzes?

Most question types in Tests & Quizzes are automatically graded by the system. However, you will need to manually score short answer/essay questions, file uploads, and audio recordings. You may also adjust the auto-graded scores, add comments, or give partial credit.

If you would like to send your assessment scores to the Gradebook so that they can be included in the course grade calculation or allow students to see an answer key or other feedback in Tests & Quizzes, see [What are the Grading and Feedback options for an assessment?](#)

On the Total Scores screen for an assessment, you can see the total score each student received based on the points from auto-graded questions (such as multiple choice and true false). You may adjust the students' scores and for students who submitted the assessment, you can add comments.

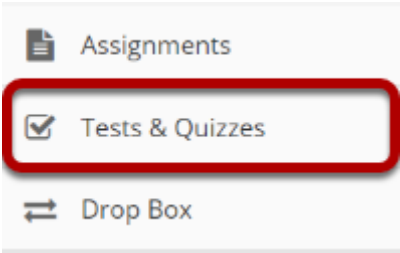
For more information on manually grading individual student submissions or questions, see the following articles:

- [How do I give same score \(e.g. 0\) to all students with no submission to an assessment?](#)
- [How do I grade assessment submissions by student?](#)
- [How do I grade assessment submissions by question?](#)
- [How do I download assessment submissions for grading offline?](#)

Note:

- *Tests & Quizzes will NOT automatically grade students with no submission. If a student who did not submit an assessment should receive a grade of 0, you'll need to enter a 0 for their grade.*
- *Comments cannot be added within the Tests & Quizzes tool for students with no submission and they do not have access to feedback for assessments they did not submit. If you'd like to print an answer key to an assessment to provide to students who did not submit, see [How do I print an assessment \(i.e. test or quiz\)?](#)*
- *Once a grade has been saved for a student in Tests & Quizzes, you cannot delete the grade to remove it from the student's course grade. If you inadvertently assign a score to a student who should not have received one for an assessment, and the assessment score is being sent to the Gradebook, you may need to [override the course grade](#) in the Gradebook.*

Go to Tests & Quizzes.



Select the **Tests & Quizzes** tool from the Tool Menu of your site.

Select the Published-All View

Assessment List

View	All																				
Display	All	per page																			
Search: <input type="text"/>																					
Title				In Progress	Submitted	For	Open	Due	Last Modified	Modified Date	Remove?										
Quiz 1	<div>Actions</div>	Published - Active	0	4	Entire Site	2019-01-19 15:10:00	2019-02-09 00:00:00	ktinstructor	2019-02-03 15:10:42	<input type="checkbox"/>											
Quiz 2	<div>Actions</div>	Published - Active	0	3	Entire Site	2019-01-19 14:50:00	2019-02-16 00:00:00	ktinstructor	2019-02-03 15:10:07	<input type="checkbox"/>											
Quiz 3	<div>Actions</div>	Published - Active	0	1	Entire Site	2019-01-19 14:50:00	2019-02-23 00:00:00	ktinstructor	2019-02-03 15:09:47	<input type="checkbox"/>											

Select the **Published-All** option in the View drop-down to view the assessments that have been released to students in your site.

Go to the assessment submissions.

Assessment List

View

Published - All

Display

20

assessments per page

Search:

Title	Status	In Progress	Submitted	For	Open	Due	Last Modified	Modified Date	Remove?
Quiz 1 <div>Actions</div>	Published - Active	0	4	Entire Site	2019-01-19 15:10:00	2019-02-09 00:00:00	ktinstructor	2019-02-03 15:10:42	<input type="checkbox"/>
Quiz 2 <div>Actions</div>	Published - Active	0	3	Entire Site	2019-01-19 14:50:00	2019-02-16 00:00:00	ktinstructor	2019-02-03 15:10:07	<input type="checkbox"/>
<div>Scores</div> <div>Preview</div> <div>Print</div> <div>Settings</div>	Published - Active	0	1	Entire Site	2019-01-19 14:50:00	2019-02-23 00:00:00	ktinstructor	2019-02-03 15:09:47	<input type="checkbox"/>

Select the **Scores** option from the drop-down menu for the assessment you would like to grade. Alternately, you may also click on the number of student submissions in the **Submitted** column to view the submissions.

Display multiple submissions for students. (Optional)

Max Score Possible: 6

Apply This Score

to all participants with "No Submission".

View

Highest Submission

for Entire Site

Search

All Submissions

Highest Submission

Find

Clear

By default, the submission that displays for each student will be based on your [assessment's Recorded Score setting](#). For example, if you accept the **highest score**, the highest scoring submission will display. If you accept the **average score**, the average point value of all the student's submissions will display.

If your assessment allows multiple submissions, or if a student has submitted an [allowed retake](#), you can choose to view all student submissions by selecting **All Submissions** from the *View* drop-down menu.

Enter score adjustment and overall comments.

Delete	Name	UserID	Role	Submit Date	Score	Adjustment	Final Score	Comments for Student (What's This?)
X	Johnson, Steven	student02	Student	02/03/2019 03:26:26 PM	5	<input type="text" value="5.0"/>	5	5 bonus point credit for early submission. Add Attachments
	Marin, Eric	student03	Student	No Submission	-	<input type="text" value="-"/>	-	Requires student submission
X	Smith, Jeremy	student04	Student	02/03/2019 03:27:01 PM	4	<input type="text" value="5.0"/>	4	5 bonus point credit for early submission. Add Attachments
X	Thompson, Mary	student01	Student	02/03/2019 03:25:49 PM	6	<input type="text" value="5.0"/>	6	5 bonus point credit for early submission. Add Attachments

3 This assessment allows multiple submissions and has been configured to record the highest score under Settings.

[Update](#)

[Cancel](#)

To make a grade adjustment to the overall assessment score:

1. Enter a positive or negative score into the **Adjustment** column to add or subtract points from the student's overall score.
2. You may also enter comments in the **Comments for Student** column if you like. Students will see these comments when they view the assessment feedback. Optionally, you may also attach a file containing additional feedback. Click **Add Attachments** to attach a file.
3. Scroll down to the bottom of the list and click the **Update** button to save your changes.

Note: The Final Score column will display the adjusted score after you save your changes.

Teaching Assistant Permissions and Grading

How do I assign grader permissions to teaching assistants?

Important: By default, Sakai only assigns grader permissions to Instructors. **Instructors must set grader permissions for Teaching Assistants before they can grade students.**

There are two methods to assign grading permissions for Teaching Assistants: using the **Section Info** tool for courses with multiple sections and TAs, or using **Grader Permissions** within the Gradebook tool.

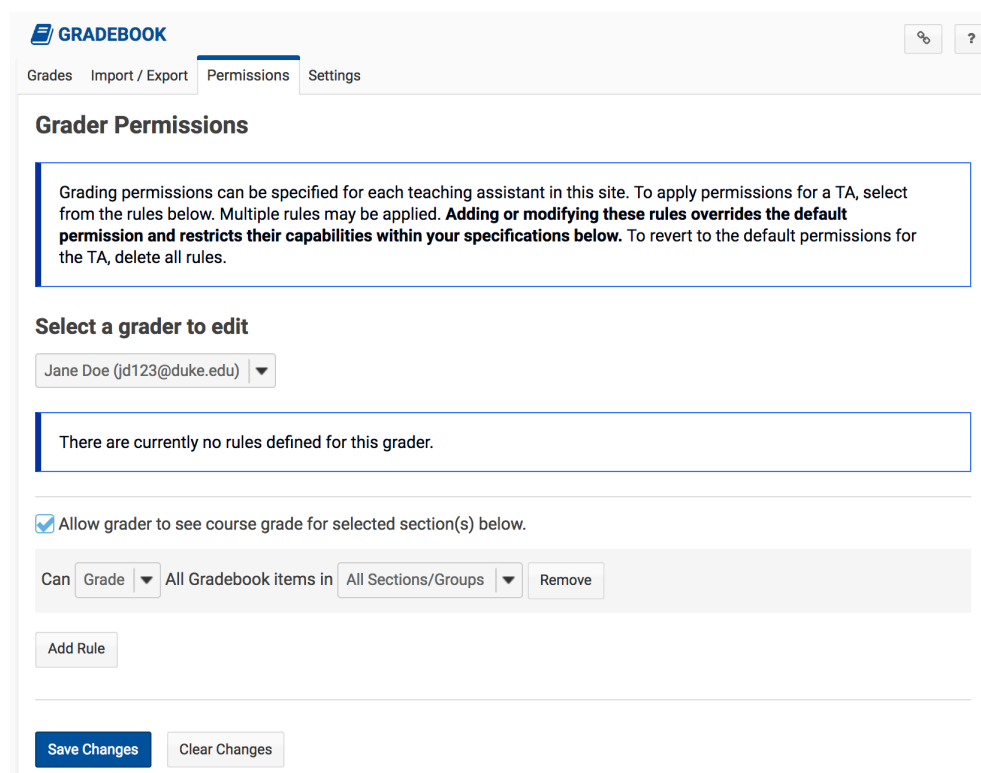
Before proceeding, make sure that your TA is added to your Sakai course site and assigned TA permissions using [add participants](#).

Set Grader Permissions using Gradebook

If a course does not have multiple sections, an Instructor can assign grading permissions in Gradebook. This is the easiest way to grant permission for a TA to grade the entire course.

Navigate to [Gradebook](#), and select Permissions.

Use the drop-down menus to define the teaching assistant's grading rights.



The screenshot shows the 'GRADEBOOK' interface with the 'Permissions' tab selected. The 'Grader Permissions' section contains a text box explaining that permissions can be specified for each teaching assistant and that adding or modifying rules overrides the default. Below this, a 'Select a grader to edit' dropdown menu shows 'Jane Doe (jd123@duke.edu)'. A message box states 'There are currently no rules defined for this grader.' A checkbox labeled 'Allow grader to see course grade for selected section(s) below.' is checked. Below the checkbox, there are two dropdown menus: 'Can' set to 'Grade' and 'All Gradebook items in' set to 'All Sections/Groups', followed by a 'Remove' button. An 'Add Rule' button is also present. At the bottom, there are 'Save Changes' and 'Clear Changes' buttons.

Set Grader Permissions using Section Info

If a course contains multiple sections and Teaching Assistants, the [Section Info tool](#) provides a way to assign multiple TAs to multiple lab or discussion sections and limit TA access to grade students. You can set these permissions when [adding a teaching assistant to a section in Section Info](#).

Online Testing Guidelines

How do I help students avoid problems when taking online tests?

Online testing has more variables than the traditional classroom setting, and thinking about them before test time is helpful for instructors and students. Based on our testing of Duke's Sakai system, we offer the following guidelines to ensure students can successfully complete tests and quizzes in Sakai.

Share the golden rule: one window, one browser.

If the quiz is open in multiple tabs, browsers, or computers, answers may be submitted incorrectly and the test timer may be incorrect. Sakai might also temporarily close an exam and display a 'data discrepancy' warning—forcing students to reopen the exam in only one window and browser. Revisiting old exams while taking an exam might also trigger these warnings and/or result in lost answers.

Be sure to explain the test setup to the students.

Inform students about the dates of availability and time limits before starting the test. Explain that timed assessments are submitted automatically when the timer expires, so students need to save their work periodically and be aware of the clock.

Set each question to appear on a separate web page (or at least create several parts for the test).

These strategies will force students to save their work frequently. If all the questions open in a single window, students are likely to lose work if they forget to save occasionally or their internet connection fails.

Set the feedback release date to a point after all students will have taken the exam.

If you choose to show feedback to students and don't create a release date, students can view the correct answers before all students have completed the exam.

Consider using Assignments for writing-intensive exams.

Essay writing is better suited to the Assignments tool and allows for many of the same settings available in Test & Quizzes.

Create a dummy exam for testing.

A no-credit exam with similar settings will allow the students to test their browser and computer before the real exam.

Tell students how to report problems.

Decide who students should contact when there are problems. For example, what are the OIT help desk phone number and hours, will a TA or instructor be available over email or on campus during the testing window?

Have a backup plan ready.

Online testing can introduce several complications: the power could go out, the student may lose wireless/internet connectivity, or a student's laptop may crash. In most instances, students can usually log back in and complete testing – but having a backup plan for students who experience too many technical issues is always recommended. Consider offering an alternate test on paper for students.

Gradebook Basics

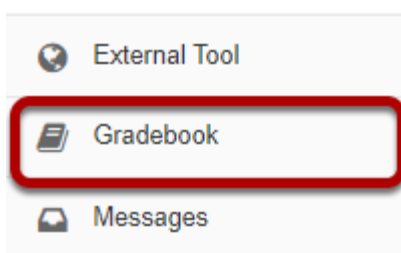
What is Gradebook?

The *Gradebook* allows instructors to:

- Enter grades and comments in an easy-to-use spreadsheet view.
- Auto-calculate course grades, with the ability to override any course grade.
- Define course letter grades and grading schema.
- Choose between point- or percentage-based grading.
- Add gradebook items for manually graded or offline activities.
- Collect and display scores from tools such as Tests & Quizzes, Assignments, and Forums.
- Restrict permissions so *Teaching Assistants* can only grade specific rosters or groups of students.
- Import grades from a spreadsheet (CSV) file.
- Export grades as a spreadsheet (CSV) file.
- Create extra credit items and/or categories.
- Organize grades into categories, and use categories to:
 - Assign a weight to the category,
 - Automatically drop grades in a specific category.
- Export a printer-friendly (PDF) version of individual student grades.

Students can view their own grades and comments in the *Gradebook*.

To access this tool, select Gradebook from the Tool Menu of your site.



Gradebook tool main page (Instructor View)

<div> Grades Import / Export Permissions Settings </div>				
<div> <div>1 Add Gradebook Item</div> <div>2 All Sections/Groups ▼</div> <div>3 Filter students ✕ Showing 5 students Showing 3 of 3 columns View Columns ▼ Item Order</div> <div>6 <input checked="" type="checkbox"/> Group By Category Bulk Edit</div> </div>				
Students 8	Course Grade 9	Homework 1 Cat: Homework Total: 10 Due: -	Homework 2 Cat: Homework Total: 10 Due: -	Homework 11 Total: 20 Drop Lowest: 1
Hart, Vanessa (demostudent02)	A (100%)	10	8	100%
Mackenzie, Nathan (demostudent05)	B (80%)	7	8	80%
North, Theresa (demostudent04)	B (80%)	8	7	80%
Sutherland, Ella (demostudent03)	A (100%)	9	10	100%
Truman, Jennifer (demostudent01)	C (70%)	6	7	70%

The instructor view of *Gradebook* (*Grades* screen) displays:

- Add Gradebook Item:** Add new items.
- All Sections/Groups:** Select to display students in a specific roster or group.
- Filter students:** Search for students by name or user ID.
- View Columns:** Show or hide gradebook columns.
- Item Order:** View and organize all gradebook items in one screen.
- Group By Category:** View by group if categories were added in the **Settings**.
- Bulk Edit:** Select several items to release to students or include in grade calculations at once.
- Students:** View the list of students ordered by first or last name.
- Course Grade:** View currently calculated course grade.
- Gradebook items:** Items including grades that have been entered, and **Comments** icons to display comments,
- Category Title:** If items are grouped by category, the category is shown as a separate column.
- Category average:** The average for items in a category.

Note: If a gradebook has categories, but items have not yet been assigned to a category, these items will display under the title Uncategorized.

Gradebook tool main page (Student View)

Grade Report for Theresa North

1 Print

2

Course Grade: B (80%) [8/10]

3

☒ Group By Category

[Expand All](#) [Collapse All](#)

4

Gradebook Item	Grade	Due Date	Comments
<div><div>▼ Homework</div><div>Drop Lowest: 1</div></div>	80%		
Homework 1	8 / 10	-	
Homework 2	7 / 10	-	

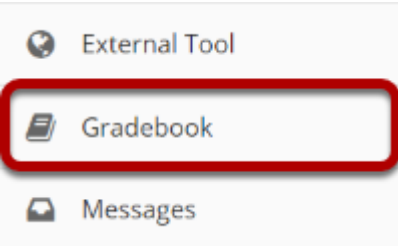
The student view of *Gradebook (Grade Report)* includes:

1. A **Print** button.
2. **Course Grade** if released to students.
3. **Display options**, only if categories exist:
 - **Group by Category.**
 - **Expand All:** Show items in all categories.
 - **Collapse All:** Hide items in all categories to only display category averages.
4. **Gradebook items**, with options to sort by **Grade**, **Due Date**, or instructor **Comments**.

