

Brightspace Basics for Instructors:

Course Content, Grading, Quizzes, and Discussions

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Creating Course Content

Instructors can create course content with the following tools:

- Create course content with the Content tool
- Format HTML course content with the HTML Editor tool
- Add URL links to a course with the Links tool
- Create a custom learning path in a course with the Release Conditions tool
- Notify learners about updated course content
- Add availability and due dates in Content
- Evaluate assignment submissions from Content

Create course content with the Content tool

Use the Content tool to post and organize course content so that information about course expectations, course syllabus, lecture notes, and important dates display to users clearly.

Course materials you post in Content can include documents, images, media files, CaptureCast presentations, URL links, and existing course activities. You can add release conditions, grade items, and learning objectives to topics to ensure users navigate through course materials while fulfilling specific course requirements and learning expectations.

You can also monitor class and user progress as students work through course content by setting automatic (determined by the system) or manual (determined by the student) completion tracking.

Content tool overview for instructors

An overview of the Content tool for instructors

1) When users access a course's Content tool for the first time, the first page they land on is the Overview. Use the Overview page to orient users to the course, content materials, and course expectations. If you decide not to add anything to this page, the Overview link and page is hidden from learners' view. Users can print and download an uploaded course syllabus directly from the Content Overview page. Note that the **Print** and **Download** buttons display differently, depending on whether or not the **d2l.System.Services.DocumentConversion.IsEnabled** configuration variable is enabled. If the

d2l.System.Services.DocumentConversion.IsEnabled configuration variable is enabled, all document types except PDF will display the **Download** and **Print** options (PDF will only display the **Download** button). If the configuration variable is not enabled, only GIF, JPEB, JPG, JPE, PNG, BMP, TXT, HTML, CSS, and HTM file types will display both the **Download** and **Print** options.

2) Topics you bookmark appear in a list on the Bookmarks page. The number beside the Bookmarks link indicates how many bookmarks you have.

3) The Course Schedule page lists course material due dates, start dates, end dates, overdue course activities, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the Course Schedule page and the Agenda view in the Calendar tool. If you set a due date for a course activity that has no end date or it has an

end date that occurs after the due date, the activity appears on the Overdue tab for learners who miss the due date. The Overdue tab lists overdue course activities that learners can still complete before the item or course becomes unavailable.

The dates listed on this page are not exclusive to content topics; upcoming events include all events within the course from the Calendar tool. The number beside the Upcoming Events link indicates how many upcoming events you have.

4) The Table of Contents panel lists all modules available in your course. The number beside each module name in the Table of Contents panel indicates the number of topics you have set completion tracking for. The number beside the Table of Contents link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on learners per module.

5) The course content administration options located on the Table of Contents page allow instructors to import and copy course content, bulk Course Admin content properties, manage course files, view reports on course content, and restore deleted course items.

About course content organization

Your course content is organized using content topics and modules. Use modules to organize the units of your course offering (for example, week 1, week 2, week 3, and so on) and topics to organize the content of each module (for example, lesson 1, lesson 2, lesson 3, and so on.)

The screenshot displays the Brightspace Learning Environment interface for an Astronomy 101 course. On the left, a sidebar contains navigation links: Overview (selected), Bookmarks, Course Schedule, Table of Contents (with a red circle containing the number 22), Solar Interactions on Earth (September 1 - Dec..., with a red circle containing the number 2), Sunspots (October 2 - Decem..., with a red circle containing the number 9), The Solar Wind and Space Weather (October 18 - Dece..., with a red circle containing the number 3), Effects of Space Weather on Earth (November 6 - Dece..., with a red circle containing the number 3), and Magnetic Fields (November 27 - Dec..., with a red circle containing the number 5). Below these links is an 'Add a module...' button. The main content area is titled 'Overview' and features a 'Print' button and a 'Settings' gear icon. A paragraph describes the course: 'The *Introduction to Astronomy* course provides a valuable introduction to some of the powerful and mysterious elements of our solar system. Modules 1 through 6 focus on the cyclic nature of sunspot activity and how when combined with solar winds, this activity impacts the planet Earth. It describes how sunspots represent regions of strong magnetic activities and lower temperatures, and reviews how space weather impacts our planet. The course also includes several interactive activities to keep learners engaged and assess their comprehension of the course material.' Below this text is a dashed box with the instruction 'Drag a file here to update the attachment'. The main content area also displays the title 'Astronomy 101: Course Outline' and a 'Welcome!' message. The welcome message states: 'This course will provide a general introduction to contemporary astronomy. Unfortunately it is impossible in one semester to do justice to all potentially interesting topics. After beginning with about three weeks of discussion of some "natural phenomena" and some of the needed ideas from physics, we will spend about half of the semester studying the broad area of stellar astronomy. During this part of the course we will also introduce many of the areas of physics necessary to appreciate the origin and evolution of stars. What topics after stars? Unfortunately, it simply is not possible to do justice to both the subject of solar system astronomy (the Sun and the planets) and that of the larger universe (our galaxy, other galaxies, and cosmology). So, how about a sporting proposition here? As we near the end of our work on stars, I will call for a vote! Would you like to study galaxies and the universe, or would you like to study our Solar System? I'll make the decision if the vote is closely split, but will go with your wishes if a strong preference is indicated.' Below this is a paragraph: 'Below I have blocked out the semester, naming the text chapters relevant to each topic. In each class, discussion will be focused on the more difficult material. However, you are responsible for all of the material given in the text, as well as that given in class. Please read the identified chapters of the text before our class discussion.' At the bottom of the main content area, the text 'Week Text Tools' is visible.

Figure: An Astronomy 101 course in Brightspace Learning Environment

Overview

When users access a course's Content tool for the first time, the first page they land on is the **Overview** (also known as a course syllabus). Use the **Overview** page to orient users to the course, content materials, and course expectations. You can insert course overview information using the HTML Editor beneath the **Overview** title, and you can add a file attachment by dragging a file from your computer onto the upload target, or by clicking **Add an attachment** from the **Overview** page.

Note: If you decide not to add anything to the Overview, the **Overview** link and page is hidden from student view.

Bookmarks

Topics you bookmark appear in a list on the **Bookmarks** page. Click the **Add Bookmark** icon while viewing a topic to add it to your bookmarks list. The number beside the **Bookmarks** link indicates how many bookmarks you have.

Course Schedule

The **Course Schedule** page lists course material due dates, start dates, end dates, and other course events for the next seven days. If you set availability dates or a due date for a course object, it appears in the **Course Schedule** page and the Agenda view in the Calendar tool.

The dates listed on this page are not exclusive to Content topics; upcoming events include all events within the course from the Calendar tool. Click **Course Schedule** to view all past, current, and future course events. The number beside the **Upcoming** link indicates how many upcoming events you have.

Table of Contents

The **Table of Contents** panel lists all modules available in your course. Click on a listed module to view and manage its details, topics, and sub-modules. You can also stay on the **Table of Contents** page to view and manage all modules and topics. Click the **Table of Contents** link to access the **Table of Contents** page. This page enables you to view and manage all modules and topics. You can add new topics to existing modules by dragging and dropping files from your computer onto upload targets on the **Table of Contents** page, and you can also rearrange course materials by dragging and dropping topics between modules.

The number beside each module name in the **Table of Contents** panel listing indicates the number of topics you have set completion tracking for. The number beside the **Table of Contents** link indicates the total number of topics you have set completion tracking for. Use the number totals to determine the task load being put on students per module.

About accessible courses and accessible course content

Organizing your course in a way that supports the learning needs and styles of all users can be a difficult task. Your learning materials need to engage, educate, evaluate, and accommodate people effectively.

Set clear course expectations

There are some design decisions you can make that will help all learners use your online course effectively:

- Use the Content Overview page to help familiarize your learners with your course content.
- Add your course syllabus to the Content Overview page. This helps all users clearly understand your course expectations up front. Link each syllabus item to the actual item in

your course. This provides a navigation shortcut to important content and helps students with learning disabilities clearly see how course content relates to course expectations.

- Set up enumerations in the Content tool's Settings to establish a clear hierarchy in your course content. Well-defined course structure is easier to navigate for screen reader users and learners with learning disabilities.

Make time limits and deadlines flexible

Provide readings well in advance of deadlines so users can work ahead and prepare. Many learners need the extra time to read through content multiple times. If you use release conditions to control when to release course content on a module by module basis, make sure you give learners plenty of time to complete each component.

Provide alternative learning materials

One of the most effective course design decisions you can make to improve engagement is to offer course materials that appeal to more than one sense. For example, the same material can have an audio, video, and text component. This type of redundancy helps engage learners with different learning types, reinforces important concepts, and helps ensure that users with physical disabilities can access content in a suitable format.

- Use the Content tool for readings and course material. HTML code is easier for assistive technologies to interpret than application-based files such as Microsoft Word. Follow web standards when creating your content.
- If you need to use PDF files for additional content, use optical character recognition (OCR) if you are scanning documents so the text can be read by screen readers. Also consider adding tags to your documents to enable screen reader users to navigate them more easily. For more information about PDF accessibility, go to <http://webaim.org/techniques/acrobat>.
- If your readings and lecture materials use many graphics, tables, videos, or audio recordings, provide a text-only alternative. Text-only material should supplement, not replace, other delivery methods. Videos, graphics, and audio files are a great way to generate interest in a topic, present material from different perspectives, and help students with learning disabilities through redundancy. Make the text-only alternatives easy to compile for print so that all learners can use them as study aids at their leisure.