How do I set up my Gradebook?

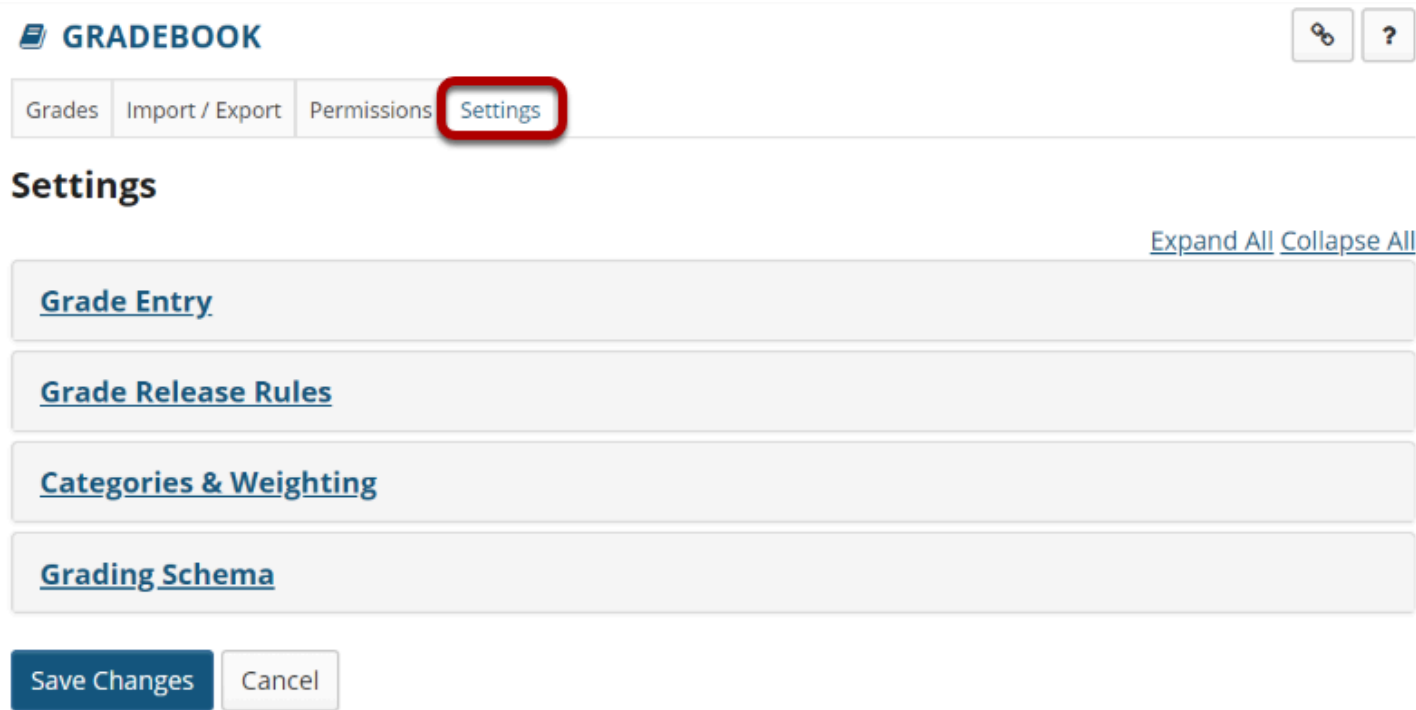
The Gradebook is the hub for all graded activities and points earned in your site. There are several settings you can set up for your site, such as Grade Entry in points/percentages, Grade Release Rules, Categories and Weighting, and Grading Schema.

Go to Gradebook.



Select the **Gradebook** tool from the Tool Menu in your site.

Click Settings.



Grade Entry.

Grade Entry

How will graders enter grades into this gradebook?

☒ Points

☐ Percentages

You can select either a **Points** based gradebook or a **Percentages** based gradebook, depending on your preferred method for entering grades.

Grade Release Rules.

Grade Release Rules

1

☒ Display released Gradebook items to students

You can release a Gradebook item when creating or editing the Gradebook item.

2

☒ Display final course grade to students

3

☒ Letter Grade

☐ Percentage

☐ Points

Choose the options for formatting the course grade. You must choose at least one option.
Note that you cannot choose 'Points' if the gradebook is setup with 'Categories & weighting'.

Preview B+

1. Check the **Display released Gradebook items to students** box to allow students to view released items in the gradebook. (Individual items can be hidden or released when you create or edit items.)
2. Check the **Display final course grade to students** box to show students their final grade in the course as calculated in the gradebook.
3. If you have selected to release the final grade, choose your preferred format for the grade display: **Letter Grade**, **Percentage**, or **Points**.

Categories and Weighting.

Categories & Weighting

- ☒ No categories
- ☐ Categories only
- ☐ Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.
If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

You can choose to have **No categories**, **Categories only**, or **Categories & Weighting** in your gradebook.

The **No categories** option is used when you want to have a simple grade calculation based strictly on the points or percentages of all your gradebook items, without any groupings, weighting, or dropping of items.

The **Categories only** option is used for grouping similar gradebook items, like all homework, or all projects. This option also allows you to drop grades within categories. If all items within a category have the same point value, you can choose to drop the highest grade, keep the highest grade, or drop the lowest grade within the category.

The **Categories and Weighting** option groups items and supports weighting of grades. For example, if all homework assignments added together comprise 20% of the final course grade, projects make up 50% of the course grade, and exams are worth 30% of the final grade, this option will allow you to group the items and weight them accordingly.

Note: If you use Categories, you must have at least one Gradebook Item in each category to enter grades. For example, if you have a Final Exam worth 30% of the final grade, you will need a Final Exam category AND a single Final Exam gradebook item within that category.

*Tip: If you would like to be able to drop grades, you should select either **Categories only** or **Categories & Weighting**.*

Adding categories.

Categories & Weighting

1

☐ No categories

☒ Categories only

☐ Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.

If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

☐ Drop highest

☐ Drop lowest

☐ Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

2	Category	Extra Credit	Gradebook Items	Remove
	Discussions	<input type="checkbox"/>	1 items(s)	Remove
	Assignments	<input type="checkbox"/>	2 items(s)	Remove

3

Add a category

1. Select the radio button for **Categories only**.
2. View the category titles.
3. If you need additional categories, click on the **Add a Category** link to enter additional category titles.

Adding weighting.

Categories & Weighting

1

☐ No categories

☐ Categories only

☒ Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.

If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

☐ Drop highest

☐ Drop lowest

☐ Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

	Category 2	% 3	Extra Credit	Gradebook Items	Remove
☰	Discussions	20	<input type="checkbox"/>	1 items(s)	Remove
☰	Assignments	80	<input type="checkbox"/>	2 items(s)	Remove
Total:	100%				

Add a category

- 1. Select the radio button for **Categories & Weighting**.
- 2. View the different categories that you plan to weight in your grading scheme.
- 3. Enter the percentage weighting for each category.

Note: The percentage for all categories taken together must equal 100%.

Enabling drop lowest and/or keep highest.

Categories & Weighting

☐ No categories

☐ Categories only

☒ Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.

If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

1

☒ Drop highest

☒ Drop lowest

☒ Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

	Category	%	Extra Credit	Gradebook Items	Drop Highest	Drop Lowest	Keep Highest	Remove
	Discussions	20	<input type="checkbox"/>	1 item(s)	0	2	0	Remove
	Assignments	80	<input type="checkbox"/>	2 item(s)	0	0	1	Remove
Total:	100%							

Add a category

If you selected either **Categories only** or **Categories & Weighting**, the enable drop/keep options will appear. All items within a category must have the same score value in order to use the drop/keep options for that category.

1. Select the check box next to each of the desired drop/keep options.

- **Drop Highest:** Automatically drops the highest score/s among items in a category.
- **Drop Lowest:** Automatically drops the lowest score/s among items in a category.
- **Keep Highest:** Automatically keeps the highest score/s among items in a category.

2. In the appropriate column, enter the number of items in each category that you wish to drop or keep.

Tip: Many faculty prefer to use Keep Highest as opposed to Drop Lowest, since it reflects a more accurate running total of student grades during the course of the term. Items that students have not yet completed are not dropped automatically, so one or more higher scores may be dropped until all items have been completed.

Footer

Extra credit category.

Categories & Weighting

No categories

Categories only

Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.

If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

Drop highest

Drop lowest

Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.



	Category	%	Extra Credit	Gradebook Items	Drop Highest	Drop Lowest	Keep Highest	Remove
	Discussions	20	<input type="checkbox"/>	1 items(s)	0	2	0	Remove
	Assignments	80	<input type="checkbox"/>	2 items(s)	0	0	1	Remove
	Bonus	0	<input checked="" type="checkbox"/>	0 items(s)	0	0	0	Remove
Total:	100%							

Add a category

If you would like to designate a category as extra credit, select the check box in the **Extra Credit** column next to the category. Extra credit items add to the student's total grade, but points do not detract from the overall grade if not completed. For more information on extra credit, see [How does extra credit work?](#)

Tip: Both entire categories and individual gradebook items may be designated as extra credit. However, you cannot have an extra credit item within an extra credit category.

Reordering categories.

	Category	%	Extra Credit	Gradebook Items	Drop Lowest	Keep Highest	Remove
	Discussions	20	<input type="checkbox"/>	1 items(s)	2	0	Remove
	Bonus	0	<input checked="" type="checkbox"/>	0 items(s)	0	0	Remove
Total:	100%						

Footer

You may drag and drop to reorder categories. Click on the reorder icon to the left of the category and drag it to the new location.

Deleting categories.

	Category	%	Extra Credit	Gradebook Items	Drop Lowest	Keep Highest	Remove
☰	Discussions	20	<input type="checkbox"/>	1 items(s)	2	0	Remove
☰	Assignments	80	<input type="checkbox"/>	2 items(s)	0	1	Remove
☰	Bonus	0	<input checked="" type="checkbox"/>	0 items(s)	0	0	Remove
Total:	100%						

If you would like to delete a category, click the **Remove** button for that category.

Grading Schema.

Grading Schema

1

Grade Type

Letter Grades

Letter Grades

Letter Grades with +/-

Grade Points

Pass / Not Pass

Remove

Remove

2

B

80

Remove

C

70

Remove

D

60

Remove

F

0

Remove

There are no students with course grades.

Course Grade Distribution

A+

A

A-

B+

B

B-

C+

C

C-

D+

D

D-

F

0

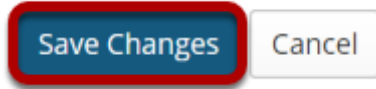
1

Number of Students

1. Choose your preferred Grade Type: **Letter Grades**, **Letter Grades with +/-**, **Grade Points**, or **Pass / Not Pass**.

2. The default grading schema values are displayed. If you would like to customize the score threshold for any of the grade levels, enter the desired value into the fields provided.
(Optional)

Save your changes.



Once you have finished with your gradebook setup, don't forget to click on the **Save Changes** button at the bottom to save your changes.

How are grades calculated in Gradebook?

Course grade calculations depend on your *Gradebook's* organization and grade entry setting, points (described here) or percentages:

- **No categories (default)** - Each gradebook item is assigned a simple point value. The course grade is determined by the student's total score divided by the total points possible.
- **Categories only** - Categories are used to group gradebook items, where items are assigned a simple point or percentage value. Similar to a gradebook with **No categories**, the course grade is determined by the student's total score divided by the total points possible. This structure provides the option to drop the lowest grade(s), keep the highest grade(s), or drop the highest grade(s) within a category.
- **Categories and weighting**- Items are grouped into categories, where each category is assigned a percentage of the course grade. The total score of all items in a category will comprise the category's percentage of the course grade. This structure provides the option to drop the lowest grade(s), keep the highest grade(s), or drop the highest grade(s) within a category.

No categories

Students	Course Grade	Homework 1	Homework 2
Filter students		Total: 10 Due: -	Total: 10 Due: -
	Course grade when all items are graded		
Student, Five (tls6u-stu5)	A- [72/80] (90%)	8	9
Student, Four (tls6u-stu4)	B+ [70/80] (87.5%)	9	7
Student, One (tls6u-stu1)	B [68/80] (85%)	10	Ungraded item
Student, Three (tls6u-stu3)	B [59/70] (84.29%)	8	

In a default gradebook with **No categories**, course grades are calculated for each student by dividing the sum of their scores received for all graded items by the total points possible for those items.

In the example pictured above, Student Five earned a total of 72 points out of 80 total points possible. His course grade is $72/80 = 0.90$ (90%).

*Note: **Ungraded** items are **not included** in a student's course grade. Leaving a grade entry blank reduces the total points possible by the point value of the ungraded item for that student.*

*In the example pictured above, most students were graded out of **80** total points. However, Student Three has not received a grade for Homework 2 (10 points possible). Thus, her course grade is **59/70** = 0.8429 (84.29%).*

Categories only

With **Categories only**, course grades are calculated the same as in a gradebook with **No categories** (described above). However, if all items in a category have the same total point value, you can automatically drop the lowest or highest grades or keep the highest grades within that category. Dropped grades are omitted from the course grade calculation, and the total points possible in the category are reduced by the point value(s) of the omitted item(s).

By using the **Keep Highest** option instead of **Drop Lowest** to drop the lowest grade(s), no grades will be dropped in the category until the number of items kept is exceeded.

See below example calculations when grades in a category are dropped or kept.

Note: You must assign each item to a category for the item to be included in students' course grades.

Grades can only be entered in gradebook items; you cannot enter grades into a category with no items.

Ungraded items are **not included** in a student's course grade. Leaving a grade entry blank reduces the total points possible by the point value of the ungraded item for that student.

Categories with Drop Lowest/Highest

Students	Course Grade	Assignments		Quizzes
		Assignment 1 Total: 10	Assignment 2 Total: 10	
Student, Five (tts6u-stu5)	A [38/40] (95%)	10	8	9
Student, Four (tts6u-stu4)	D+ [27/40] (67.5%)	7	9	0
Student, One (tts6u-stu1)	B+ [35.5/40] (88.75%)	8	7	10
Student, Three (tts6u-stu3)	B [33.5/40] (83.75%)	9.5	10	7
Student, Two (tts6u-stu2)	B [33/40] (82.5%)	9	8	8

Pictured above is a gradebook with two categories: **Assignments** and **Quizzes**. The **Assignments** category drops the lowest grade, and includes two assignments, each worth 10 points. The **Quizzes** category includes **Quiz 1** (10 points) and **Quiz 2** (20 points). There are **40**

points possible because only one assignment and the two quiz grades are included in the course grade calculation.

In our example, **Student Five** received the following grades:

Assignments:

- **Assignment 1** (10 points)
- **Assignment 2** (8 points) (lowest grade - dropped)

Quizzes:

- **Quiz 1** (9 points)
- **Quiz 2** (19 points)

Since the **Assignment 2** grade is dropped for Student Five, his course grade is **95%**:

- $10 + 9 + 19 = 38$ points earned
- $38/40 = 0.95$

Categories with Keep Highest

Students	Course Grade	Assignments				Quizzes		
		Assignment 1 Total: 10 Due: -	Assignment 2 Total: 10 Due: -	Assignment 3 Total: 10 Due: -	Assignments Keep Highest: 2	Quiz 1 Total: 10 Due: -	Quiz 2 Total: 20 Due: -	Quizzes
Student, Five (ts6u-stu5)	A- [45/50] (92%)	10	8		90%	9	19	93.33%
Student, Four (ts6u-stu4)	C- [35/50] (70%)	7	9	8	85%	0	18	60%
Student, One (ts6u-stu1)	B [42.5/50] (85%)	8	7	6.5	75%	10	17.5	91.67%

Pictured above is a gradebook with two categories: **Assignments** and **Quizzes**. The **Assignments** category keeps the two highest grades, and includes three assignments, each worth 10 points. The **Quizzes** category includes **Quiz 1** (10 points) and **Quiz 2** (20 points). There are **50 points** possible because only two assignments and the two quiz grades are included in the course grade calculation.

In our example below, we will use the **Keep Highest** option versus **Drop Lowest** to show how it affects **Student Five's** course grade.

Before all grades are entered for Student Five - Keep Highest 2 Assignments

Students	Course Grade	Assignments				Quizzes		
		Assignment 1 Total: 10 Due: -	Assignment 2 Total: 10 Due: -	Assignment 3 Total: 10 Due: -	Assignments Keep Highest: 2	Quiz 1 Total: 10 Due: -	Quiz 2 Total: 20 Due: -	Quizzes
Student, Five (ts6u-stu5)	A- [45/50] (92%)	10	8		90%	9	19	93.33%
Student, Four (ts6u-stu4)	C- [35/50] (70%)	7	9	8	85%	0	18	60%
Student, One (ts6u-stu1)	B [42.5/50] (85%)	8	7	6.5	75%	10	17.5	91.67%

Before the third assignment grade is entered, **Student Five** received the following grades:

Assignments:

- **Assignment 1** (10 points) (1st highest grade - kept)
- **Assignment 2** (8 points) (2nd highest grade - kept)

Quizzes:

- **Quiz 1** (9 points)
- **Quiz 2** (19 points)

No grades are dropped yet because we have used the **Keep Highest** option, so Student Five's grade is **92%**:

- $10 + 8 + 9 + 19 = 46$ points earned
- $46/50 = 0.92$

In comparison, if **Drop Lowest** were used instead, Student Five's grade would have been calculated as only 36 points earned out of 40 points (**95%**), as shown in the example above where the lowest grade of two assignment is dropped.

After all grades are entered for Student Five - Keep Highest 2 Assignments

Students	Course Grade	Assignments			Assignments Keep Highest 2	Quizzes		Quizzes
		Assignment 1 Total: 10	Assignment 2 Total: 10	Assignment 3 Total: 10		Quiz 1 Total: 10 Due: -	Quiz 2 Total: 20 Due: -	
Student, Five (ts6u-stu5)	A- [46/50] (92%)	10	8	7	90%	9	19	93.33%
Student, Four (ts6u-stu4)	C- [35/50] (70%)	7	9	8	85%	0	18	60%
Student, One (ts6u-stu1)	B [42.5/50] (85%)	8	7	6.5	75%	10	17.5	91.67%

Now we enter the third assignment grade. The highest two assignment grades are kept, so the lowest assignment grade (**Assignment 3**) is dropped:

Assignments:

- **Assignment 1** (10 points) (1st highest grade - kept)
- **Assignment 2** (8 points) (2nd highest grade - kept)
- **Assignment 3** (7 points) (lowest grade - dropped)

Quizzes:

- **Quiz 1** (9 points)
- **Quiz 2** (19 points)

Student Five's grade is still **92%**:

- $10 + 8 + 9 + 19 = 46$ points earned
- $46/50 = 0.92$

Keeping the highest grades instead of dropping the lowest grades ensures that Student Five's grade is calculated out of the same number of total points (**50 points**) both before and after entering the third assignment grade.

If the **Drop Lowest** option had been used instead, the calculated course grade for Student Five would have been calculated out of **40 points** before entering the third assignment grade. The course grade would have decreased significantly after the third assignment grade was entered, going from an **A (95%)** down to an **A- (92%)**.

Categories & Weighting

Use **Categories & weighting** to group gradebook items into categories, and weight each category as a percentage of the total course grade. The sum total of all category percentages must equal **100%** (or more, if there is an **Extra Credit** category).

For example, if **Exams** are worth **20%** of the course grade, the **Exams** category (**20%**) could include a **Midterm Exam** (50 points) and **Final Exam** (100 points).

Each student's **course grade** is the sum of the categories' **weighted averages**. See below for additional information about dropping and keeping grades, and example calculations.

Note: You must assign each item to a category for the item to be included in students' course grades.

Grades can only be entered in gradebook items; you cannot enter grades into a category with no items.

***Ungraded** items are **not included** in a student's course grade. If any grade entry is left blank, the total points possible within the category are reduced by the point value(s) of the ungraded item(s) for that student.*

Dropping and keeping grades

If all items in a category have the same total point value, you can automatically drop the lowest or highest grades or keep the highest grades within that category. Dropped grades are omitted from the course grade calculation, and the total points possible in the category are reduced by the point value(s) of the omitted item(s).

By using the **Keep Highest** option instead of **Drop Lowest** to drop the lowest grade(s), no grades will be dropped in the category until the number of items kept is exceeded.

Categories & Weighting - Example Calculations

Below is an example of how a *Gradebook* with three weighted categories, **Exams** (20%), **Assignments** (40%), and **Quizzes** (40%), would calculate a student's grade.

Students		Course Grade		Exams [20%]		Assignments [40%]	
Filter students		Midterm Exam Total: 50 Due: -	Final Exam Total: 100 Due: -	Exams	Assignment 1 Total: 10 Due: 12/17/2018	Assignment 2 Total: 10 Due: -	
Student, One (tis6u-stu1)	B- (82%)	40	95	90%	8.5		
Student, Three (tis6u-stu3)	A (95.93%)	48	85	88.67%	9.5		9
Student, Two (tis6u-stu2)	B- (80%)	42	78	80%	8		9

The Gradebook calculates the weighted average in each category by:

1. Totaling the **student's scores** for all graded items in the category.

In the example pictured above, in **Exams**, Student One earned: **Final Exam** (95 points) + **Midterm Exam** (40 points) = **135 points**.

2. Totaling the **point values** for all graded items in the category.

Final Exam (95 points) + **Midterm Exam** (40 points) = **150 total points**.

3. Dividing the **student's score** by the **total points**, then **multiplying that number by 100**, to determine the **category average**:

Student One's **category average** in **Exams** is **90%**:

- $135/150 = 0.90$
- $0.90 \times 100 = \mathbf{90\%}$

4. Applying the **weight** to the **category average**.

Because the **Exams** category is worth **20%** of the course grade, Student One's **weighted average** is **18**:

- To get 20% of a number, multiply the number by 0.2.
- $90 \times 0.2 = \mathbf{18}$

*Tip: The **category average** is shown in a column to the right of the gradebook items in that category.*

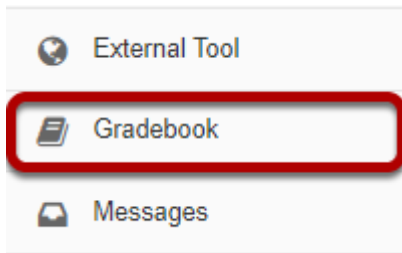
The Gradebook totals the weighted averages to produce the course grade.

If Student One received a **category average** of **75%** for **Assignments** and **85%** for **Quizzes**, his **course grade** is **82%**, calculated as follows:

- **Exams** (20%) weighted average (shown above) = **18**
- **Assignments** (40%) weighted average = $0.4 \times 75 = \mathbf{30}$
- **Quizzes** (40%) weighted average = $0.4 \times 85 = \mathbf{34}$
- **Course Grade** = $18 + 30 + 34 = \mathbf{82}$

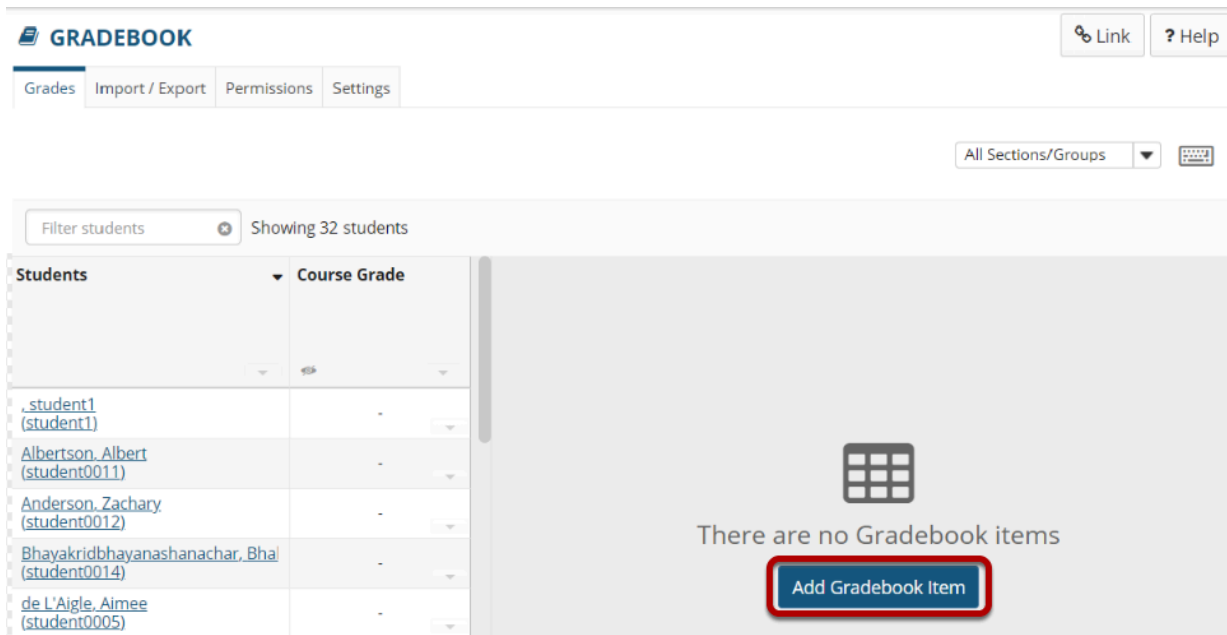
How do I add items to the Gradebook?

Go to Gradebook.



Select the **Gradebook** tool from the Tool Menu in your site.

Click the Add Gradebook Item button.



Note: Assignments, Tests & Quizzes, and Student Content in Lessons can be sent to the gradebook from within the respective tools when the item is posted or published. There is no need to add those items manually in the gradebook.

Instructors typically add items to the gradebook manually for things such as:

- Posting grades for items completed outside of Sakai
- Discussion Forum grades
- Participation

Click the **Add Gradebook Items** button to manually add items to your gradebook.

Item settings.

Add Gradebook Item

1 *Title

2 *Point value

☐ Extra credit

3 **Grading Rubric**

☐ Do not use a rubric to grade this assignment

☒ Use the following rubric to grade this assignment

☐ Hide Rubric from student

☐ Adjust individual student scores

4 Due date

5 Category

Items not assigned to a category will not count toward the course grade.

6 ☒ Release item to students?

7 ☒ Include item in course grade calculations?

8

1. Give your item a **Title** in the text box provided. A Title is required.
2. Enter the **Point Value** for the item (also required).
 - Optionally, if you would like this to be an extra credit item, you may select the check box for **Extra Credit** just below the point value. For more information on extra credit, see [How does extra credit work?](#)
3. If you will be using a rubric to grade for this item, click the radio button for **Grading Rubric** and select a rubric from the dropdown menu.
4. Enter a **Due Date** for the item if you choose. Due dates are optional. You may also use the calendar icon to pull up the date-picker and select a date from there.
5. If you have categories in your gradebook, select the appropriate category for this item from the **Category** drop-down menu.
6. Check the box for **Release item to Students** if you would like students to be able to view their grades for this item. Leaving the box unchecked hides the item from students.
7. Check the box for **Include item in course grade calculations** if you would like the item to be added into the course grade. Leaving the box unchecked omits it from the course grade calculation.
8. Once you have entered all of the information for this item, click the **Create** button to save your changes.

View gradebook items.

Students	Course Grade	Discussion 1 Cat: Discussions [20%] Total: 10 Due: 02/16/2018	Discussions Weighted Average [20%]	Assignment 1 Cat: Assignments [80%] Total: 100 Due: 02/20/2018	Midterm Cat: Assignments [80%] Total: 100 Due: -	Assignments Weighted Average [80%]
Johnson, Steven (student02)	B- (81.4%)	95	95%	78		78%
Martin, Erin (student03)	A (96%)	92	92%	97		97%
Smith, Jeremy (student04)	B+ (89%)	89	89%	89		89%
Thompson, Mary (student01)	A- (92.6%)	83	83%	95		95%

After you have added items to your gradebook, you will be able to view a list of all gradebook items on the **Grades** tab (which is also the tool landing page).

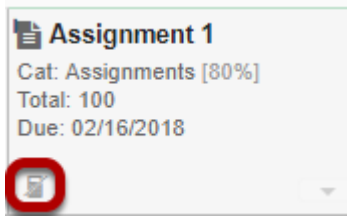
If you have categories and your gradebook and the **Group by Category** option is enabled, each category will be color-coded and you will also see the category averages displayed at the far right of each category.

Items coming from other tools.

Assignment 1 Cat: Assignments [80%] Total: 100 Due: 02/20/2018	Midterm Cat: Assignments [80%] Total: 100 Due: -	Assignments Weighted Average [80%]
78		78%
97		97%
89		89%
95		95%

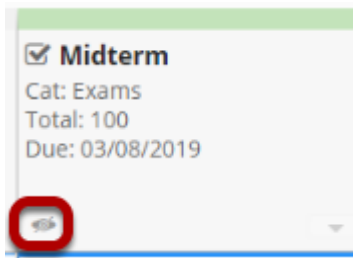
Notice that any items which are coming from **Assignments** or **Tests & Quizzes** will show a grayed out padlock icon in each cell and will also display the tool icon in the column label. Graders will not be able to enter or revise grades manually in these cells.

Items not included in grade calculation.



Any items not included in the grade calculation will display a crossed-out calculator icon.

Items not released to students.



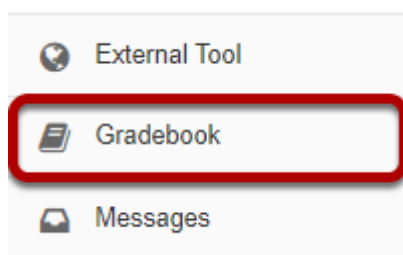
Any items which are not released (visible) to students will display a crossed-out eye icon.

How do I enter and/or edit grades in Gradebook?

Gradebook allows instructors to calculate and store grade information for items that are completed either online or offline. Manually added items may be entered and edited directly within the Gradebook interface.

Note: Grades that are being sent to the Gradebook from other tools, such as Assignments or Tests & Quizzes, are managed within their respective tools. You do not need to enter or edit them via the Gradebook.

Go to Gradebook.



Select the **Gradebook** tool from the Tool Menu in your site.

Search or filter your list of students. (Optional)

Grades Import / Export Permissions Settings

Add Gradebook Item All changes saved.

1 All Sections/Groups

2 Filter students Showing 3 students Showing 4 of 4 columns View Columns Item Order Group By Category

Students	Course Grade	Assignment Cat: Assignments Total: 50 Due: 02/21/2018	Homework Cat: Assignments Total: 100 Due: 02/21/2018	Quiz Cat: Assignments Total: 25 Due: -	Assignments
Johnson, Steven (student02)	B- (82.29%)	40	80	24	82.29%
Martin, Erin (student03)	B- (80%)	45	70	25	80%
Thompson, Mary (student01)	C- (71.43%)	35	90	0	71.43%

Gradebook displays a list of all the students enrolled and active in your site. You may also filter the gradebook to view students by:

1. **Sections/Groups** - Select the desired section or group from the drop-down menu.
2. **Filter students** - Type all or part of a student's name to filter the results.

Click in the appropriate cell to enter a grade.

Filter students Showing 3 students		Showing 6 of 6 columns				View Columns	Item Order	<input type="checkbox"/> Group By Category
Students	Course Grade	Assignment Cat: Assignments Total: 50 Due: 02/21/2018	Homework Cat: Assignments Total: 100 Due: 02/21/2018	<input checked="" type="checkbox"/> Quiz Cat: Assignments Total: 25 Due: -	Discussion Cat: Discussions Total: 100 Due: -			
Johnson, Steven (student02)	B- (82.29%)	40	80	24		<div></div> /100		
Martin, Erin (student03)	B- (80%)	45	70	25				
Thompson, Mary (student01)	C- (71.43%)	35	90	0				

You will see a spreadsheet view of all the existing gradebook items in your course.

Click within the appropriate cell to enter a grade. The cell contents will change to show a score entry field out of the total number of points for that item. You may click out of the cell, select the **Enter** key, or use the up or down arrows to navigate to different cells. Gradebook supports spreadsheet-style data entry, similar to Excel or Google Sheets.

Note: Items with the tool icon in the column header and grayed-out padlock icons in the cells (highlighted in yellow in the image above) are being sent to the Gradebook from other tools. You cannot edit those grades from the Gradebook, although you can view them from here.

Saved grades.