Tips when creating HTML content

Most of the following tips provided are web content standards set by the World Wide Web Consortium in the Web Content Accessibility Guidelines and should be considered when creating HTML content:

- Use a simple layout that does not organize content in tables or columns. Simply organized material is easier for learners to read and understand, is easier for assistive technology to interpret and present, and is easier for mobile and handheld devices to resize.

- Use headings to communicate the relationships between sections. Use Heading 1 for the title, Heading 2 for major sections, Heading 3 for subsections, and so on. If headings are used correctly, screen reader users can quickly search a page by heading and participants with cognitive disabilities can understand how sections and content relate easier.
- Make sure each heading is unique. Do not use the same text for a Heading 3 (subsection) that you used for your Heading 1 at the start of the document. The same principle applies to file/item names. Make sure each file or item you create has a unique name.
- For longer topics, include a table of contents that links to each section and "Back to top" links at the end of each section.
- Include alternative text descriptions (alt text) for all graphics. Use double quotes (null) "" as the alt text if the object is a decorative element that does not add meaning. If the graphic is a link, begin the alt text with "Link to". The HTML Editor in Brightspace Learning Environment automatically prompts you to include alt text when you insert an image.
- Include detailed captions below tables and graphs. These captions should explain what the objects convey, including important trends and statistics. This will help all learners interpret the objects. For tables, include a caption using the caption element that explains how the table is organized. Check that tables make sense when read from left to right. Screen readers have difficulty conveying information that reads from top to bottom.
- Use the same text on-screen and in the alt text for links. Make sure the text describes the action that will occur. Never use text such as "Click Here" as the link. Screen reader users often use a list of links to quickly navigate actions on a page; this is not possible if links are not descriptive.
- Include text alternatives of multimedia content, such as audio or video files. If you do not have the time to create a complete text alternative, include a descriptive label that summarizes the content.
- Do not use blinking or flashing multimedia as it can cause seizures in individuals with photosensitivity. Use animation when it helps convey a concept and not to draw attention to an unchanging object. Use a combination of size, color, and prominence to draw attention to objects.
- Never use only color to convey meaning. If you want to show how concepts and objects relate to each other use a combination of size, color, and text labels.
- Ensure there is a strong contrast between the text and background colors used in your course materials.
- Use relative font sizes and make sure the text and page layout adjusts when font sizes are changed. Users should not have to scroll horizontally.
- If you create PDF documents from Microsoft Word or another word processor, make sure you format titles and sections using headings so they are tagged correctly in the PDF.
- If users can use text-to-speech software to read text aloud or highlight text as they go through it, test the software to ensure it functions correctly for specific tools and settings you want to create. For example, disabling right-click in quizzes can prevent some text-to-speech software from tracking text, so try your software to see if you experience similar issues.
- Take advantage of D2L-compatible tools, such as ReadSpeaker, Visual course widget, and audio topics.

- D2L recommends that instructors and instructional designers who want to make good default choices for learners with dyslexia read [Dyslexia Style Guide 2018: Creating Dyslexia Friendly Content](#) from the British Dyslexia Association. Browser extensions such as [OpenDyslexic Font for Chrome](#) are also available for learners with dyslexia.

What kinds of files can I use for course content?

Instructors can upload a wide variety of document, image, and video file types to use for course content. Learners view the files inline; however, they can also download and/or print the files, if they have the appropriate permissions. For more information, contact your administrator.

To display documents inline, the Document Conversion Service converts documents uploaded to the Content tool into PDFs. The documents are converted during upload instead of during learner access, which reduces wait times when rendering the documents to learners. For best performance, D2L recommends uploading all non-HTML documents as PDF files, since PDF files do not go through the conversion process. When learners download documents, they are saved in their native file formats.

| Extension | File Type | Notes |
|---|---------------|---|
| HTM, HTML, MHT, MHTML | Web document | Brightspace Learning Environment strips the <title> tag and text within the tag from user created web documents |
| RTF, PPT, PPS, PDF, DOC, DOCX, PPTX, XML, XLS, TXT, WPD, XLSX, XLS | Text document | |
| JPG, JPEG, PNG, GIF, BMP, TIF, TIFF | Image | |
| SWF, MPG, MPEG, RM, MP3, MP4, M4V, M4A, AVI, WAV, RAM, ASF, MOV, RA | Media | The extensions MP4, M4V, and M4A allow users to drag entire albums, video podcasts, and movies from iTunes |

Create a new module

To create a new module

You must create a module before you can add topics. You can create submodules (modules within existing modules) to establish a deeper hierarchy.

If your course is SCORM 2004-compliant, new modules that you create are outside the sequencing and navigation built into the SCORM package.

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, in the **Add a module** field, enter the name of your new module and then press **Enter**.

To add a submodule, click into the module. In the **Add a sub-module** field, enter the name of your new sub-module and then press **Enter**.

Create a new topic

To create a new topic

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, click on the module in which you want to create a new topic.
3. From the **New** drop-down menu do one of the following:
 - To add a video or audio topic, click **Video or Audio**.
 - To add a Brightspace Capture topic, click **Capture**.
 - To add existing files from your computer, course offering files, or **Shared Files** area, click **Upload Files**.
 - To add a new file, click **Create a File**.
 - To add a link, click **Create a Link**.
 - To add existing files from Manage Files, click **Add from Manage Files**.
 - To add files from Brightspace Learning Repository, click **Add Object from LOR**.
 - To add a new checklist, click **New Checklist**.
 - To add a new discussion topic, click **New Discussion**.
 - To add a new assignment, click **New Assignment**.
 - To add a new quiz, click **New Quiz**.
 - To add a new survey, click **New Survey**.
4. Follow the prompts on the screen to modify your new topic.

Delete a module or topic

Note: Deleting a module deletes all topics within that module.

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, click the module or topic you want to delete.
3. If you are deleting a module, click **Delete Module** from the module's context menu. If you are deleting a topic, click **Delete Topic** from the topic's context menu.
4. Decide whether you want to remove the module or topic from the Content view only or permanently delete the module or topic from the course (this will also delete all associated objects including discussions, quizzes, etc).
5. Click **Delete**.

Add an existing course object to Content

To add an existing course object to Content

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, for the module you want to add a course object to, click **Existing Activities** and do one of the following:
 - To add an existing assignment, click **Assignments**
 - To add an existing chat, click **Chat**.
 - To add an existing checklist, click **Checklist**.
 - To add an existing discussion topic, click **Discussions**.
 - To add an existing Brightspace ePortfolio item, click **Brightspace ePortfolio**.
 - To add an existing external learning tool, click **External Learning Tools**.
 - To add an existing form template, click **Forms**.
 - To add an existing online room, click **Online Rooms**.
 - To add an existing quiz, click **Quizzes**.
 - To add an existing self assessment, click **Self Assessments**.
 - To add an existing survey, click **Surveys**.

Note: Additional menu options may be available depending on your institution.
3. Do one of the following:
 - To insert an existing activity, in the **Add Activity** window, click on the activity.
 - To create and insert a new activity, in the **Add Activity** window, click **Create New [activity]**. Enter your activity details and click **Create and Insert**.

Hide Content topics and modules

1. Open the context menu of the topic or module you want to hide.
2. Select **Hide from Users**.

OR

1. Select the visibility icon for the topic or module. A visibility toggle appears to allow you to change between **Visible** and **Hidden**.

The visibility status of a topic appears when the topic is not visible, when the table of contents is in bulk edit mode, or when a topic is in edit-in-place mode. The table of contents fly-out menu no longer provides the ability to switch the visibility of a topic or module. If a topic or module is already hidden, the hidden icon indicates its status. Open the context menu and select **Make Visible to Users** to allow user access. When creating activities from Content, (e.g. New Checklist, New Discussion, New Assignment, etc.) a **Hide from Users** checkbox displays below the title to allow instructors to easily control the visibility of the new activity.

Create a quicklink to a rubric in Content

Instructors with the **See Rubrics** permission enabled can create quicklinks directly to rubrics with the **Rubric is visible to Students setting** enabled. In addition, users with the **Manage Rubrics** permission enabled can also access **Manage Rubrics** at the bottom of the Quicklinks menu. The **See Rubrics** permission is not required for learners to access quicklinked rubrics that are visible to learners, however the rubric must be associated to a tool for evaluation in order for a learner to see it.

1. In **Content**, create a new module.
2. Click **Upload/Create**, and select **Create a File** from the drop-down menu.
3. Click **Insert Quicklink**.
4. In the **Insert Quicklink** menu, select **Rubrics**.
5. In **Rubrics**, select the desired rubric, and click the pencil to edit the options for the rubric and choose to open in a new window. Note that **Manage Rubrics** is accessible in this menu.
6. Click **Publish**.

Note that only rubrics with **Visible to all Users** selected can be quicklinked.

Manage Rubrics through the Quicklinks menu

In order to make rubrics more accessible without navigating directly to **Rubrics**, instructors can access **Rubrics** through the Quicklinks menu.

1. Click **Insert Quicklink**.
2. In the **Insert Quicklink** menu, select **Rubrics**.
3. Click **Manage Rubrics (Opens in a new Tab)**.