Students	Course Grade	<input checked="" type="checkbox"/> Quiz Cat: Assignments Total: 25 Due: -	Assignments Cat: Assignments Total: 100 Due: -	Discussion Cat: Discussions Total: 100 Due: -	Discussions
Johnson, Steven (student02)	B (85.09%)	24	82.29%	90	90%
Martin, Erin (student03)	B (84.36%)	25	80%	92	92%
Thompson, Mary (student01)	C (73.09%)	0	71.43%	76	76%

You will see a green check mark and highlighted cells displaying your changes to indicate when a grade has been saved.

Set score for empty cells.

Filter students

Showing 3 students

Showing 6 of 6 columns

View Columns

Item Order

Group By Category

Students	Course Grade	Quiz Cat: Assignments Total: 25 Due: -	Assignments	Discussion Cat: Discussions Total: 100 Due: -	Discussions
Johnson, Steven (student02)	B (85.09%)	24	82.29%		90%
Martin, Erin (student03)	B (84.36%)	25	80%		92%
Thompson, Mary (student01)	C (73.09%)	0	71.43%		76%

Edit Item Details

View Grade Statistics

Move Left

Move Right

Set Score for Empty Cells

Hide Item

Delete Item

If you would like to set a score for all empty cells for a specific gradebook item, select the down arrow within the column header row and then choose the **Set Score for Empty Cells** option.

Enter the desired score and click Done.

Set Score for Empty Cells

Provide a value below to override all currently ungraded (i.e., empty) cells.

Note: The value below will only apply to **ungraded scores** within this Gradebook Item, and will not affect existing scores that have been entered. **This can not be undone!**

Group / Section

All Sections/Groups

* Grade Override

0.0

/100

Done

Cancel

View grade log.

Students	Course Grade	<input checked="" type="checkbox"/> Quiz Cat: Assignments Total: 25 Due: -	Assignments	Discussion Cat: Discussions Total: 100 Due: -	Discussions
Johnson, Steven (student02)	B (85.09%)	24	82.29%	90	90%
Martin, Erin (student03)	B (84.36%)	25	80%	Grade Log	92%
Thompson, Mary (student01)	C (73.09%)	0	71.43%	Add/Edit Comment	76%

To view the grade log, select the down arrow within the cell for a particular student score and then choose the **Grade Log** option.

The grade log will display.

Grade Log for Steven Johnson (student02)

02/14/2018 10:04 - Score set to 90 by ktinstructor

Done

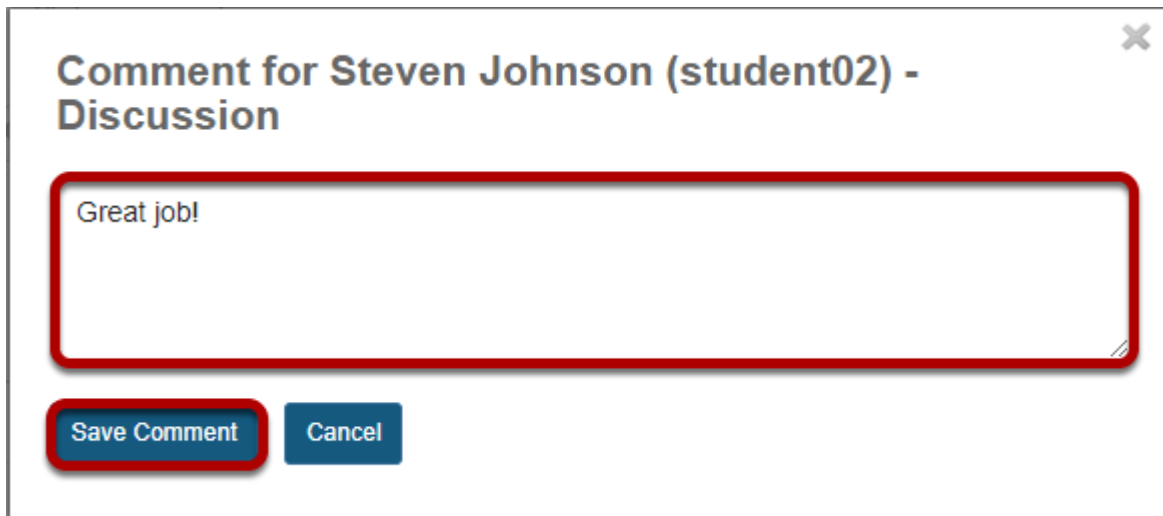
The grade log shows any changes to student score, including the date and time of the change, as well as the change in score and the username of the user that made the change.

Add/edit comments.

Students	Course Grade	<input checked="" type="checkbox"/> Quiz Cat: Assignments Total: 25 Due: -	Assignments	Discussion Cat: Discussions Total: 100 Due: -	Discussions
Johnson, Steven (student02)	B (85.09%)	24	82.29%	90	90%
Martin, Erin (student03)	B (84.36%)	25	80%	Grade Log	92%
Thompson, Mary (student01)	C (73.09%)	0	71.43%	Add/Edit Comment	76%

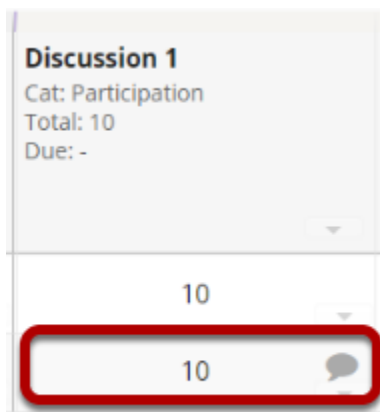
If you would like to enter comments along with the score, select the down arrow within the cell for a particular student score and then choose the **Add/Edit Comment** option.

Enter your comment and click Save Comment.



A screenshot of a comment entry dialog box. The title bar reads "Comment for Steven Johnson (student02) - Discussion" with a close button (X) in the top right corner. Below the title is a large text input field containing the text "Great job!". At the bottom of the dialog are two buttons: "Save Comment" and "Cancel". The "Save Comment" button is highlighted with a red rectangular border.

View comment icon.



A screenshot of a discussion item in a table. The item is titled "Discussion 1" and has the following details: "Cat: Participation", "Total: 10", and "Due: -". Below these details is a score of "10". At the bottom of the item is a red rectangular box containing the score "10" and a comment icon (a speech bubble).

The comment icon will display within the cell, indicating that there is an instructor comment associated with the score. Click on the comment icon to view the comment.

Excuse grade.

Students	Course Grade	Discussion 1 Cat: Participation Total: 10 Due: -
_student1 (student1)	A+ (100%)	10
Albertson, Albert (student0011)	F (50%)	5
Anderson, Zachary (student0012)	A+ (100%)	
Bhayakridbhayanashanachar, Bha (student0014)	A+ (100%)	
de l'Aisle Aimee		

Grade Log


Add/Edit Comment

Excuse/Include Grade

If you would like to excuse a student's grade for a specific item, select the down arrow for the student's grade cell and choose **Excuse/Include Grade**.

Discussion 1 Cat: Participation Total: 10 Due: -
10
<div><div></div><div>5</div></div>

The crossed-out calculator icon will appear in the cell, and the score will have a strike-through, indicating that the score is not being calculated in the student's course grade. Item can be added back in the grade calculation by again selecting **Excuse/Include Grade** from the cell's dropdown menu.

Discussion 1 Cat: Participation Total: 10 Due: -	
	▼
10	▼
 5	▼

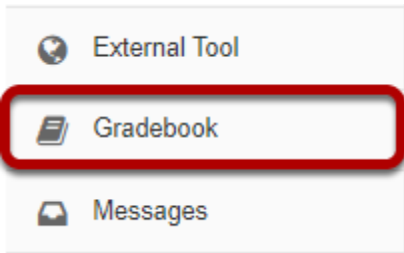
How does extra credit work in Gradebook?

The extra credit (EC) feature in Gradebook can be enabled (1) at the item level or (2) at the category level. For more information on adding items/categories to the gradebook see [How do I set up my Gradebook?](#) or [How do I add items to the Gradebook?](#)

When you designate an item or a category as EC, those items are not added to the total "out of" value for points possible. If students earn points for extra credit items, those points are added on top of the total grade. However, no points will be deducted for students who do not receive a score for extra credit. EC indicates "bonus" items, or optional credit.

Note: It is important that you DO NOT make individual items extra credit within an extra credit category. Those items will be considered optional within the category and therefore would have no effect on the overall grade outside of the category.

Go to Gradebook.



Select the **Gradebook** tool from the Tool Menu of your site.

Setting EC at the item level.

Students	Course Grade	Quiz 2 Total: 10 Due: -	Quiz 3 Total: 10 Due: -	Quiz 4 Total: 10 Due: -	EC Quiz Total: 10 Due: -
Johnson, Steven (student02)	-				
Martin, Erin (student03)	-				
Smith, Jeremy (student04)	-				
Thompson, Mary (student01)	-				

1

2

Edit Item Details

View Grade Statistics

Move Left

Move Right

Set Score for Empty Cells

Hide Item

Delete Item

1. Select an item's drop-down menu.

2. Select **Edit Item Details**.

Check the box next to Extra Credit and click Save Changes.

Edit Gradebook Item

* Title

EC Quiz

* Point value

10

☒

Extra credit

Due date

☒

Release item to students?

☒

Include item in course grade calculations?

Save Changes

Cancel

Tip: The extra credit option may also be set when adding a new gradebook item.

Extra credit item.

Individual extra credit items can be added to any category, or to a gradebook that contains no categories.

Example: EC item in gradebook with no categories.

Students	Course Grade	Quiz 1 Total: 10 Due: -	Quiz 2 Total: 10 Due: -	Quiz 3 Total: 10 Due: -	Quiz 4 Total: 10 Due: -	<div><div></div></div> EC Quiz Total: 10 Due: -
Johnson, Steven (student02)	-					
Martin, Erin (student03)	-					
Smith, Jeremy (student04)	-					
Thompson, Mary (student01)	A+ (125%)	10	10	10	10	10

An extra credit item will display a plus (+) icon in the column header to indicate that it is an extra credit item.

Example scenario: In a gradebook that contains three quizzes worth 10 points each, where two of the quizzes are for credit and one quiz is for extra credit, the total points possible for all quizzes is 20 (i.e., 2 quizzes worth 10 points each).

A student who scores 10/10 points on **all three quizzes** will earn a course grade of 30/20 points, or 150%: 10 points for the extra credit quiz are added on top of the total points of the other items.

A student who scores 10/10 points on **only two of the quizzes** (i.e., skipping any one of the quiz items) will earn an overall grade of 20/20, or 100%.

An extra credit quiz can make up for a missed quiz when the extra credit item is worth the same point value.

Example: EC items within weighted categories.

Students	Course Grade	Assignment 1 Cat: Assignments [40%] Total: 10 Due: -	Assignment 2 Cat: Assignments [40%] Total: 10 Due: -	Assignment 3 Cat: Assignments [40%] Total: 10 Due: -	EC Assignment Cat: Assignments [40%] Total: 10 Due: -	Assignments Weighted Average [40%]
Johnson, Steven (student02)	-					-
Martin, Erin (student03)	-					-
Smith, Jeremy (student04)	-					-
Thompson, Mary (student01)	A+ (128.33%)	10	10	10	10	133.33%

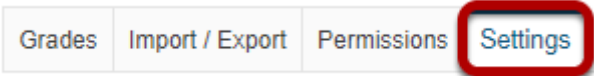
In a weighted category, extra credit items are averaged together with the other items before the category average is weighted.

Example scenario: In an Assignments category worth 40% of the course grade, there are 3 regular assignments and 1 extra credit assignment, each worth 10 points.

The points for all four items are added together (e.g., 40 points), then divided by the total points possible (30). If a student receives perfect scores on every assignment, their category average is 133.33%.

The category average is weighted as 40% of the course grade, so the weighted category average is 53.3% of the course grade.

Setting EC at the category level.



Click **Settings**.

Check the box next to Extra Credit and click Save Changes.

Settings

Expand All Collapse All

Grade Entry

Grade Release Rules

Categories & Weighting

No categories

Categories only

Categories & weighting

A category will only be visible if there is at least one Gradebook Item assigned to it.
If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

Drop highest

Drop lowest

Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

Category	Extra Credit	Gradebook Items	Remove
Assignments	<input type="checkbox"/>	3 item(s)	Remove
Quizzes	<input type="checkbox"/>	4 item(s)	Remove
Extra Credit	<input checked="" type="checkbox"/>	3 item(s)	Remove

Add a category

Grading Schema

Save Changes

Cancel

In Gradebook Settings, add a category and the check the box in the **Extra Credit** column next to the category. Then, click **Save Changes**.

Extra credit category.

Now, let's say that you want to create an extra category rather than an extra credit item. This can be useful if your gradebook includes weighting, or if you have several EC items that you want to group together into a category.

Example: EC category only.

Students	Course Grade	EC Quiz	EC Discussion	EC Assignment	Extra Credit
		Cat: Extra Credit Total: 10 Due: -	Cat: Extra Credit Total: 10 Due: -	Cat: Extra Credit Total: 10 Due: -	
Johnson, Steven (student02)	-				-
Martin, Erin (student03)	-				-
Smith, Jeremy (student04)	-				-
Thompson, Mary (student01)	A+ (130%)	10	10	10	100%

Sample extra credit category scenario: The Gradebook is configured with *Categories only* (no weighting). One category is designated as extra credit. Three items worth 10 points each are assigned to the category.

In this scenario, a student who earns a perfect score for all gradebook items, including 10/10 points for all three items in the extra credit category, will receive 130/100 points possible, or 130%.

Example: EC with weighted categories.

Students	Course Grade	EC Quiz	EC Discussion	EC Assignment	Extra Credit Weighted Average [5%]
		Cat: Extra Credit [5%] Total: 10 Due: -	Cat: Extra Credit [5%] Total: 10 Due: -	Cat: Extra Credit [5%] Total: 10 Due: -	
Johnson, Steven (student02)	-				-
Martin, Erin (student03)	-				-
Smith, Jeremy (student04)	-				-
Thompson, Mary (student01)	A+ (105%)	10	10	10	100%

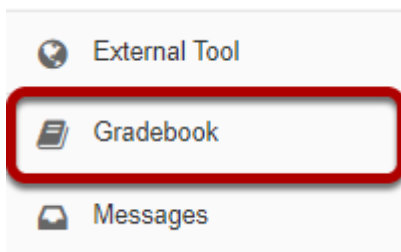
Sample extra credit weighted category scenario: When you set **Categories and weighting** in a gradebook, the total relative weight of all categories must be 100%. However, if one category is designated as extra credit, you can have a combined category sum greater than 100%.

In this example, three regular categories are used and weighted as follows: Assignments (40%) + Discussions (10%) + Quizzes (50%) = 100% of the course grade. An extra credit category is worth 5% of the course grade. A student who completes all work in the extra credit category could potentially earn 105% for their course grade.

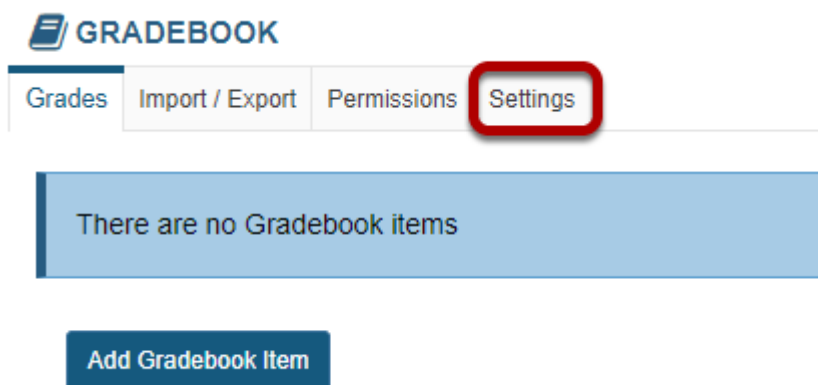
How do I set up a Gradebook with categories for organization and/or dropping grades?

In this scenario, you are setting up a gradebook with categories but no weighting. It provides a straightforward calculation of total points earned in the course. However, the addition of categories allows you to use the Group by Category option to organize the visual layout of your gradebook items. In addition, you have the option to drop grades within categories if desired.

Go to Gradebook.



Click the Settings tab.



Click to expand the Categories and Weighting section.

Grades

Import / Export

Permissions

Settings

Settings

Grade Entry

Grade Release Rules

Categories & Weighting

Grading Schema

Save Changes

Cancel

Select the Categories only radio button.

GRADEBOOK

Grades

Import / Export

Permissions

Settings

Link

Help

Settings

Expand All

Collapse All

Grade Entry

Grade Release Rules

Categories & Weighting

No categories

Categories only

Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.
If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

Drop highest

Drop lowest

Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

Category	Extra Credit	Gradebook Items	Remove
<div><div></div><div></div></div>	<div><div></div></div>	0 items(s)	<div>Remove</div>

Add a category

Grading Schema

Save Changes

Cancel

Additional options will display once you select categories only.

Footer

Enter categories.

Categories & Weighting

No categories

Categories only

Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.

If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

☐ Drop highest

☐ Drop lowest

☐ Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

	Category	Extra Credit	Gradebook Items	Remove
	Homework	<input type="checkbox"/>	0 items(s)	<div>Remove</div>
2	Projects	<input type="checkbox"/>	0 items(s)	<div>Remove</div>
	Exams	<input type="checkbox"/>	0 items(s)	<div>Remove</div>

1

Add a category

Grading Schema

Save Changes

Cancel

1. Click the **Add a category** button to add more categories.

2. For this example, enter each category as follows: Homework, Projects, Exams.

Footer

Enable drop highest, drop lowest, and/or keep highest. (Optional)

Categories & Weighting

☐ No categories

☒ Categories only

☐ Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.

If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

☒ Drop highest

☒ Drop lowest

☒ Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

	Category	Extra Credit	Gradebook Items	Drop Highest	Drop Lowest	Keep Highest	Remove
☰	<div>Homework</div>	<input type="checkbox"/>	0 items(s)	<div>0</div>	<div>0</div>	<div>0</div>	<div>Remove</div>
☰	<div>Projects</div>	<input type="checkbox"/>	0 items(s)	<div>0</div>	<div>0</div>	<div>0</div>	<div>Remove</div>
☰	<div>Exams</div>	<input type="checkbox"/>	0 items(s)	<div>0</div>	<div>0</div>	<div>0</div>	<div>Remove</div>

Add a category

Grading Schema

Save Changes

Cancel

If you would like to be able to drop or keep a subset of scores within categories, check the box next to **Drop highest**, **Drop lowest**, and/or **Keep highest**.

Note: In order to drop items within a category, all items in that category must be worth the same point value.

Indicate the number of items to be dropped or kept within each category.

Categories & Weighting

No categories

Categories only

Categories & weighting

A category will only be visible if there is at least one Gradebook item assigned to it.
If 'Categories & weighting' is enabled, uncategorized items will not be counted toward the course grade.

Drop highest

Drop lowest

Keep highest

To apply drop highest, drop lowest, or keep highest, all items in the category must have the same score value.

	Category	Extra Credit	Gradebook Items	Drop Highest	Drop Lowest	Keep Highest	Remove
	Homework	<input type="checkbox"/>	0 items(s)	0	1	0	Remove
	Projects	<input type="checkbox"/>	0 items(s)	0	0	2	Remove
	Exams	<input type="checkbox"/>	0 items(s)	0	0	0	Remove

Add a category

Grading Schema

Save Changes

Cancel

Click Save Changes.

Save Changes

Cancel

Click the Grades tab.

Grades

Import / Export

Permissions

Settings

There are no Gradebook items

Add Gradebook Item

Footer

Click Add Gradebook Item to create items and associate them with the appropriate categories.

1. Add the following gradebook items for this example: Homework 1, Homework 2, Homework 3, Project 1, Project 2, Project 3, Midterm, and Final. The title for the first item is shown in the image above.
2. Assign 100 points for every item.
3. Make sure to assign each gradebook item to the appropriate category. All Homework items should be assigned to the Homework category, Project items should be assigned to the Projects category, the Midterm and the Final to the Exam category.
4. Be sure to check the boxes next to **Release item to students?** and **Include item in course grade calculations?** for each item.
5. Click **Create** to save the item.

Note: You may also assign items from other tools, such as Assignments or Tests & Quizzes, to specific categories when you create them.

To test our scenario:

Grade Summary for Mary Thompson (student01)

Grade Summary

Student Review Mode

Print

Course Grade: B+ (89%) Not released to students*

Group By Category

Expand All

Collapse All

Gradebook Item	Grade	Due Date	Comments
Exams	92.5%		
Final	95 /100	-	
Midterm	90 /100	-	
Homework	87%		
Homework 1	89 /100	-	
Homework 2	94 /100	-	
Homework 3	78 /100	-	
Projects	88.67%		
Project 1	83 /100	-	
Project 2	88 /100	-	
Project 3	95 /100	-	

* To release final course grade to students, go to Settings and select "Display Final Course Grades to Students".

Previous Student

Done

Let’s say student01 has earned the following points:

- Homework 1 - 89 out of 100
- Homework 2 - 94 out of 100
- Homework 3 - 78 out of 100
- Project 1 - 83 out of 100
- Project 2 - 88 out of 100
- Project 3 - 95 out of 100
- Midterm - 90 out of a 100
- Final - 95 out of a 100

The Gradebook will automatically add up all of the scores and divide by the total points possible.

If no grades are dropped, then the grade calculation is $(89+94+78+83+88+95+90+95)/800$ points. The student's overall grade average = 89%.

If the lowest 1 score is dropped in the Homework category, and the highest two scores are kept in the Projects category, the grade calculation would be $(89+94+88+95+90+95)/600$ points. The student's overall grade average = 91.83%.

If you try this example and don’t get the same results, you might want to go back and make sure that:

- The categories and dropped scores within categories are set up correctly.

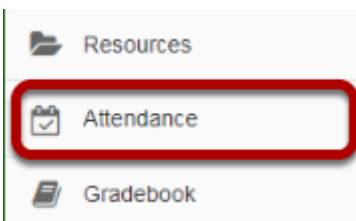
- Each gradebook item is worth 100 points.
- Each gradebook item is assigned to the correct category.
- Each gradebook item is released to students and included in gradebook calculations (two checkboxes).
- The student grades were entered correctly.

Taking Attendance

What is the Attendance tool?

The Attendance tool offers a quick way to assign attendance status for students in a course. Running grades from the Attendance tool can be added to the site's Gradebook as a single attendance item.

To access the tool, select Attendance in the tool menu of your site.




How do I add a new Attendance item?

There are two ways to take attendance with the Attendance tool. You can use the Add Attendance Item button to pre-populate the Attendance tool with class meeting times and special events. If you prefer to take attendance on the spot, you can use the Take Attendance Now button. You do not need to exclusively use one method or the other; they can be used interchangeably within a single course.

Create items from the Add Attendance Item button.

Items added with **Add Attendance Item** are named, pre-designated events. They offer a helpful way for students to see, ahead of time, how many meeting times are offered and the dates of those meeting times.

Click on the Add Attendance Now button on the Take Attendance page.

 ATTENDANCE

Take Attendance

Student Overview

Grading

Settings

Take Attendance

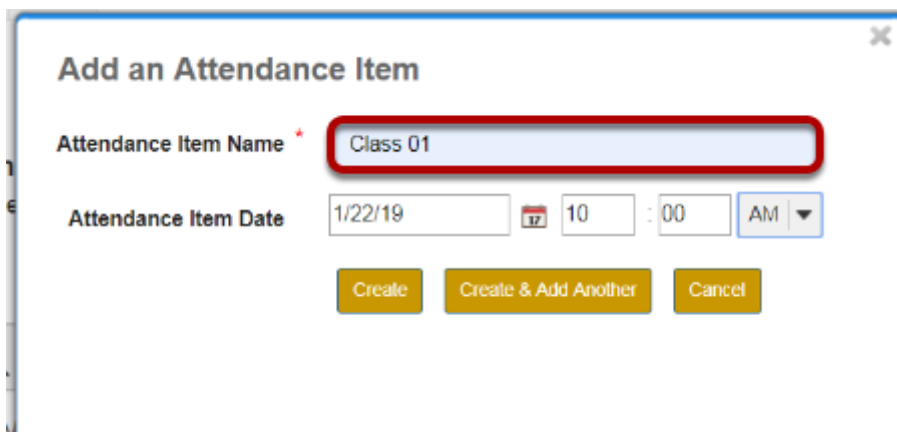
Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
No attendance items have been added yet.								

Take Attendance Now

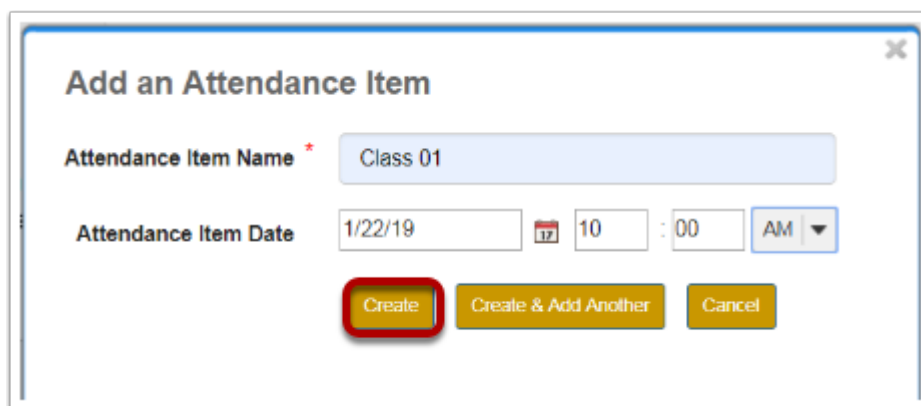
In the Add an Attendance Item window, enter a name for your new attendance item.



The screenshot shows a modal window titled "Add an Attendance Item" with a close button (X) in the top right corner. It contains two input fields: "Attendance Item Name" and "Attendance Item Date". The "Attendance Item Name" field is highlighted with a red border and contains the text "Class 01". The "Attendance Item Date" field is set to "1/22/19" with a calendar icon, followed by a time selection of "10 : 00 AM". At the bottom, there are three buttons: "Create", "Create & Add Another", and "Cancel".

Add the date of the event, and time of meeting (optional).


Click Create to save the item.



This screenshot is identical to the one above, showing the "Add an Attendance Item" window. However, the "Create" button at the bottom is now highlighted with a red border, indicating it is the next step in the process.

Clicking Create & Add Another allows you to create several events from this modal window.

Your new attendance item will appear in the Attendance Items list.

 ATTENDANCE

Take Attendance

Student Overview

Grading



Settings

Successfully saved Class 01.

Take Attendance

Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
<div>Class 01</div>	1/22/19 10:00 AM	0	0	0	0	0		

Take Attendance Now

Create items from the Take Attendance Now button.

Click on the Take Attendance Now button at the bottom of the table on the Take Attendance page.

Take Attendance

Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.



Add Attendance Item


Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
No attendance items have been added yet.								

Take Attendance Now

An attendance item with the current date and time will be


created. You can take attendance immediately in this screen.


[Take Attendance](#) > Attendance 3/5/19 4:25 PM  




Attendance Item Statistics 

Present	Absent	Excused	Late	Left Early
0	0	0	0	0

Take Attendance

Mark displayed students as Choose One 

View Entire Site 









Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Hsu, Feng-hsiung (xfhsux)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Your new attendance item will appear in the Attendance Items list.

Take Attendance

Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.


Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Class 1	1/22/19 10:00 AM	5	1	0	0	0		
Class 2	1/29/19 10:00 AM	0	0	0	0	0		
Class 3	2/5/19 10:00 AM	0	0	0	0	0		
Attendance	3/5/19 4:25 PM	0	0	0	0	0		

Take Attendance Now

How do I edit Attendance items?

Navigate to the Take Attendance page.

 ATTENDANCE

Take Attendance

Student Overview



Grading

Settings

Take Attendance

Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Attendance	3/5/19 4:25 PM	0	0	0	0	0		



Take Attendance Now

Click on the pencil & paper icon (edit) in the edit column for that attendance item.

Take Attendance

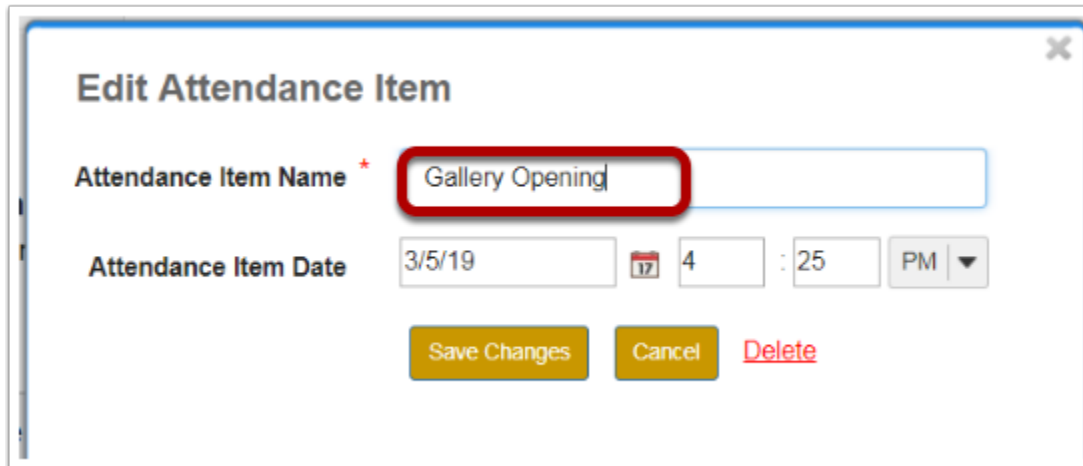
Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Attendance	3/5/19 4:25 PM	0	0	0	0	0		

Take Attendance Now

Make the desired changes to the item.



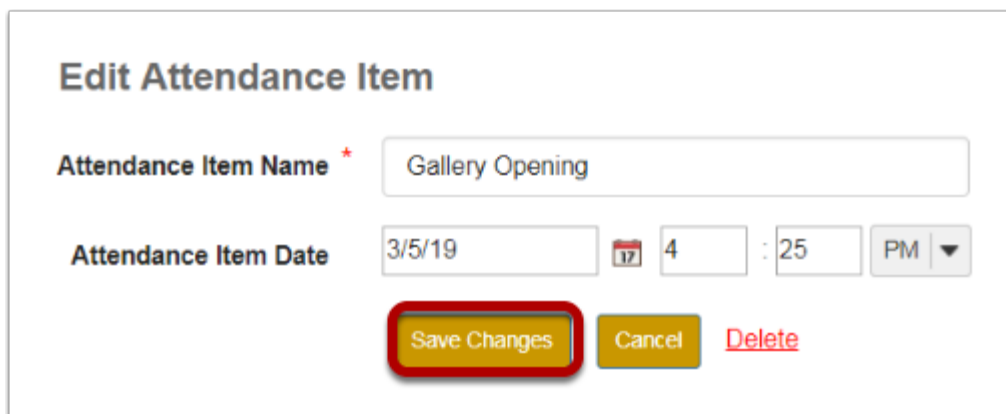
Edit Attendance Item

Attendance Item Name *

Attendance Item Date :

[Delete](#)

Click Save Changes.



Edit Attendance Item

Attendance Item Name *


Attendance Item Date :

[Delete](#)

Your changes will display in the Attendance table.

How do I delete attendance items?

Navigate to the Take Attendance page.

 ATTENDANCE

Take Attendance

Student Overview



Grading

Settings

Take Attendance



Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Gallery Opening	3/5/19 4:25 PM	0	0	0	0	0		

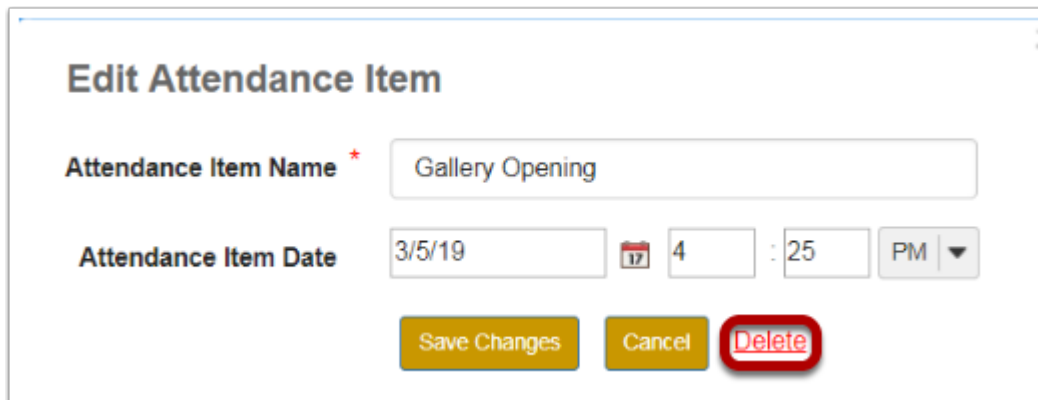
Take Attendance Now

Click on the pencil & paper icon (edit) in the Edit column for the item you want to delete.