Video Note Automatic Captioning

In Brightspace Core, Video Note can automatically transcribe video note recording as they are uploaded and provide captions to videos without the need to manually create and upload a .vvt file. Updates to the user interface allow you to modify the auto-generated transcript to correct any inaccuracies and increase the accessibility of video notes.

Captions are also generated for videos created before the automatic captioning feature was available. A transcript of the video and the caption file can be downloaded from Brightspace Learning Environment for use in other applications.

Captions can be created in the following languages:

- US English (en-US)
- British English (en-GB)
- Canadian French (fr-CA)
- German (de-DE)

- Brazilian Portuguese (pt-BR)
- Korean (ko-KR)
- Italian (it-IT)
- Spanish (es-MX) - If not available, US Spanish (es-US) is used
- Modern Standard Arabic (ar-SA)
- Chinese Mandarin - Mainland (zh-CN)
- Russian (ru-RU)
- Japanese (ja-JP)
- Turkish (tr-TR)
- Dutch (nl-NL)

Add subtitles to video topics

You can add subtitles to uploaded videos by uploading an SRT or WebVTT file. You can also attach more than one subtitle file to a video to accommodate more than one language. This can make your video available to a broader audience. Subtitles appear to students as closed captions within the video player and they can decide if they want to view the video with subtitles enabled, as well as which of the available languages they want to use. Subtitles are not automatically generated for videos, and they are not automatically translated into different languages. The closed caption file uploads into a subfolder in the same location as the video file. You can only add subtitles to the videos that you upload. If you want to include subtitles for web videos hosted on another site, such as YouTube, you must follow the practices of that site.

1. On the navbar, click **Content**.
2. In the **Table of Contents** panel, click on the module in which you want to create a new video topic.
3. From the **Upload/Create** button, click **Video or Audio**.
4. In the **Upload** tab, upload your video.
5. Click **Add Subtitles**.
6. From the **Subtitle Language** drop-down list, select a language.
7. To upload the SRT or WebVTT file containing your close captions for the video, click **Browse**. Locate your file and click **Open**.
8. Click **Done > Save**.

About SRT files

An SRT file is a .srt extension file that contains a formatted plain text list of timecodes (HH:MM:SS,MIL) matched with subtitles. Each item on the list is numbered sequentially starting with 1. You can create your own SRT file with a plain text editor such as Notepad or TextEdit, and save the file with extension .srt. The following is a .srt file example:

```
1
00:00:00,000 --> 00:00:07,000
Hello, welcome to this CaptureCast presentation.
```

2

00:00:07,050 --> 00:00:12,000

Today I will be speaking about changes in eLearning technology.

3

00:00:12,050 --> 00:00:20,000

This is a thirty minute seminar. If you wish, you may take notes during this presentation.

Managing course content using drag and drop

In the Content tool, you can arrange your course content by dragging and dropping modules and topics using the module or topic's drag handle (≡).

If you drag a module or topic above or below other modules and topics, a gray line appears to indicate you can drop the module or topic there. If you drag a module or topic over another module, the module appears orange to indicate you can drop it there.

You can also automatically update your existing files by dragging the newest version of your file from your computer into the appropriate module. When a module contains no topics, an upload target displays. If you drag a file over an upload target, that area appears orange to indicate you can drop it there. When a module contains topics, you can still drag a file into it. A horizontal line indicates where the file will be dropped, allowing you to create new topics between pre-existing ones. You can also drop files from your computer directly into the Table of Contents panel.

When you drag files from your computer into a module's upload target to add or update topics, the files will save in the Manage Files tool. A dialog prompt will appear asking you where in Manage Files you want to save the new file.

Internet Explorer 9 and older currently do not support dragging and dropping files from your desktop into Brightspace Learning Environment.

Set up a quicklink to a discussion topic or forum within an existing Content topic

1. From the course home page, click **Content**.
2. Click the content module or sub-module for the topic you want to create a quicklink in.
3. From the context menu of the topic you want to add a quicklink to, click **Edit HTML**.
4. In the Content editor, enter the text you want to hyperlink to, highlight the text, and then click the **Quicklink** icon.
5. In the **Course Materials** dialog box, click **Discussions**.
 - To add a discussion forum, click the **Insert** icon for the forum.
 - To add a discussion topic, click directly on the topic.

Set up a quicklink to a discussion topic or forum so that it exists as a Content topic under a parent module or sub-module

1. From the course home page, click **Content**.
2. In the module or sub-module you want to add the quicklink to, click **Existing Activities** and then **Discussions**.
3. Click the discussion forum that you want to add a quicklink to:
 - To add a discussion forum, click the **Insert** icon for the forum.
 - To add a discussion topic, click the topic.

Insert Group Self-Enrollment Link

In the Content tool, instructors can create a self-enrollment link for discussion groups to facilitate sorting the members of a course with many learners into groups.

1. In the text editor, click **Insert Quicklink**.
2. In the pop-up window, select **Self-Enrollment Groups**.
3. Select a group in the **Self-Enrollment Groups** window, and click **Select**.

Set a content topic or module's status

If you set a module's status as draft, the module and all its topics are hidden from students.

1. On the navbar, click **Content**.
2. Do one of the following:
 - To set a topic's status, on the **Table of Contents** page, from the context menu of the topic you want to set, click **View Topic**. In the **Activity Details** tab, from the status drop-down list, select either **Published** or **Draft**.
 - To set a module's status, from the **Table of Contents** panel, click on the module's name. From the status drop-down list, select either **Published** or **Draft**.

Styling content topics consistently

You can create a new HTML document based on any existing HTML file. If you set up a path to a directory containing HTML templates in Manage Files, these template choices appear in a drop-down list when you create a new document. All links to assets such as images, CSS, and JS files are maintained when you create a new HTML document from a template in Content.

Therefore, you can build many documents from one central template housed in the template directory, with standard styles and images already included.

If you have already created an entirely new HTML document, you can save it in your template directory for other documents.

Enable HTML templates in Content

To enable HTML templates in Content

1. On the navbar, click **Content**.
2. Click **Settings**.
3. In the **Content Authoring** area, select the **Enable HTML Templates** check box.
4. To make it easier to find HTML templates, select the **Sort HTML Templates by name** option to sort templates in alphanumeric order based on filename. Administrators can set the default sort order for the org or specific org units by editing a configuration variable. By default, HTML templates are sorted alphanumerically based on directory structure.
5. If you want to change where your templates are located, click **Change Path**. Select your new location, then click **Select Path**.
6. Click **Save**.

Apply an HTML template to a new document in Content

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, from the **Upload/Create** button of the module you want to add a new document with an HTML template attached, click **Create a File**.
3. Do one of the following:
 - If you have a defined template directory, from the drop-down list, click **Select a Document Template**.
 - If you do not have a defined template directory, click **Browse for a Template**. Locate the template you want to use, then click **Add**.
4. Customize your topic according to your needs.
5. Do one of the following:
 - To publish your topic, click **Publish**.
 - To save your topic for further edits, click **Save as Draft**.

Add a learning objective to a content topic

You can associate topics with learning objectives directly from the Content tool, but you must have existing learning objectives in the Competencies tool before you can create these associations.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click on the topic you want to associate with a learning objective.
3. In the **Learning Objectives** tab, click **Add Learning Objectives**.
4. Locate the learning objectives you want to add to your topic. Select the check box for each learning objective you want to add.
5. Click **Add Selected**.

Create a New SCORM object's grade item

In addition, instructors and administrators can indicate the grade calculation method for new SCORM object when they add the new SCORM package to the course. In the legacy SCORM solution, only the latest grade calculation was available. With the new SCORM solution the default is the highest grade achieved; however, you can also set the method to lowest attempt, average of all attempts, last attempt, or first attempt.

1. On the navbar, click **Content**.
2. Click **Upload/Create**, and click **Select new SCORM object**.
3. Select a SCORM object from the list of previously uploaded objects.
4. Click **Add**.
5. Click Yes to create a grade item for the SCORM object. When you save the object, the item is added to the Manage Grades table.
6. Select the type of grade calculation method you want to use for the new SCORM object grade item.
7. Click **Add** to add the SCORM object to the course, create the grade item, and send the grade specifications for the object to the Grade Book.
8. If you want to make additional changes to the Grade Item, you can access the newly added object in the Manage Grades table to change the item name, add a description, or change the grading options.

Bulk upload SCORM or xAPI objects to the Content Service

In the new SCORM solution, Instructors and administrators can bulk upload SCORM or xAPI objects to the Content Service. From there, instructors can link the objects to one or more courses.

1. In Content, click **Upload/Create**.
2. Click **New SCORM Object/xAPI Object**.
3. Drop files in the upload area, or click to browse to the location of the objects.
4. Select a maximum of 50 SCORM or xAPI objects.
5. When the files have uploaded, do one of the following:
 - Click **Keep Default Properties for all files**.
 - Click **Edit Properties for all files**. If you select to edit the properties for all, you progress through each, with a progress indicator showing what file you are editing. For example if you have 3 objects, the file indicator says 1 of 3, 2 of 3, and 3 of 3.
6. Change the properties if applicable and click **Save and Next** until you reach the end of your list of objects, then click **Save**.
7. After the batch of objects is uploaded, you can add them to individual courses as needed.