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Gallery Opening	3/5/19 4:25 PM	0	0	0	0	0		

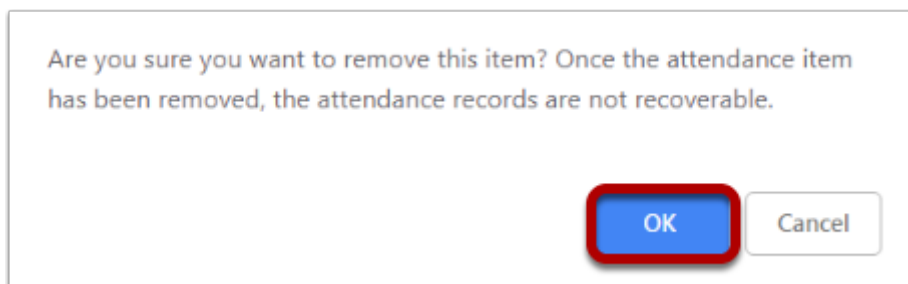
Take Attendance Now

In the Edit Attendance Item window, click Delete.



Note: Attendance records are not recoverable. Do not delete any attendance items that you may need.

You will be asked to confirm your decision. Click OK to complete the item deletion.



The item and related attendance records will be removed from the tool.

How do I take attendance?

There are two ways to take attendance: you can take attendance using an existing attendance item, or use the Take Attendance Now button to create a new item.

Take attendance for an existing item.

Select an existing attendance item from the Take Attendance page.

Take Attendance

Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Class 1	1/22/19 10:00 AM	0	0	0	0	0		
Class 2	1/29/19 10:00 AM	0	0	0	0	0		
Class 3	2/5/19 10:00 AM	0	0	0	0	0		

Take Attendance Now







The attendance table with a list of your students will open.

For each student, you have the option of selecting one of the following statuses: Present, Absent, Excused, Late or Left Early.

Take Attendance

Mark displayed students as Choose One ▾

View Entire Site ▾

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Hsu, Feng-hsiung (xfhsux)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Parks, Rosa (xrparksx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Phelps, Michael (xmphelpsx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Rodenberry, Gene (xgrodenbx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Status options can be modified from the Attendance tool's Settings tab.

To mark all students with the same status, click on the Mark displayed students as dropdown menu and select a status.

Take Attendance

Mark displayed students as

Choose One

Choose One

None

Present

Absent

Excused

Late

Left Early

View

Entire Site

Student Name		Present	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Hsu, Feng-hsiung (xfhsux)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Parks, Rosa (xrparksx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Phelps, Michael (xmphelpsx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Rodenberry, Gene (xgrodenbx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

You can adjust individual student statuses by clicking on the appropriate radio button next to their name.

Take Attendance

Mark displayed students as

Choose One

View

Entire Site

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Hsu, Feng-hsiung (xfhsux)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Once you have selected a status for a student, the attendance record will save automatically. If you have made individual adjustments to student records, you will need to reload the page to see the data update in the Attendance Item Statistics chart at the top of the page.

ATTENDANCE

Take Attendance

Student Overview

Grading

Settings

Take Attendance

> Class 1

1/22/19 10:00 AM

Attendance Item Statistics

Present	Absent	Excused	Late	Left Early
5	1	0	0	0

Take Attendance

Mark displayed students as

Choose One


View

Entire Site

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Einstein, Albert (xaeinsteinx)	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Hsu, Feng-hsiung (xfhsux)	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Take attendance using the Take Attendance Now button.

From the Take Attendance page, click the Take Attendance Now button at the bottom of the table.

 ATTENDANCE

Take Attendance

Student Overview







Grading

Settings

Take Attendance

Click on **Add Attendance Item** to add new attendance items. Click on the **Take Attendance Now** button to immediately take attendance.

Add Attendance Item

Attendance Item	Date	Present	Absent	Excused	Late	Left Early	Edit	Print
Class 1	1/22/19 10:00 AM	5	1	0	0	0		
Class 2	1/29/19 10:00 AM	0	0	0	0	0		
Class 3	2/5/19 10:00 AM	0	0	0	0	0		

Take Attendance Now

An attendance item with the current date and time will be automatically created.

ATTENDANCE

Take Attendance

Student Overview

Grading

Settings

Take Attendance

>

Attendance

3/5/19 5:23 PM

Attendance Item Statistics

Present	Absent	Excused	Late	Left Early
0	0	0	0	0

Take Attendance

Mark displayed students as

Choose One

View

Entire Site

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div></div>
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div></div>
Hsu, Feng-hsiung (xfhsux)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<div></div>

Footer

For each student, you have the option of selecting one of the following statuses: Present, Absent, Excused, Late or Left Early.

Take Attendance

Mark displayed students as

Choose One

View

Entire Site

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Hsu, Feng-hsiung (xfhsux)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Parks, Rosa (xrparksx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Phelps, Michael (xmphelpsx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Rodenberry, Gene (xgrodenbx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Status options can be modified from the Attendance tool's Settings tab.

To mark all students with the same status, click on the Mark displayed students as dropdown menu and select a status.

Take Attendance

Mark displayed students as

Choose One

Choose One

None

Present

Absent

Excused

Late

Left Early

View Entire Site

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

You can adjust individual student statuses by clicking on the appropriate radio button next to their name.

Take Attendance



Mark displayed students as


Choose One

View Entire Site

Student Name	Present	Absent	Excused	Late	Left Early	
Cooper, Sheldon (xscooperx)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Einstein, Albert (xaeinsteinx)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Hsu, Feng-hsiung (xfhsux)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Once you have selected a status for a student, the attendance record will save automatically. If you have made individual adjustments to student records, you will need to reload the page to see the data update in the Attendance Item Statistics chart at the top of the page.

[Take Attendance](#) > Attendance 3/5/19 5:30 PM  

Attendance Item Statistics 

Present	Absent	Excused	Late	Left Early
5	1	0	0	0

E-reserves in Sakai

How do my Library E-reserves work in Sakai?

About Library E-reserves

Documents placed on [Perkins E-reserves](#) are automatically linked to Sakai. The link appears as one of the course navigational items, in the course menu on the left side of your Sakai site.

The first step in this process is to submit your reserves to the library in the usual way (visit the [General Instructions for instructors to place items on reserve](#)). Reserves will be processed as usual and will appear on the library reserves site. Within two business days after the reserves become available, a link to them will appear in Sakai.

If you prefer, you can ask your librarians assistant more info is at [here](#).



If you submitted your reserves over a week ago and havent been contacted by Library or Sakai staff, or dont see a link to your reserves in Sakai, please first contact the Library reserves staff to verify that they have been processed. The Library staff will resolve the problem or will direct you to the OIT Service Desk for resolution (919-684-2200).

Voicethread

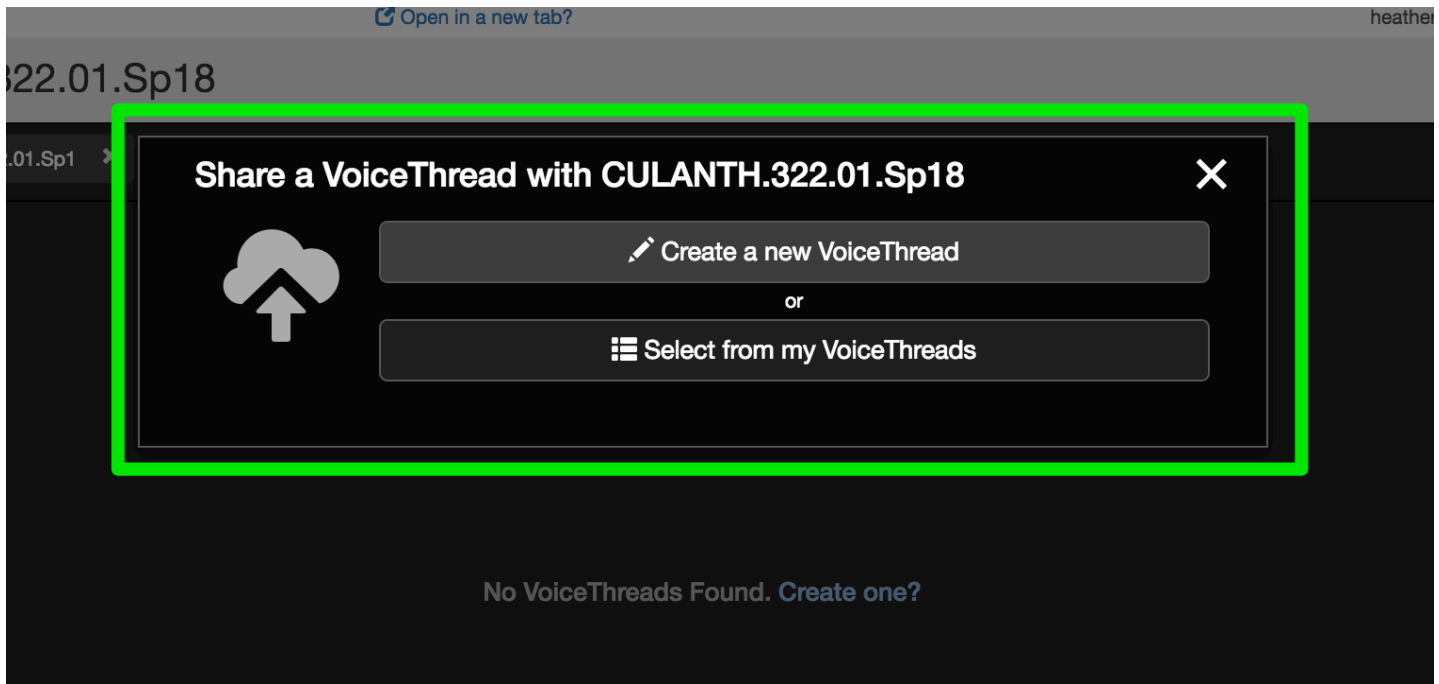
What is Voicethread?

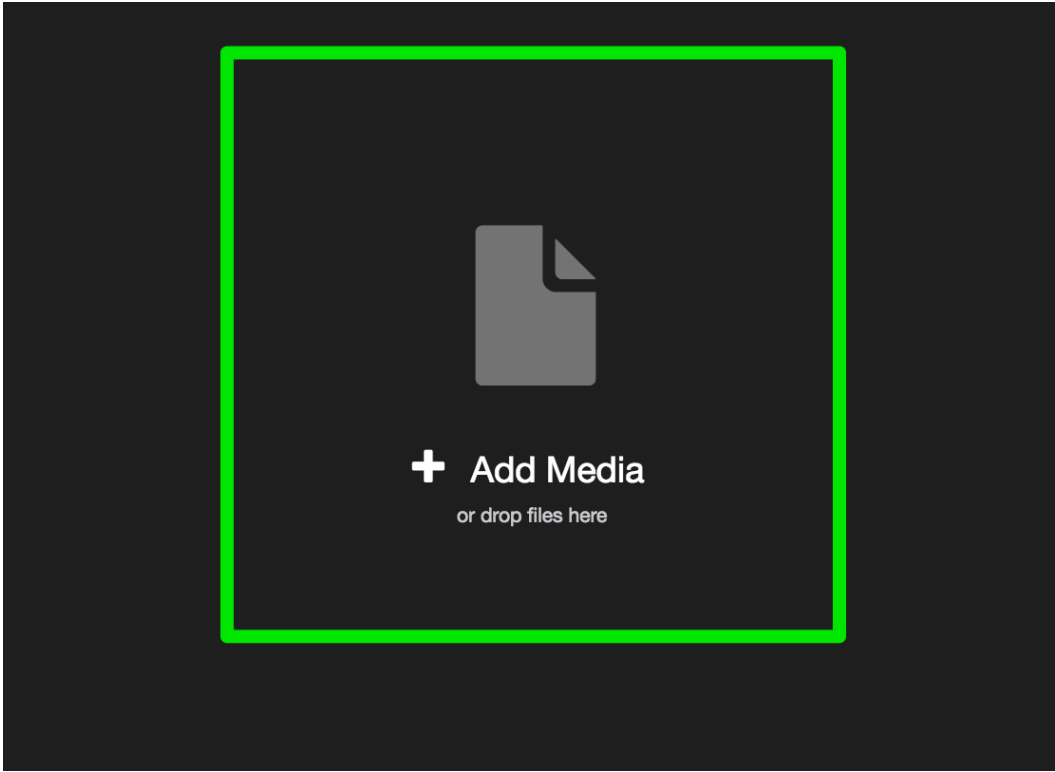
VoiceThread is a tool that you can add to your Course site. It transforms media (images, documents, and videos) into a collaborative space for video, voice, and text commenting.

How do I Create a Voicethread?

A VoiceThread can be made up of images, documents (PDF, PowerPoint), videos and webcam recordings. We suggest limiting the length of videos to one or two minutes.

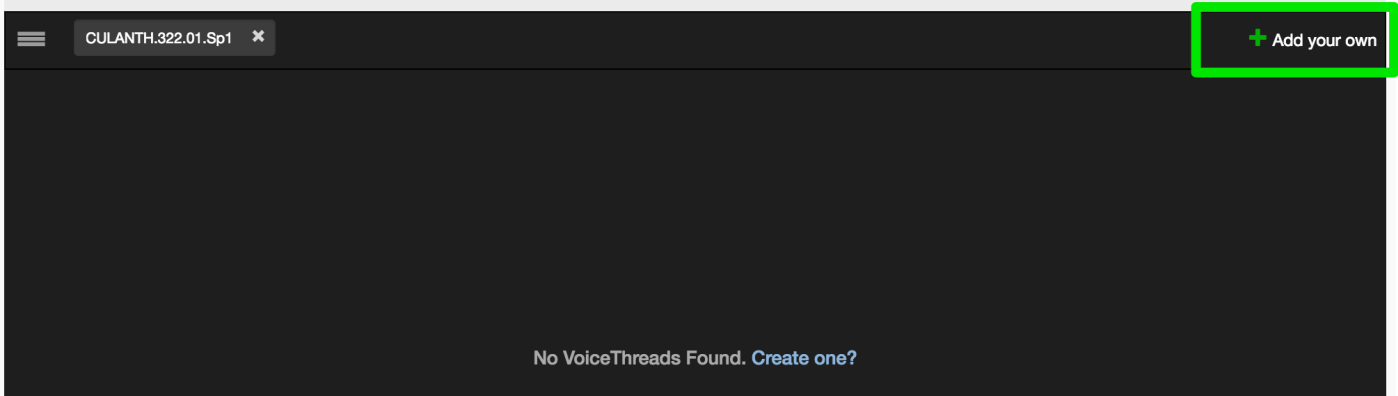
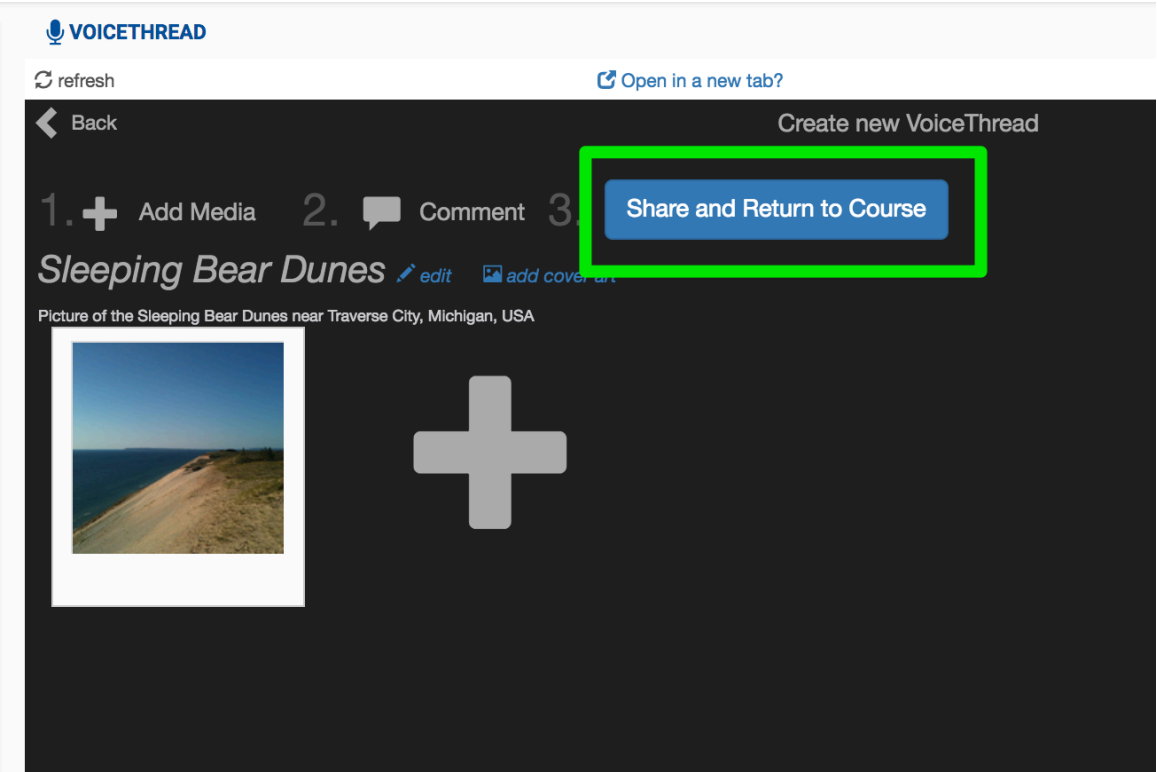
In the Create screen, click Upload to add your first media item(s). You can add files from your computer, your Flickr stream, create new webcam recordings, or browse Creative Commons images.