Editing the properties of new SCORM objects

When an instructor or an administrator uploads a new SCORM solution object into the Content Service, they have the option of keeping the object properties the same, or changing them.

After uploading an object, click properties and do any of the following:

- To change the name of the SCORM object,
- To share the file, click **Yes, share this file with** and from the drop down menu, select the department (for Instructor and administrator role) or organization (for administrator role only) with which you want to share the object.
- If you don't want to share with any other courses, click **No, keep this file only to myself**.
- If you want to use the optional navigation bar, click Add external navigation. My file does not have built in navigation option. **Note:** By default, the external navigation is turned off because most courses have built in navigation.

Create a legacy SCORM object's grade item

You can edit SCORM packages with the same options that are available when you create content topics. Although you can add a grade item to a SCORM object, completing a quiz included in a SCORM package automatically generates a grade item in the grades list, populated with the quiz results.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click on the SCORM topic for which you want to create a grade item.
3. In the **Activity Details** tab, in the **Assessment** area, click **Add a grade item**.
4. Enter a **Points** value for the grade item.
5. Do one of the following:
 - To add an existing grade item, from the drop-down list, select your item.
 - To create and attach a new grade item, click the **New Grade Item** icon. Enter your new grade item's details. Click **Create**.
6. Click **Save**.

Remove SCORM simple sequencing

You can remove the sequencing and navigation rules from a SCORM package if you want to use some of the modules or topics in another course, or reorder modules and topics in the current course.

Removing sequencing and navigation from a SCORM package resets progress tracking for those topics.

1. On the navbar, click **Content**.
2. From the **Table of Contents** panel, click on the module from which you want to remove simple sequencing.
3. From the context menu of the module, click **Remove Sequencing**.
4. Click **Yes**.

Why are YouTube videos and other embedded media using Insert Stuff not working/loading?

When using the Insert Stuff framework to add a YouTube video/other embedded media in a Content frame, the Firefox internet browser blocks the content because it is unsecure without informing the user that there is actually an invisible block around where the media should be. This makes it appear as if the insert failed even though the browser is actually blocking the unsecure content.

To resolve this issue, the URL that is linked from within the Content frames must use https:// and NOT an http:// URL. If the destination site doesn't have an https:// URL, then you might reconsider linking to this content. If it is necessary, ensure that your students know that they need to enable the ability to view unsecure content.

Why can't learners see the Content I posted?

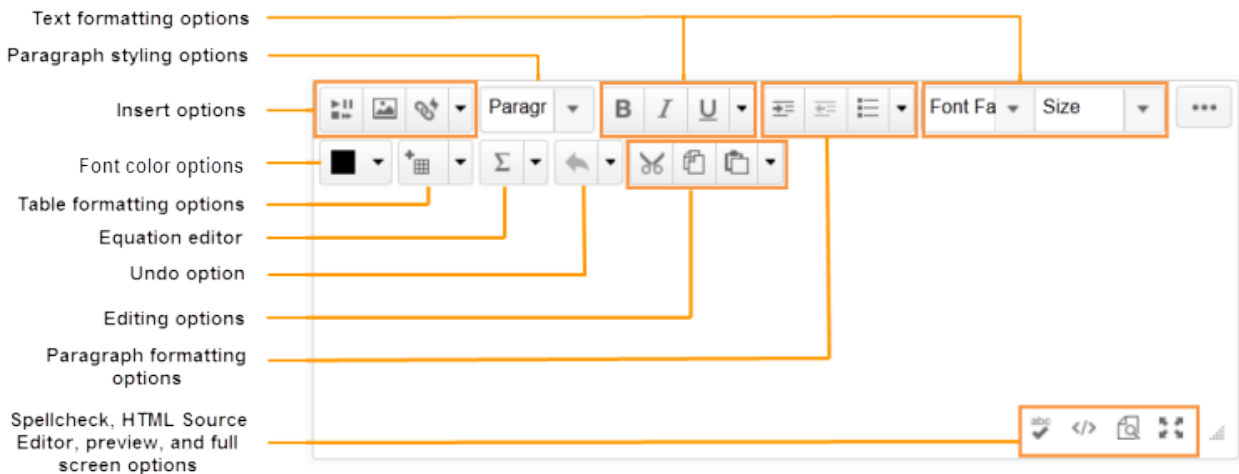
If learners indicate that they can't see a Content Module or Topic that you posted, review the following settings for that Content Module/Topic:

1. From the course homepage, click **Content**.
2. Select the Content module/sub-module from the contents section. If learners can't see a content topic, click the topic's context menu and select **Edit Properties**.
3. Click **Add dates and restrictions**.
4. Review the following:
 - Ensure that the start and end dates set on the Content Module / Topic are accurate. If there is a start or end date set on the Content module / topic that wasn't intended, remove the dates filled in the **Start Date** and **End Date** fields so that they are blank.
 - Under **Release Conditions**, ensure that the release conditions set on the Content Module / Topic are accurate. If there are release conditions set that weren't intended, remove the release conditions by clicking the **Delete** icon. If the start date, end date, and release conditions are set accurately, and learners still can't view the Content module / topic, then the reason the learners cannot view the Content is due to them not having met the release conditions to be able to view the Content.


Format HTML course content

The HTML Editor integrates with all Brightspace Learning Environment tools that have HTML content creation capabilities. For example, the HTML Editor is available when you edit discussion topics, create custom instructions for assignment folders, create ePortfolio artifacts, and create content topics.

What are the basics of HTML Editor?



The HTML Editor has three options you can choose when viewing content:

| View | Description |
|--------------------|---|
| Design view | The design view loads automatically when the HTML Editor is accessed. Use this view to quickly create and format content without needing any prior knowledge of HTML. Enter your content and use the available controls to apply formatting to your text, insert images and tables, and create links. |
| Source Editor view | Click the  HTML Source Editor icon to display the source editor view. This view displays the code that structures and formats your content. Use this view if you have experience with HTML and prefer to author your content in HTML or want to apply styles from a cascading style sheet (CSS). If you have HTML-based content from another application, you can also copy and paste that code into the source editor view. |
| Preview | Use the view to display a preview of your HTML content in a new window. This allows you to preview content and ensure that it displays as expected prior to saving any changes. |

Administer Video Note

Video Note enables you to insert video recordings through HTML Editor's Insert Stuff option, and anywhere video attachments are supported. If you have permissions to access Video Note Search, you can also search and insert video notes made by you and other users.

Create and insert a video note in HTML Editor

1. In the HTML Editor, click **Insert Stuff**.
2. Click **Video Note**.
3. Select **Upload File** or **Choose Existing**.

If you select **Upload File**, do the following:

1. Click **Choose File** and select the locally saved file you want to upload.
Note: You can only upload MP4, FLV, F4V, or MOV files that are less than 5.00 MB in size.
2. Click **Next**, and enter a title and description.
3. Click **Next**, and then **Insert**.

If you select **Choose Existing**, do the following:

1. Select **Video Note Search**.
2. Select your desired pre-existing Video Note
3. Click **Add**.

Add closed captions to a video note

1. [Create a video note in the HTML Editor](#) using Insert Stuff.
2. Using a text editing program such as Notepad (PC), or TextEdit (Mac) create a .vtt file with the following format:

```
WEBVTT [Required on first line to indicate file type]

00:01.000 --> 00:03.000 [start and end timestamp in minutes:seconds.milliseconds]
Insert caption text here [Type the captions you want displayed during this portion of the video]
00:04.000 --> 00:08.000
Insert caption text here.
00:09:000 --> 00:14.000
Insert caption text here.
```

3. Save the text file as a .vtt file by including .vtt at the end of the file name, and setting the file type to **All files**.
4. Return to Brightspace Learning Environment.
5. From **Admin Tools**, select **Video Note Captions**.
6. Search for the video note created in the previous steps and click it.
7. Click **Choose File**, locate the .vtt file created in the previous steps, and click **Open**.
8. Click **Save Captions**.
9. Click the Video Preview, and select the options menu (...).
10. Click **Captions** to change from **Captions Off** to **Captions Default**.

11. Play the video and confirm the closed captions are visible and display at the appropriate times.

Note: For more info on creating .vtt files, visit [How to Create A WebVTT File](#). Ensure you follow the formatting exactly or the captions won't display. Any compatible 3rd party captioning method can also be used to complete this process.

Reuse video notes

If you have created previous video notes, and if you have permission to search and insert video notes, you can reuse video notes.

1. In the HTML Editor click the **Insert Stuff** icon.
2. Click **Video Note Search**.
3. Enter your search terms in the **Search Notes** field, then click **Search**. You can also perform a blank search to see all search results.
4. Select the video you want to insert and click **Next**.
5. You can preview the video note before you insert it.
6. Click **Insert**.

Insert Image

The **Insert Image** option is available wherever the HTML Editor is present.

Edit Image Properties

1. Insert an image into an HTML editor.
2. Click on the image. A pop-up menu appears below the image.
3. Click **Edit Image**.
4. Make your changes to the image, then click **Save**

Note: Image changes save at the course-level root to Manage Files or, depending on user permissions, as new file attachments to the item (e.g. Discussions) every time a change is made. Multiple edits, in turn, create multiple files. If the course is copied, all image edits are copied as well.

Adjust Image Description and Sizing

1. In HTML Editor, upload and insert an image.
2. Click on the uploaded image.
3. Click **Image options**.
4. Revise image source and description as necessary.
5. After finishing edits, click **Ok**.

Compliance to accessibility standards in HTML-authored content

An accessibility checker is now available within the HTML Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, and any other tools where you can access the HTML Editor.

The accessibility checker is available on the HTML Editor bar. After you add content to the HTML Editor, you can click the checker to ensure that the HTML page meets conformance to WCAG and Section 508 accessibility standards.

The accessibility checker reviews content for the use of the following items:


- Use of paragraphs as headings
- Sequential headings
- Adjacent links
- Ordered list structure
- Unordered list structure
- Contrast ratio of text to background colors
- Image ALT text
- ALT text file name
- Table caption
- Complex table summary
- Table caption and summary
- Table heading scope, markup, and headers

The checker indicates if the content is free of accessibility issues, or offers suggestions to fix them.

Note that the accessibility checker does not check multiple files at the same time and does not check files that you have imported into a course. Also be aware that the accessibility checker is only available for HTML files in the HTML Editor tool; it cannot be used to check any other file type, such as MS Word, PDF, PowerPoint, and so on.

Use the Accessibility Checker on HTML-authored content

The accessibility checker gives you a way to ensure that the content you author in the HTML Editor conforms to WCAG and Section 508 accessibility standards. The accessibility checker is available within the HTML Editor for use within Content, Widgets, Quizzes, Assignments, Calendar, Assignments, Discussions and any other tools where a user can access the HTML Editor.

1. Enter HTML content in the HTML Editor.
2. Click  to start the checker.
3. If there are any compliance issues, read the report for suggestions on how to fix the issue.

Inserting equations in the HTML Editor

The Graphical Equation Editor enables users to insert mathematical equations within the HTML Editor. It supports the input of MathML, LaTeX, graphical, and chemistry equations.

Note: LaTeX is now available in the new quizzing experience.

The Graphical Equation Editor in Brightspace Learning Environment 10.2 and newer does not require Java support or have specific browser compatibility considerations. Existing equations created before Brightspace Learning Environment 10.2 will still require Java Applet support but are up-converted to MathML upon an edit.

| Concept | Description |
|--------------------|---|
| MathML equation | <p>MathML is a standard adopted by the World Wide Web Consortium (W3C). It uses XML to describe mathematical notation by capturing both its structure and content. This enables MathML to support visual display and assistive technology access.</p> <p>As a standard, Brightspace Learning Environment stores and displays all equations in the MathML format, regardless of the format you use to enter equations. Brightspace Learning Environment uses the MathJax JavaScript engine to display MathML equations.</p> <p>Go to http://www.mathjax.org to learn more about MathJax features.</p> |
| LaTeX equation | <p>LaTeX is a typesetting system based on TeX. It provides a text syntax for complex mathematical formulae. Brightspace Learning Environment stores equations entered in LaTeX format as MathML to ensure consistency and accessibility.</p> |
| Chemistry equation | <p>The Chemistry equation option offers specialized chemistry symbols for inorganic chemistry formulas.</p> |
| Graphical equation | <p>The Graphical equation option offers 10 tabs of symbols, arrows, Greek letters and numbers, matrices, scripts and layouts, decorations, big operators, calculus, and context for creating math equations.</p> |

About the Graphical Equation Editor











The Graphical Equation Editor is a Javascript-based application within the HTML Editor tool that enables users to add graphical, chemistry, MathML, and LaTeX equations to their content. The editor provides the necessary elements to construct equations quickly and easily. Each button in the editor tool bar opens a palette of related mathematical symbols. When equations are inserted into the HTML Editor, you can see the equations inline while editing your work. You can insert equations by typing them into the HTML Editor.

Note: LaTeX is now available in the new quizzing experience.

Before using the editor:

- Ensure that you have installed the latest version of your internet browser and that you enable Javascript
- Disable any software or browser settings that block pop-up windows

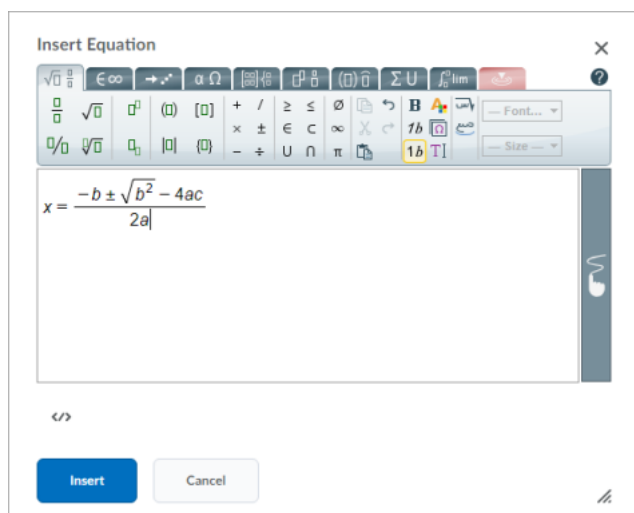
Tabs in the Graphical Equation Editor

| Icon | Name | Description |
|---|------------------------|--|
|  | Chemistry tab | Add specialized chemistry symbols for inorganic chemistry equations Note: This tab only appears when you select the Chemistry equation option |
|  | General tab | <ul style="list-style-type: none"> • Add a template for building equations. • Add and edit text in the equation using the Cut, Copy, Paste, Undo, Color, and other text editing function |
|  | Symbols tab | Add mathematical symbols to equations |
|  | Arrows tab | Update or add arrows to equations |
|  | Greek and letters tab | Update or add uppercase and lowercase Greek characters to equations |
|  | Matrices tab | Update or add matrices to equations |
|  | Scripts and layout tab | Add scripts or layouts to build equations |
|  | Decorations tab | Add fences such as brackets and vertical bars around text fields |
|  | Big operators tab | Update or add big operators to equations |
|  | Calculus tab | Add a template for building Calculus equations |

Create an equation using classic input mode

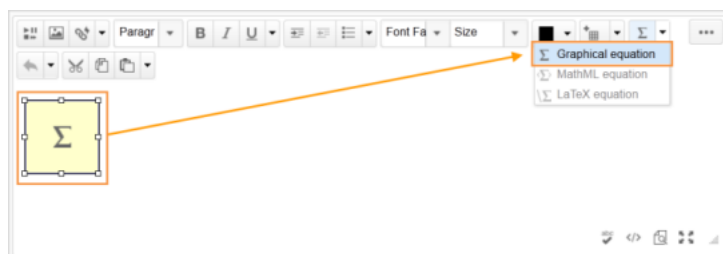
1. Access the HTML Editor in the tool where you want to create an equation.
2. From the **Graphical equation** drop-down list, do one of the following:
 - To insert a graphical equation, click **Graphical equation**.
 - To insert a chemistry equation, click **Chemistry equation**.
 - To insert a MathML equation, click **MathML equation**.
 - To insert a LaTeX equation, click **LaTeX equation**.

3. In the **Insert Equation** window, enter your equation using keyboard characters and your cursor to select symbols from the tabs.
4. Click **Insert**.



Edit an equation

1. Navigate to the course item that contains the equation you want to edit.
 2. From the context menu of the course item, click **Edit HTML**.
 3. Inside the HTML Editor, click on the box with the Σ capital sigma sign.
 4. From the **Graphical equation** drop-down list, do one of the following:
 - To edit the equation using the graphical equation format, click **Graphical equation**.
 - To edit the equation using the chemistry equation format, click **Chemistry equation**.
 - To edit the equation using the MathML equation format, click **MathML equation**.
 - To edit the equation using the LaTeX equation format, click **LaTeX equation**.
- Note:** LaTeX is now available in the new quizzing experience.



5. Make your changes.
6. Click **Insert > Update**.

Add URL links to a course

Use the Links tool to provide URL links to external web sites, quicklinks, and internal course offering areas that are useful to users in your course.

All links are organized into categories. For example, a psychology course might provide the link categories General, Psychology, Reference Materials, Online Publications, and so on. Categories ensure better organization of links and enable users to quickly find the information they need.

Create a link

1. On the navbar, click **Course Admin**.
2. Click **Links**.
3. On the **Manage Links** page, click **New Link**.
4. Do one of the following:
 - To add your link to an existing category, from the **Category** drop-down list, select a category.
 - To add your link to a new category, click **New Category**. Enter your category details. Click **Save**.
5. Enter a title for your link.
6. Do one of the following:
 - To add an external link, in the **URL** area, enter the URL in the field provided.
 - To add a quicklink, in the **URL** area, click the **Quicklink** icon. In the **Insert Quicklink** dialog, navigate to the link you want to insert.
7. Click **Save**.

Create a link category

1. On the navbar, click **Course Admin**.
2. Click **Links**.
3. On the **Manage Links** page, click **New Category**.
4. Enter your category details.
5. Click **Save**.

Delete links and link categories

Deleting a category also deletes all the links in that category.

1. On the navbar, click **Course Admin**.
2. Click **Links**.
3. From the context menu of the link or link category you want to delete, click **Delete**.

Fix broken links in Content

Links in Content may be broken if users receive a "Not Authorized" error message when attempting to access a resource/tool by clicking on the quicklink.