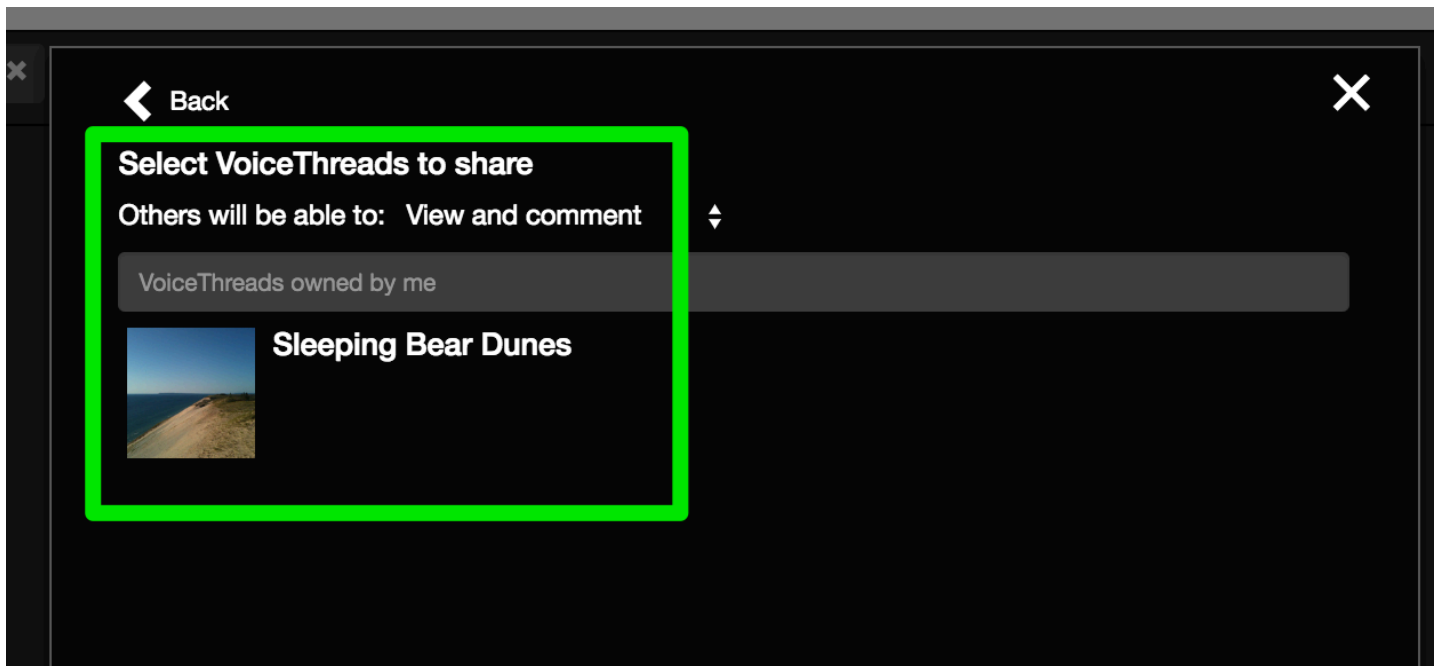
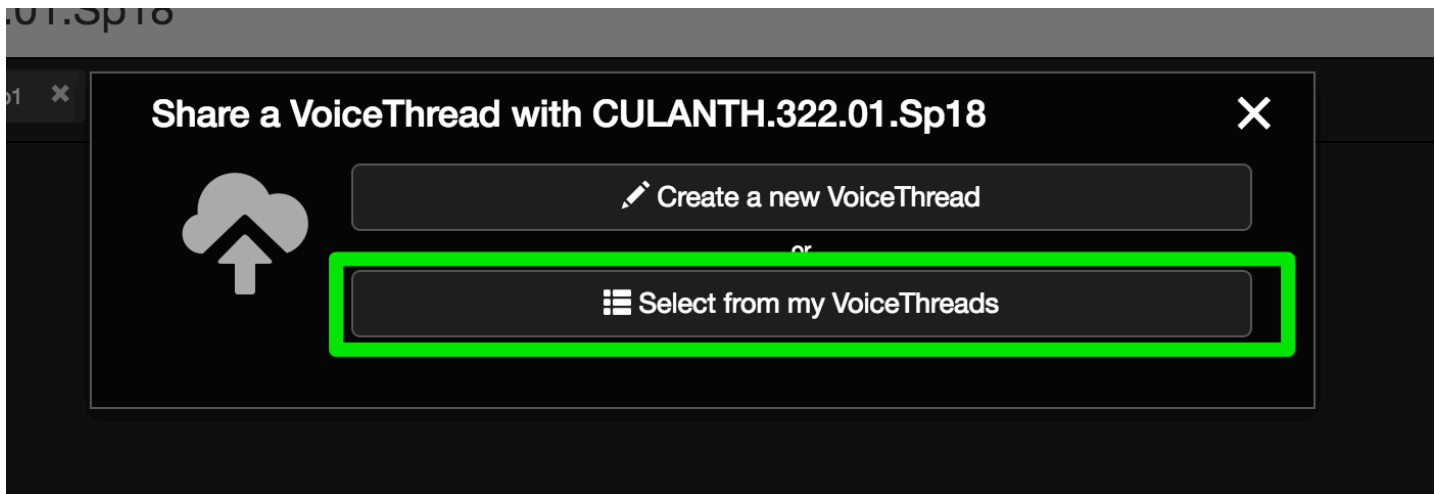




How do I Add a Voicethread to a Course?

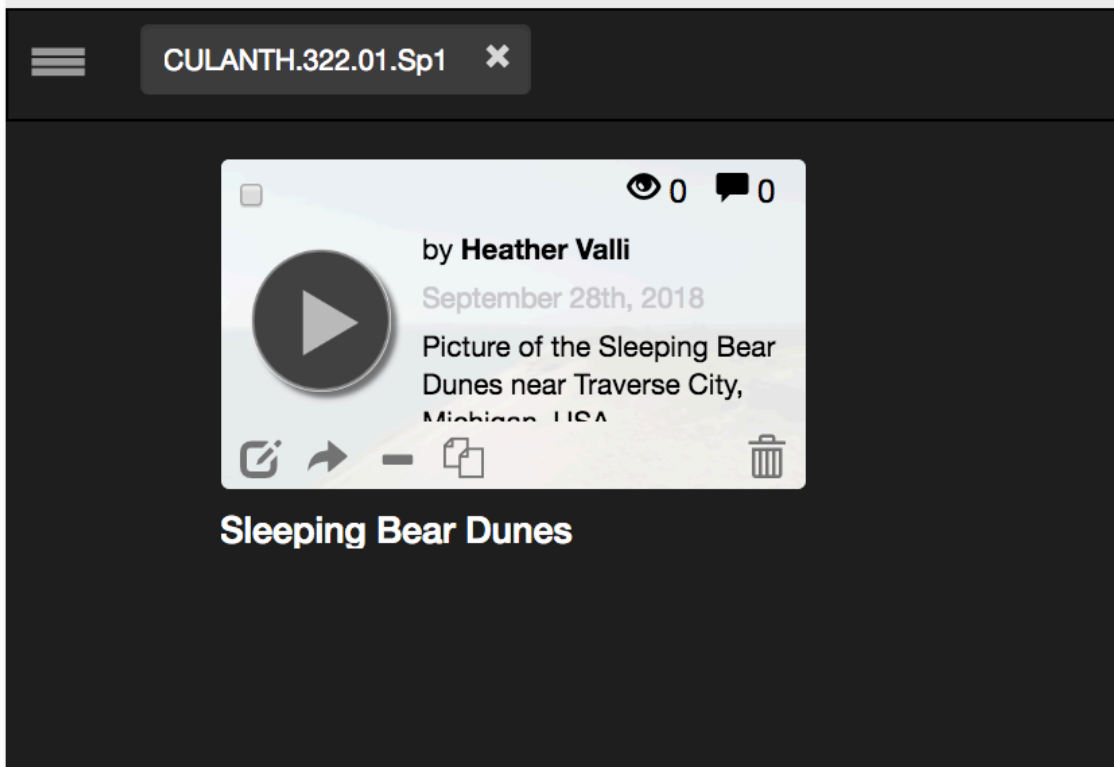
When you create a VoiceThread it appears first in the MyVoice tab. You can add a VoiceThread to a course from several places. You can click Share while editing or enter the MyVoice tab. Under MyVoice you will see the course name on the left. Drag and drop the VoiceThread into a Sakai site to add it.





How do I View a Voicethread?

Once you open a VoiceThread it will begin to play automatically. This means it will show the slides or video and any existing comments in order. Use the controls to pause, move to other slides, or go straight to a comment.



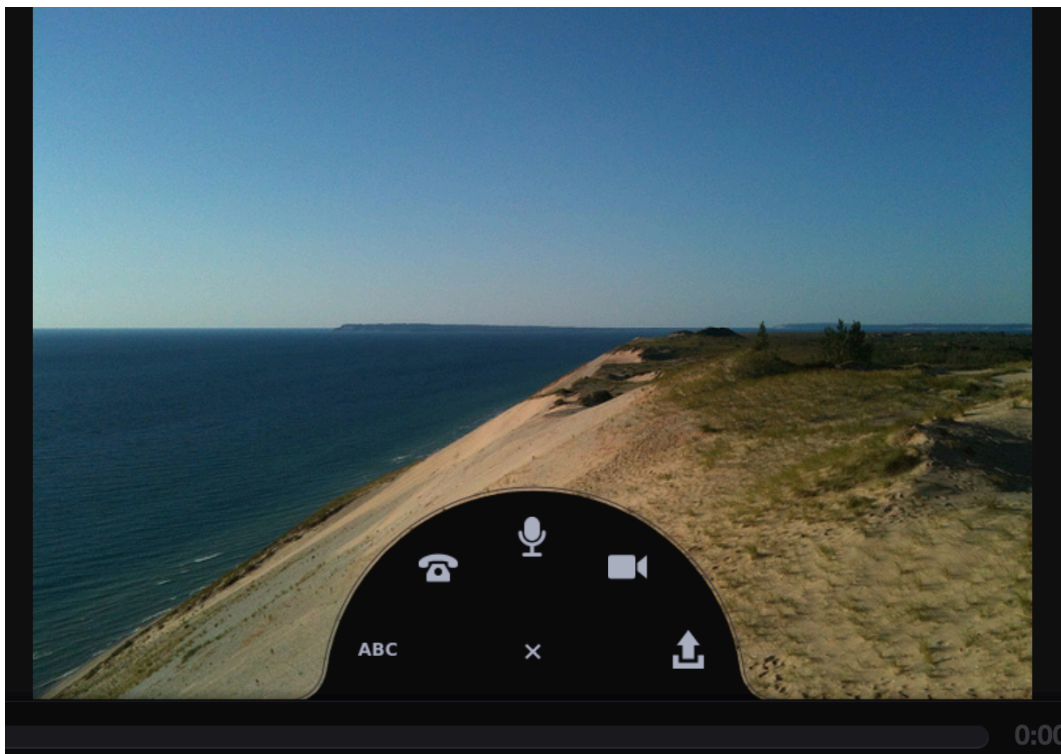
How do I Comment on a Voicethread?

There are three kinds of commenting features: 1. add an audio file (inline, as an upload, or over the phone) 2. capture yourself on the webcam and 3. write a text comment.

The first time you use the webcam or record buttons, you may need to allow the Flash Player to access your computer's webcam and microphone.

You may also draw on the slide while you are recording a comment. Once the recording has begun, simply choose the color with the mouse, click/hold, and draw.

Finally, you may navigate to the exact part of a film clip you want to comment on.



Using Piazza

How do I use Piazza with Sakai?

Sakai offers a Piazza integration that makes it possible to set up a Piazza site within your Sakai course site. Here's how:

- 1) Login to Sakai and visit the course site you want to add Piazza to.
- 2) Click **Site Info > Manage Tools** and find Piazza in the list. Check the box next to Piazza, and click **Continue**, then click **Finish**.
- 3) Piazza will now be accessible from your course menu on the left. Click the Piazza link.
- 4) Decide whether to create a new Piazza course site or link the Sakai course to a pre-existing Piazza site.

(NOTE: if you have never created a Piazza site before or do not have a Piazza account, you'll also need to create a Piazza account on the next screen).

- 5) Confirm the Piazza site creation and continue.
- 6) You do not need to enroll students in Piazza through the Piazza interface. Instead, you can ask them to login to the Sakai course, click Piazza and follow the prompts for setting up an account.

Things to remember: once you and your students have signed up for Piazza and been linked into the Piazza site, you won't have to login to Piazza through Sakai again. Faculty and/or students can, using the email and password they used during sign up, also go directly to <http://piazza.com> and sign into their Piazza course site outside of Sakai and on mobile devices.

NOTE: Piazza is offered to the Duke community as an integration via Sakai. Piazza is a free, non-Duke tool that is not currently supported by any department or center at Duke. For help learning about Piazza, or troubleshooting issues with Piazza, please visit [Piazza's online help](#).

Using Warpwire

External Tools

[How do I use Warpwire in Sakai?](#)

[How do I use Zoom in Sakai?](#)

How do I use Warpwire with Sakai?

With Warpwire, you can easily upload and publish video, audio, and image files and share them with your colleagues in Sakai: anywhere, anytime, on just about any modern device.

[Learn more about using Warpwire in Sakai.](#)

About January 2019 Warpwire Upgrade

Warpwire has been upgraded in January 2019 with new features including enhanced recording functionality and a new web-based editing interface. **All links to your Warpwire content, and all of your libraries are retained and available.**

Spring 2019 course sites have been updated with the new Warpwire tool. You can re-add the Warpwire tool to older Sakai sites with these steps: 1. Navigate to **Site Info**. 2. Select **Manage Tools**. 3. Choose Warpwire and select **Finish**.

[Discover new features and learn more about the Warpwire upgrade.](#) When you see the  for Warpwire in Sakai, give it a try!

Using Zoom Meetings

Using Zoom Meetings

How to: Set up a virtual class session in Sakai using Zoom Meetings

What is Zoom Meetings?



Zoom Meetings is a tool faculty, students and staff can use for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones, and room systems.

[Learn more about Zoom Meetings at Duke.](#)

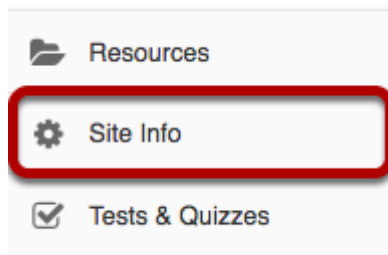
What is the benefit of using Zoom Meetings in Sakai?

The Zoom LTI integration with Sakai allows students and faculty to start and join Zoom meetings via a join link that is displayed on a Sakai course and share cloud recording links to the course.

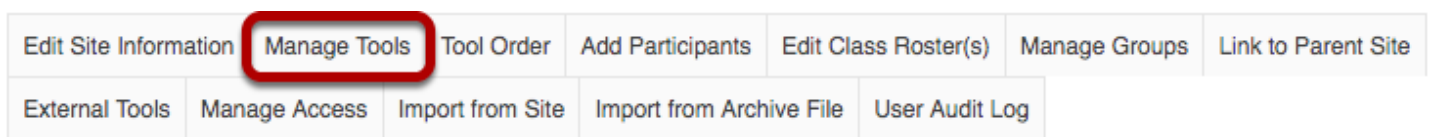
Add the Zoom Meetings to your Sakai site.

Adding Zoom Meetings is just as easy as [adding any other tool in Sakai](#).

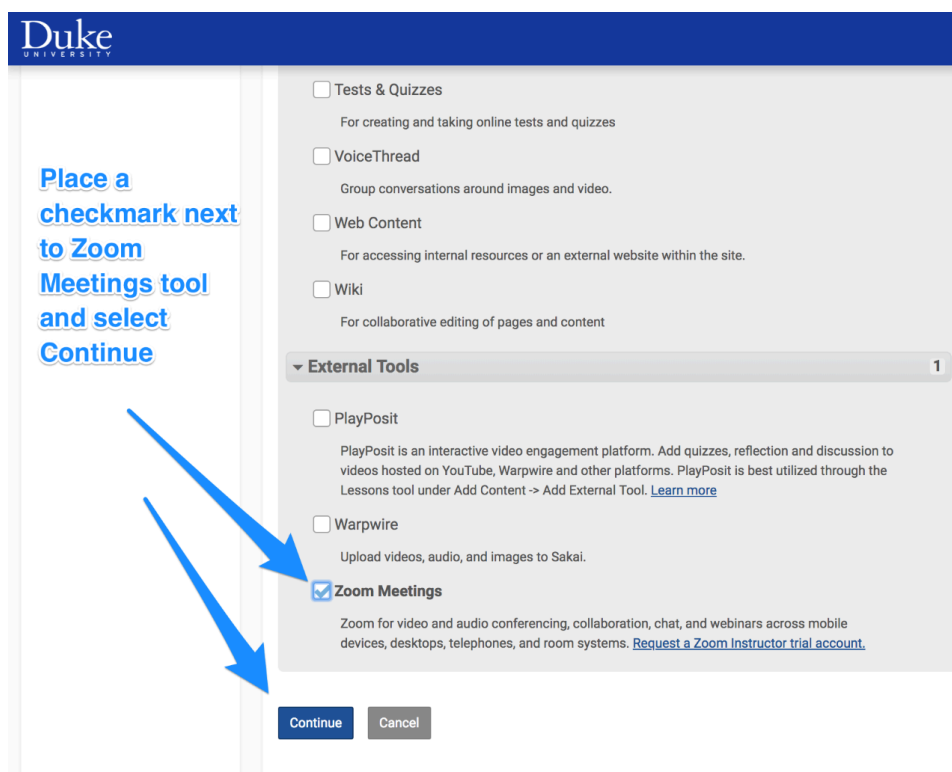
Go to Site Info.



Choose Manage Tools.



Scroll to External Tools and check Zoom Meetings. Select Continue.



Upon confirming your selection, the Zoom Meetings tool will be displayed in the left sidebar. Selecting the Zoom Meetings tool displays the Sakai interface for Zoom Meetings.

Footer

1. Click the Zoom icon in Sakai.
2. Click **Schedule a Meeting**.
3. Select the desired settings for the meeting.
 - **Topic:** Choose a topic/name for your meeting.
 - **Description:** Enter in an option meeting description.
 - **When:** Select a date and time for your meeting.
 - **Duration:** Choose the approximate duration of the meeting. Note that this is only for scheduling purposes. The meeting will not end after this length of time.
 - **Time Zone:** By default, Zoom will use the time zone that you sent in [your Profile](#). Click on the drop down to select a different time zone.
 - **Recurring meeting:** Check if you would like a recurring meeting, i.e. the meeting ID will remain the same for each session. This will open up additional recurrence options.
 - **Recurrence:** Select how often you need the meeting to recur: Daily, Weekly, Monthly, or No Fixed Time. It can recur up to 50 times. If you need more than 50 recurrences, use the **No Fixed Time** option.
 - The other recurrence options will depend on how often the meeting recurs. You can configure the meeting to end after a set amount of occurrences or have the recurring meeting end on a specific date.
 - **Registration:** Check this option if your meeting will require registration. Instead of a join link for your participants, you will be provided a registration link. [Read more about meeting registration](#).
 - **Host Video:** Choose if you would like the host video on or off when joining the meeting. Even if you choose off, the host will have the option to start their video.

- **Participant Video:** Choose if you would like the participants' videos on or off when joining the meeting. Even if you choose off, the participants will have the option to start their video.
- **Audio Options:** choose whether to allow users to call in via Telephone only, Computer Audio only, Telephone and Computer Audio (both), or [3rd Party Audio](#) (if enabled for your account).
- **Dial in From:** If Telephone only is enabled for this meeting, click Edit to select the dial-in countries that you would like included in the invitation. By default, this includes your Global Dial-In Countries listed in [My Meeting Settings](#).
- **Require Meeting Passcode:** You can select and input your meeting password here. Joining participants will be required to input this before joining your scheduled meeting.
- **Enable join before host:** Allow participants to join the meeting without you or before you join. The meeting will end after 40-minutes for Basic (free) subscribers.
- **Mute Participants Upon Entry:** If join before host is not enabled, this will mute all participants as they join the meeting.
- **Use Personal Meeting ID:** Check this if you want to use your [Personal Meeting ID](#). If not selected, a random unique meeting ID will be generated.
- **Enable Waiting Room:** Check this if you want to enable Waiting Room for your meeting to manually admit attendees. [Learn more about Waiting Room](#).
- **Record the meeting automatically:** Check this if you want the meeting to be automatically recorded. Select if you want it to be recorded locally (to your computer) or to the cloud (zoom.us/recordings).
- **Alternative Hosts:** Enter the email address (netid@duke.edu) of another Zoom user with a Pro license on your account to allow them to start the meeting in your absence. [Read more about Alternative Host](#).

Starting or Joining a Meeting

When it is time for the scheduled meeting, students and instructors can access the Zoom meeting similarly.

1. In the Sakai course, click the Zoom link.
2. Next to the scheduled meeting, the instructor can click **Start** to launch Zoom and begin the meeting.
3. Next to the scheduled meeting, the students can click **Join** to launch Zoom and join the meeting.

Access Meeting Cloud Recordings

Select the **Cloud Recordings** tab in the Zoom Meetings interface. Your previously recorded course-related Zoom meetings are displayed.

Adding a Zoom Room or Zoom Room Cart to Sakai

Zoom Rooms can be added to any meeting created through the Zoom Meetings for Sakai tool. This allows your students benefits such as joining a meeting and accessing meeting recordings directly through Sakai.

Please see the [Zoom Room Cart / Sakai Integration](#) article for detailed instructions, and contact your local IT group with specific questions or concerns on using the Zoom Room cart with Sakai.

Not Meeting Host

Note: If you see an error "**3,003 Not Meeting Host**" error when attempting to perform certain functions in Zoom Meetings for Sakai (such as trying to Add the event to your calendar), please know this is an issue currently being worked on by the Zoom development team. Try this simple workaround to authenticate into Duke Zoom:

Go to <https://duke.zoom.us/> and Sign In. Then, navigate back to your Sakai site to try once more.

If you're still experiencing the error, try navigating to your Upcoming meetings in your web browser at <https://duke.zoom.us/meeting>

Here, you'll see the meeting which you've already created through Sakai. You can proceed with normal functions of editing the meeting such as Add to Outlook Calendar.

How do I add a passcode or waiting room to my meeting?

After September 27th, 2020, all Zoom meetings (including meetings created through Sakai and Personal Meeting Rooms) will require either a Passcode or Waiting Room.

If you wish to disable waiting room, you will need to enable passcode for your meeting. If you have a recurring meetings, you can do this once for all upcoming meetings. Be sure to share the updated passcode and **invite link** with your Sakai site participants using tools like Announcements or Email.

When you are **scheduling or editing** a Zoom meeting, the options to add **Passcode** and **Waiting Room** appear as checkboxes in the "**Security**" section of your meeting settings.

Learn more about these changes at ["OIT Help: Zoom Meetings: Passcodes and Waiting Rooms."](#)

Passcode or Waiting Room: Which is best for me?

Enabling passcode for your Zoom meeting provides some additional security to your class session. It eliminates the possibility chance that an uninvited guest can join your meeting by simply guessing the Meeting ID or Personal Meeting ID.

You can also add **waiting room** to ensure meeting privacy if it isn't too distracting or if you have a co-host who can help monitor and admit users from the waiting room.

Make sure to remind students to avoid sharing meeting ID, invite link and password beyond the classroom. For more information, see "[Zoom Meetings: Security and Privacy in Your Meetings.](#)"

If an uninvited participant manages to join your meeting, the **meeting host and co-hosts** have the option to admit or remove them from the **Waiting Room**. If you prefer to not use this feature, you can instead enable **Passcode** before the meeting begins in order to disable waiting room during the meeting.

Furthermore, you can share an **Invite Link** which, by default, includes the password "hashed" at the end of the link. Sharing this link (only within the course) allows students to join the meeting **and bypass the step to enter the meeting passcode**.

Enabling Passcode for a Zoom meeting created in Sakai doesn't significantly alter the user experience, since participants only need to select the **Join** button to enter the meeting. It's still a good practice to share the Invite URL in case a participant saved the old meeting link elsewhere and typically joins meetings from outside Sakai.

My Meetings > Manage "My Meeting"

Start this Meeting

Topic: My Meeting

Time: Sep 14, 2020 05:00 PM Eastern Time (US and Canada)

Add to: [Google Calendar](#) [Outlook Calendar \(.ics\)](#) [Yahoo Calendar](#)

Meeting ID: 976 0413 7761

Invite link includes a "hashed" passcode by default.
Users join the meeting using the invite link. No typing needed.

Security: ✓ Passcode: ***** [Show](#) ✕ Waiting Room

Invite Link: <https://duke.zoom.us/j/97604137761?pwd=VndpM3c3SUhuNHhxcHplUmVRK1poUT09> [Copy Invitation](#)

Video: Host On, Participant On

Audio: Telephone and Computer Audio

Using Panopto

How do I use Panopto with Sakai?

Please note: The Panopto tool in Sakai cannot be used for scheduled and automated classroom recordings. It also cannot be used with recordings located at department-specific Panopto websites. If these conditions apply to your teaching situation, please use the ["Adding classroom recordings or department-recorded Panopto content to Sakai"](#) guide below.

If you have used Panopto in Summer 2020 or before, you may wish to [contact your local site administrator](#) to have them set up your Fall 2020 course folders.

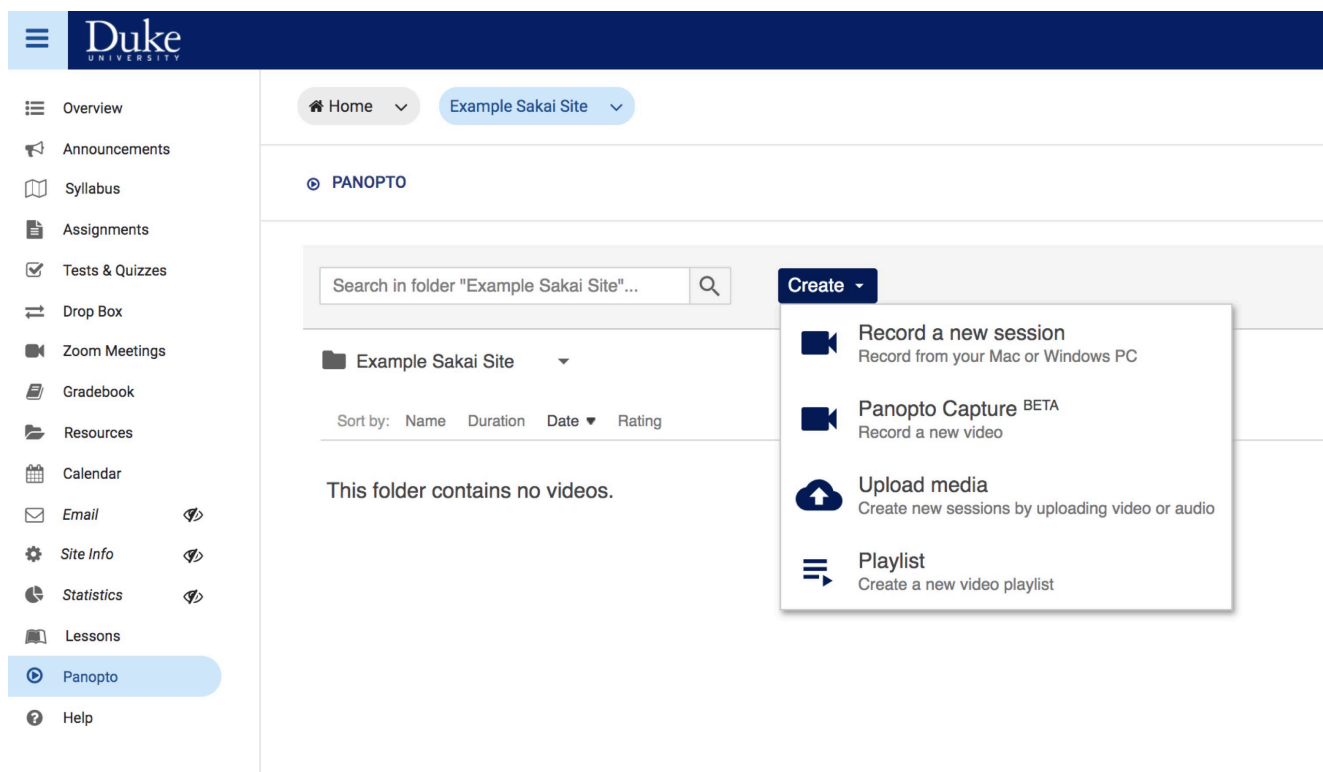
However, if you are new to Panopto, please use the ["How to: Use Panopto to record and share video within your Duke Sakai site"](#) guide below.

How to: Use Panopto to record and share video within your Duke Sakai site

1. Navigate to the Duke Sakai site you wish to record your videos into.
2. In Site Info > Manage Tools, select the **Panopto** tool. Select **Continue**, then **Finish** to confirm your tool selection. The Panopto tool now appears in your site's tool list.
3. Select the **Panopto** tool from your tool list.
4. Select **Create** to start using Panopto. From this menu you can record videos into a Panopto session, create a new playlist, or upload media to a Panopto session using existing audio and video.

Please note: The folder associated with your Sakai site will be created at the Learning Innovation Panopto site. Make sure to type **li.capture.duke.edu** when prompted for a "server" while signing into the Panopto apps for Mac, PC, Android and iOS. You can also access your Sakai-associated Panopto folder by navigating to li.capture.duke.edu in your web browser.

For more information on how to use Panopto at Duke, check out [Duke OIT: Panopto](#).



Adding classroom recordings or department-recorded Panopto content to Sakai

If you have automated classroom recordings or other department-recorded content you wish to include in Sakai (sites such as trinity, divinity or law capture) you can copy and paste hyperlinks to your individual recordings. You can also link to a folder which contains your recordings.

In Site Info > Manage Tools, add the Web Content tool, and enter your recording or folder URL. Or, place these hyperlinks in other locations where students expect to find important course content – such as Resources, Lessons, and Announcements.

If you have additional questions, please reach out to your [Duke Panopto Site Administrator](#) for assistance. Learn more at [Panopto Administration Documentation: Requesting A Site](#).

Using Hypothes.is

How do I use Hypothes.is with Sakai?

Note: Hypothes.is is not usable as a "Sidebar" tool. It must be added as an external tool in Sakai [Lessons](#).

[Please see this page for how to set up and use Hypothesis in your Sakai site.](#)