Note: If a user clicks a quicklink to a course activity that is outside the availability dates (not yet available or no longer available), the following error message appears: "Unavailable Quicklink. The <activity type> is not available". In this case, the quicklink is not broken. If you want users to gain access to the activity, then you must change the availability dates for the activity.

1. On the course home page, click **Content**.
2. Click on the module or sub-module that contains the topic with the broken link.
3. Do one of the following:
 - If the topic is a direct quicklink, from the context menu of the quicklink, click **Edit Link**, make your changes, and then click **Update**.
 - If the body text of a topic contains a quicklink, from the context menu of the topic containing the broken link, click **Edit HTML**, highlight the affected link in the text box, click the **Quicklink** icon, and click on the tool (Quizzes, Discussions, etc.) you want to quicklink to, or select **Url** if the quicklink is a URL.

Notify learners about updated course content

You can notify learners when updating or changing an HTML topic in Content. They receive an **Update alert** notification in their minibar; clicking the alert brings them to the updated topic.

1. On the navbar, click **Content**.
2. In the **Table of Contents** pane, click on the module that contains the HTML topic you want to update, then click on the topic.
3. Do one of the following:
 - To edit the contents of the topic, from the context menu of the topic, click **Edit HTML**. Make your changes.
 - To replace the topic, from the context menu of the topic, click **Change File**. To upload a new file, click **Upload**. Follow the prompts to add your new file.
4. Select the **Notify students that the content has changed** check box.
5. If you want to describe your update changes, enter a description in the **Add a summary of the changes** field.
6. If you want learners to revisit the topic to complete the activity, select the **Reset completion tracking** check box.
7. Click **Update**.

Add availability and due dates in Content

Start and end dates specify when learners can access a topic or module. If you set a start, end, or due date for a topic or module, it will appear on the Upcoming Events page and the Agenda view in the Calendar tool. Setting an end date later than the due date for a topic enables learners to access and complete the topic from the Overdue tab on the Course Schedule page.

Topics with a due date and no end date also appear in the Overdue tab on the Course Schedule page.

Note: Adding a due date to a content item that is associated to an assignment overrides an existing end date that is further in the future. The due date also overrides the end date in the Calendar tool.

1. On the navbar, click **Content**.
2. On the **Table of Contents** page, click **Bulk Edit**.
3. For any topic or module that you want to add availability or due dates to, click **Add dates and restrictions**.
4. Do any of the following:
 - To add a start date, click **Add start date**. Enter your start date details.
 - To add a due date, click **Add due date**. Enter your due date details.
 - To add an end date, click **Add end date**. Enter your end date details.
5. Click **Update**.
6. Click **Done Editing**.

Add a Release Condition to Content

1. On the course navbar, click **Content**.
2. In the **Table of Content**, locate the content item you want to have a release condition.
3. Open the context menu, and select **Edit Properties In-place**.
4. Click **Add dates and restrictions...**, and under **Release Conditions** click **Create**.
5. From the **Condition Type** menu, select the condition you want to create.
6. Add **Condition Details**, and click **Create**.
7. Click **Update** to save your changes. The release condition details are now listed below the topic name.

Evaluate assignment submissions from Content

You can evaluate a learner's assignment submissions from Content even if the learner didn't submit anything to the assignment. As a result, you can assign comments and grades to learners with no submissions (for example, a grade of 0), and to learners who submitted work outside of Brightspace Learning Environment.

1. On the navbar, click **Content**.
2. In the **Table of Contents** pane, click on the module that contains the assignment for which you want to evaluate submissions.
3. Click on the assignment.
4. In the **Completion Summary** tab, click on a user's name.
5. Enter your feedback in the **Evaluation** area.
6. Do one of the following:
 - To publish your feedback, click **Publish**.
 - To save your feedback without publishing, click **Save Draft**.

7. Do one of the following:

- To navigate to the next user in the list, click **Next Learner**.
- To stop evaluating users, click **Back to Folder Submissions**.

Create course content in a new Content experience (Lessons)

Brightspace Learning Environment has an alternative Content experience that provides an intuitive way to create lessons aligned to standards, outcomes, and expectations.

Instructors can build their course as they go, with a variety of activities and content to choose from, including their own HTML documents, or documents located in Google Drive or Microsoft OneDrive™ online storage service, links and videos from the web, external learning activities, video assignments and more.

Context can be added with visual and rich descriptions for content, including embedded images and videos. For organizations that have a catalog of templates to choose from for HTML documents, those templates can be accessed in a simple drop-down menu when new content is being created.

The visibility toggle enables you to control the visibility of units, lessons, folders, HTML documents, and web links at the time of creation.

As activities are added to the course, they can be shared with learners immediately via the Activity Feed, or scheduled for later. Content can be made visible or hidden to learners using a quick 'hide/show' toggle, or by using release conditions to personalize the pace and path for individual learners.

While building and teaching the course, it's easy to see how the course satisfies the required outcomes, expectations, or standards.

You can try it today — the new Content experience can be turned on as an “opt-in/out” option, allowing instructors to go back and forth between the two experiences and choose according to their preference. Note that the new experience does not yet offer advanced capabilities in setting availability restrictions (based on start/end dates), visual completion tracking or other visual statistics, bookmarking, and bulk editing. The new Content experience only displays content in courses up to four levels deep (unit > lesson > folder > topic). If your course content is more than four levels deep, when you opt-in to the lessons experience, a notification appears stating that some content cannot be displayed and directs you to modify the course structure in the old Content experience before trying out the new Content experience.

Organizing course content in Lessons

In Lessons, course content is organized using the following components:

- *Units* organize content categories. For example, in a course about William Shakespeare's work, units might include: Comedies, Tragedies, and Sonnets.

- *Lessons* organize content in units. For example, in the Tragedies unit, lessons might include: Hamlet and Macbeth.
- *Folders* organize content in lessons. For example, in the Hamlet lesson, folders might include: Lecture Notes and Materials.
- *Materials* are individual course content items. Typically, these are the interactive components of a course. For example, the Materials folder in the Hamlet lesson might include a discussion, assignment, and quiz.

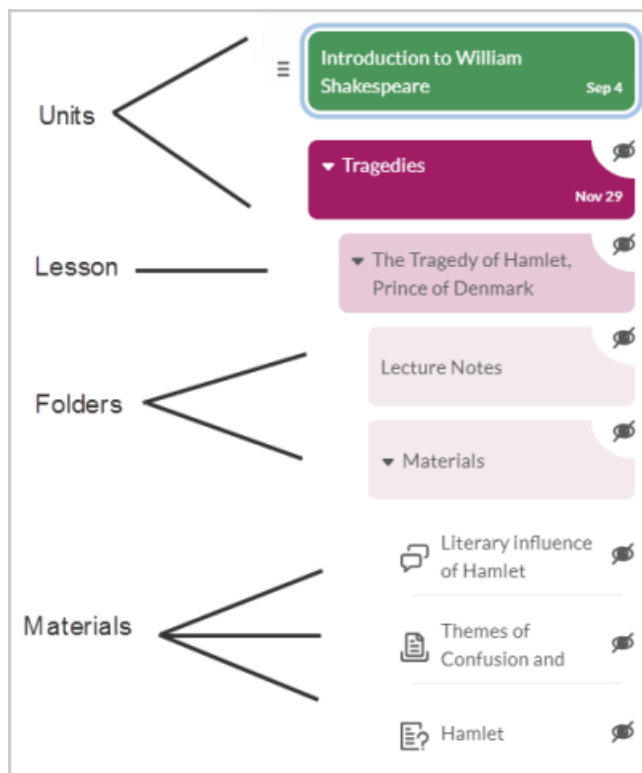


Figure: Course components in Lessons

Organizing course content using units and lessons is a common teaching practice and very familiar to most teachers and students. To help reinforce the organization of content and make navigation easier, course components use different color schemes.

When course components are initially created, they are hidden from learners. This ensures that instructors don't display content until they are ready to share them with learners. The visibility toggle and icon indicate the status of a course component: **Visible** (👁 icon) or **Hidden** (🔇 icon).

You can rearrange course components using drag-and-drop. You can also easily add content by choosing a material type or using drag-and-drop.

To clearly indicate where you are adding material to, the top of the page displays breadcrumbs. This also allows you to easily navigate up or down the tree to add material at different levels.

Navigating in the Lessons interface

In the Lessons interface, the table of contents for the course is represented by a familiar tree structure, allowing you to easily organize and navigate course components (lessons, units, folders, and materials).

Arrow icons display on tiles that contain additional course components, indicating the tiles can be expanded by clicking them.




Hovering over a component displays a tool-tip. This is useful if the complete heading is too long to display in the table of contents.

Each material type displays a unique icon, making it easier to visually distinguish materials.

To familiarize yourself with the Lessons interface

The screenshot shows the D2L Lessons interface for a course. The left sidebar contains a tree view of the course structure. The main content area displays the details for the 'Introduction to William Shakespeare' unit. Numbered callouts 1 through 7 highlight specific features: 1. Standards (0% completion), 2. New Unit button, 3. Course options gear icon, 4. Unit title and start date, 5. Visible toggle, 6. Add Existing button, and 7. Create New button.

1. **Standards** displays all content units and the learning standards they align to. The numbers in each column indicate the number of activities in a unit satisfying a standard. For more information, see [Locate gaps in standards coverage](#).
2. **New Unit** adds a new unit to the course. For more information, see [Create a new unit](#).
3. **Course options** provides options to **Pace Course** and **Preview as a Student**. Pacing (previously known as scheduling) suggests when to start teaching different course materials in chronologically sequenced content units. For more information, see [Set a course timeframe](#).

4. Pacing information displays in the table of contents next to each unit and indicates the unit's planned pacing start date. To modify the pacing start date, select a unit, click the  **Course options** menu, and select **Pace Course**.
5. The visibility toggle and icon indicates the status of units, lessons, and materials: **Visible** ( icon) or **Hidden** ( icon). Visibility status is also indicated by icons in the table of contents next to each unit. To change the visibility of a unit, lesson, or material, select the item and then click the visibility toggle at the top of the page.
6. **Add** displays a full-screen page with options for adding a new lesson or materials. For more information, see [Create new material](#).
7. (...) **Options** menu and select **Edit** for a unit, you can update its title, planned start date, and description. When you click the (...) **Options** menu and select **Edit** for lessons or materials, you can update their titles and descriptions.
The (...) **Options** menu also allows you to view standards that align to a unit, lesson, or material; make units, lessons, and materials visible to or hidden from learners; organize materials using move and reorder features; and delete units, lessons, and materials. When you select course material in courses with Activity Feed on their homepage, the option to **Post to Course Homepage** is also available. **Move to** lets you move lessons and materials to a different unit. **Reorder** lets you organize lessons and materials within a unit. You can also use the drag and drop functionality in the table of contents to perform these actions. The selected tile displays handles, clearly indicating you can drag-and-drop the tile to rearrange it in the table of contents.

Create a new unit

To create a new unit

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. Click **New Unit**.
3. Enter a name for the unit.
4. Use the visibility toggle to make the unit visible or hidden from learners on creation.
5. Click **Save**.

Create topics by adding a link

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. Click **New Unit**
3. Enter a name for the unit and click **Save**.
4. Click **Add**.
5. Click **WebLink**.
6. Enter the web address in the **Link** field and enter a **Display Name** for the link.
7. Select the **Embed on the page (iframe)** radio button to embed a secure (https) link in the Lessons viewer or select the **Open in a new tab** radio button.
8. Click **Save**.

Create a new lesson

To create a new lesson

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. From the table of contents, select a unit.
3. Click **Add**.
4. Click **New Lesson**.
5. Enter a name and description.
6. Use the visibility toggle to make the lesson visible or hidden from learners on creation.
7. Click **Save**.

What kinds of files can I use with Lessons?

| Extension | Notes |
|---|---|
| PDF, JPG, JPEG, PNG, BMP, GIF | Files with these extensions display in the embedded viewer in Lessons |
| DOC, DOCX, PPT, PPTX, PPS, RTF, ODT, ODP, XLS, XLSX | Files with these extensions display in the embedded view only if Document Conversion Service is turned on for your organization |

Note: All other file types uploaded to Lessons appear as download links for users to view outside of Brightspace Learning Environment.

Adding SCORM objects to Lessons

After you upload new SCORM solution objects into Content, you can add those objects to Lessons.

1. In Lessons, click **Add**.
2. Click **SCORM Object**.
3. Select the SCORM you want to add to the Lesson.
4. Do any of the following properties changes:
 - Change the title of the SCORM object.
 - Share with other instructors (depending on your permissions)
 - Indicate if you want to use external navigation
 - Add a grade item to the object.
5. Click **Add**, and do any of the following:
 - Add a grade item to the object.
 - Change the grade calculation method.

- Indicate if you want to link to the object with a static link (the current version of the object is always used) or dynamic link (the most recently updated version of the object is always used).

After you add the object to the lesson, you can click **Go To Activity** to preview the object. You can also click the ellipses (...) to rename, delete, or reorder the topics in the lesson list.

Create new material

To create new material

1. From a course with Lessons enabled, on the navbar, click **Content**.
2. Drag and drop locally saved files to the unit, lesson, or folder you want to add the material to directly in the navigation area.
Or,
From the table of contents, select the unit, lesson, or folder you are adding material to.
3. Click **Add**.
4. Choose one of the available options:
 - **HTML Document** > enter a title and use the HTML editor to create your new content item > use the visibility toggle to make the HTML document visible or hidden from learners on creation > click **Save**.
 - **WebLink** > enter the link URL and a display name > choose **Embed on the page**, or **Open in a new tab** > use the visibility toggle to make the lesson visible or hidden from learners on creation > click **Save**.
 - **Google Drive** > click **Continue to Google Drive** > **Allow** > choose an item to add.
Note: When adding private files from a Google Drive account to Brightspace Learning Environment, a notification indicates if the file is private and instructors are given the option to change permissions so that anyone with the link can view the file.
 - **OneDrive** > click **Continue to OneDrive** > select your account > enter credentials and click **Accept** > choose an item to add.
 - **Assignment** > select an existing assignment or click **Create a New Assignment**, then add a name and description, and click **Create and Insert** or **Create**.
 - **Discussion** > select an existing discussion or click **Create New Discussion Forum**, then add a name and description, and click **Create and Insert** or **Create**.
 - **Quiz** > select an existing quiz or click **Create New Quiz**, then add a name and description, and click **Create and Insert** or **Create**.
 - **External Tool Activity** > select from the tool providers that are in use by your institution. Each CIM has an individual tile on the **Add Materials** page.
 - **SCORM Object** > select a SCORM course package to import into the Lessons tool.
 - **LOR** > search or browse for a learning object from Brightspace Learning Repository (LOR). A learning object can be a quiz, presentation, image, video, or any other kind of document or file you use to create course content and learning materials for online learning.
 - **More Activities** > select an activity, for example, **Assignments** or **Discussions**.

- Drag and drop a file onto the dialog box or click **BROWSE** to select a file from your computer.

Tip: To clearly indicate where you are adding material to, the top of the page displays breadcrumbs. This also allows you to easily navigate up or down the tree to add material at different levels.

Using HTML templates in Lessons

When creating new documents in Lessons, you can add HTML templates to bring a more consistent feel to your course content.

1. From Lessons, select a unit.
2. Click **Add**.
3. Click **HTML Document**.
4. Click **Browse for a Template**.
5. Select an existing template from your Course Offering Files.
6. Click **Add**, and begin inserting your materials into the template.

Arrange materials

To arrange materials

Units, lessons, and materials can all be rearranged by dragging and dropping them to the desired position. You can also open the options menu and select Move or Reorder.

1. From the content area's table of contents, click and hold a collapsed unit, lesson, or material.
2. Drag it to the desired position and release your click.

OR

1. From the content area, select a unit, lesson, or material.
2. From the (...) **Options** menu, select **Move to** or **Reorder**.
3. Use the arrow keys on your keyboard to set the new location of the unit, lesson, or material.

Note: When moving Units and Lessons, the number assigned is automatically updated (e.g. Unit 2 becomes Unit 4 if it is moved into that position).

Edit materials

1. From the table of contents, select a unit, lesson, or material.
2. Click the (...) **Options** menu and select **Edit**.

3. Update the title of the item.
4. Click **Save**.

Linking to materials in Lessons

When browsing in Lessons, a unique URL is assigned to each unit, module, topic, and lesson. This allows instructors to link to a specific location in Lessons without learners having to navigate to the item manually.

1. In Lessons, select the unit, module, topic, or lesson you'd like to link to.
2. From your browser's address bar, copy the URL.
3. Create a quicklink and use the URL from the previous step to direct learners to the desired unit, module, topic, or lesson.

Post materials to a course homepage

Your course homepage must include an Activity Feed for materials posted in this manner to display.

1. Select a content item from the table of contents.
2. Click the (...) **Options** menu and select **Post to Course Homepage**.
3. Enter instructions for learners.
4. Click **Post**.

Present course materials

1. From the content area, select a piece of material.
2. Click the fullscreen icon.
3. Click **Exit Fullscreen** or press the Esc key on your keyboard to return to the content area.



Exemptions in Lessons

With Lessons turned on, instructors can place exemptions on grade items linked to assessments in their course and have them display in Lessons. This excuses learners from completing specified assignments, quizzes, and discussions. When learners access materials in Lessons that they are exempt from, an exempt message is displayed. Learners can still access activities they are exempt from, but they are not required to complete them.

Note: If exemptions are placed on content items prior to Lessons being turned on, those exemptions also display when using the Lessons experience.

Set Release Conditions in Lessons

To set release conditions in Lessons

1. Select a unit, lesson, or material.
2. Click the (...) **Options** menu and select **View Release Conditions**.
3. To create a new release condition, click **Create**; or click **Browse** to locate existing release conditions.
4. From the **Condition Type** menu, select from the available options.
5. Under **Conditions Details**, select the appropriate condition, and click **Create**.
6. Confirm the details of the release condition, and click **Save**. If the unit, lesson, or material is visible, a **Visible if conditions are met** label and  icon display. If the unit, lesson, or material, is hidden, a **Hidden. Conditions are inactive** label and  icon display. Clicking the **conditions** link displays the details of the release conditions.

Locate gaps in standards coverage

To locate gaps in standards coverage

1. From Lessons, click **Standards**.
2. Select the **Display only standards which have no course material** check box.
3. Determine if any units align with standards not linked to course materials.
4. Close the dialog box and select a unit from the table of contents.
5. From the (...) **Options** menu, select **View Standards**.
6. Click **Edit Standards Alignments** and select check boxes to associate material from the selected unit to any of the available standards.
7. Click **Save Changes**.
8. Click **X** to exit the standards information.

Edit standards alignment for a course

To edit standards alignment for a course

1. From the content area, select a unit or item of course material.
2. From the (...) **Options** menu, select **View Standards**.
3. Click **Edit Standards Alignments** and select check boxes for the standards that align to your content topic.
4. Click **Save Changes**.
5. Click **X** to exit the standards information for the content topic.


Set a course timeframe

To help keep instructors on track with their course materials, *pacing* (previously known as *scheduling*) suggests when to start teaching different course materials in chronologically

sequenced content units. When you pace a course, you define a start and end date for pacing content units evenly within the specified date range. This can be modified at any time and is only visible to instructors (it does not affect when content is available to learners). It is useful for keeping to a set schedule and ensuring there is enough time to complete all materials in the allotted time.

Note: Pacing in an existing course does not copy over to a new course (it turns off in the new course).

The default date range is determined by the start and end date of the course. If no start and end date is set for the course, the start and end date of the semester is used.

1. From the content area, click the  **Course options** menu and select **Pace Course**.
2. Set pacing dates. To turn off pacing dates, click **X**.
3. Click **Save**.

Schedule Activity Feed posts

Your course homepage must include an Activity Feed Service for materials posted in this manner to display.

1. Select a content item from the table of contents.
2. Click the (...) **Options** menu and select **Post to Course Homepage**.
3. Click **Post Later**, and enter a future date and time.
4. Click **Save** and then **Post**.

Note: A clock icon displays in the Table of Contents next to any content items that are scheduled in this manner, if the item is not hidden from students. Scheduled posts associated with Lessons material can be edited in Lessons, or from the Activity Feed on your course homepage.

Push assignments to Activity Feed

Your course homepage must include an Activity Feed for materials posted in this manner to display.

1. Select an assignment from the table of contents.
2. Click the (...) **Options** menu and select **Post to Course Homepage**.
3. Enter instructions for learners.
4. Click **Post**.

ReadSpeaker integrations for Lessons

The Lessons tool supports the following ReadSpeaker integrations:

- The ReadSpeaker HTML content integration solution automatically enables ReadSpeaker online text-to-speech technology for HTML content in the Lessons tool. Any learner can hear their HTML course content spoken aloud or download it as an MP3 using their internet browser. Learners can also highlight and play back a subset of the content.
- The ReadSpeaker docReader integration provides audio rendering of supported document types in the Lessons tool.

To enable the ReadSpeaker integrations:

1. Contact [ReadSpeaker](#) to purchase licensing and obtain integration keys.
2. Implement the ReadSpeaker integrations in your Brightspace instance, as described in the [ReadSpeaker docReader](#) and [ReadSpeaker for HTML content](#) topics.
3. In Lessons, click the **Listen** ReadSpeaker icon to launch the ReadSpeaker integration.

Improve navigation in multi-page content topics

To provide seamless navigation in multi-page content topics, course designers can add a D2L JavaScript solution to HTML content topics containing links to multiple HTML pages. With this JavaScript, when a learner navigates to a multi-page content topic, the links to the HTML pages are hidden in the multi-page content topic, and the Content tool's next and previous buttons navigate between the linked HTML pages, instead of navigating between content topics. Without this JavaScript, learners might miss the links to the HTML pages and click the Content tool's next button, navigating to the next content topic.

Note: A course designer with advanced experience in HTML and JavaScript must add the D2L JavaScript solution to a multi-page HTML content topic in a Lessons-enabled course.

Using multi-page navigation

To leverage the multi-page topic navigation, course designers must include several JavaScript components and add a small bit of special markup to their HTML.

Add css styling to hide your navigation (optional, but recommended)

You can choose to use HTML like the following example to hide your navigation elements. Hiding your internal navigation helps reduce confusion to learners since it results in only the Brightspace navigation being available.

```
<style>
.d2l-hide { display: none; }
</style>
```

Include the JavaScript

There are three JavaScript references to include in your HTML. You should reference the fully qualified path to these resources by using your own Brightspace domain in the URL. For example:

1. JQuery (Available under MIT License)

```
<script src="https://s.brightspace.com/lib/jquery/1.11.0/jquery.min.js"></script>
```

2. JQuery simulate (Available under MIT License)

```
<script src="/d2l/lms/content/static/scripts/jquery.Simulate/jquery.simulate.js"></script>
```

3. d2l-nav.js (D2L Copyright)

```
<script src="/d2l/lms/content/static/scripts/d2l-nav.js"></script>
```

Hide your navigation (optional, but recommended)

Mark up your navigation to leverage the CSS added in the first step. For example:

```
<div id="nav" class="d2l-hide">
  <a href="page1.html">Page 1/4 - What is Lorem Ipsum?</a>
  <a href="page3.html">Page 3/4 - Why do we use it?</a>
</div>
```

Mark up your navigation to identify next and previous links

Use the d2l-nav-next and d2l-nav-prev classes to identify which href links should be used when the learner clicks the next and previous links. For example:

```
<div id="nav" class="d2l-hide">
  <a href="page1.html" class="d2l-nav-next">Page 1/4 - What</a>
  <a href="page3.html" class="d2l-nav-prev">Page 3/4 – Why</a>
</div>
```

Create a custom learning path in a course

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, users cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course's content area that would hide that topic until users viewed the topic before it. Or you could create a condition that required users to view a content topic before gaining

access to a quiz, or one that required them to post to a discussion topic before they could see a content module.

If you attach multiple conditions to an item, users must meet all conditions before they can access the item. For example, you could require users to visit the first three content topics in a unit before gaining access to an associated quiz.

NOTE Once a user meets a release condition, the condition is cleared for that user and cannot be reset. For example, if you attach a release condition to a discussion topic requiring users to achieve more than 60% on a quiz before they can access that topic, and one of your participants receives 72% on the quiz but you adjust their grade to 55% they will be able to access the topic because they did meet the requirement at some point.

Access Release Conditions

1. Navigate to the course item you want to add release conditions to.
2. From the context menu of the course item, click **Edit [course item]**.
3. Do any of the following:
 - To access release conditions for a discussion forum or topic, checklist, assignment, grade item, quiz, or survey, click the **Restrictions** tab.
 - To access release conditions for a custom widget, click the **Release Conditions** tab.
 - To access release conditions for an Announcements item, scroll to the **Additional Release Conditions** area.

Tools that support release conditions

You can access release conditions for any of the following course items:

- Awards
- Checklist
- Content modules and topics
- Custom widgets
- Discussion forums and topics
- Assignments
- Grade items and categories
- Intelligent Agents
- Announcements items
- Quizzes
- Surveys

How do release conditions work?

Release conditions allow you to create a custom learning path through the materials in your course. When you attach a release condition to an item, users cannot see that item until they meet the associated condition. For example, you could attach a release condition to the second topic in your course's content area that would hide that topic until users viewed the topic before it. Or you could create a condition that required users to view a content topic before gaining access to a quiz, or one that required them to post to a discussion topic before they could see a content module.

Note: Once users meet an associated condition, a pop-up notification appears to inform the user that additional content is now available.

Release conditions can also be added to intelligent agents to create email notifications for users. For example, you could create an intelligent agent that sends a reminder email to users who have not yet completed a required quiz or assignment in the course. This scenario is ideal for using release conditions with the "not" operator.

If you attach multiple conditions to an item, users must meet all conditions before they can access the item. For example, you could require users to visit the first three content topics in a unit before gaining access to an associated quiz.

Once a user meets a release condition, the condition is cleared for that user and cannot be reset. For example, if you attach a release condition to a discussion topic requiring users to achieve more than 60% on a quiz before they can access that topic, and one of your participants receives 72% on the quiz but you adjust their grade to 55% they will be able to access the topic because they did meet the requirement at some point.

Best practices for creating release conditions

To learn best practices for creating release conditions

- **Set up conditions before users access the course** - Create all of your course materials and set up your release conditions before the course opens to users. This gives you a chance to check for mistakes in the conditions or for circular, contradictory, or unnecessary conditions. If you add new release conditions after users have accessed the course, users might be confused by resources disappearing. Since conditions cannot be reset, you also risk having users meet conditions before your resources are ready (for example, accessing a content topic before it is finished).
- **Avoid unnecessary conditions** - Each condition you associate with a tool takes additional time for Brightspace Learning Environment to process. Using as few conditions as possible to set up a learning path minimizes the amount of time that users spend waiting for pages to load. For example, you set up a content topic, a quiz, and an assignment for the second week of class. You want users to read the topic before taking the quiz, and you want them to read the topic and attempt the quiz before submitting the week's work to the assignment. For the assignment, you only need to attach the condition that users attempt the quiz. Since users must read the content topic before they can take the quiz, it is not necessary to add this condition to the assignment.

- **Avoid circular references** - A circular reference makes it impossible for users to satisfy a set of conditions. For example, if you set the condition that users must view a content topic before they can access an assignment, and then set a condition that they must submit a file to the assignment before they can access the content topic, you have a circular reference. Users can't satisfy either condition without satisfying the other one first. Circular references are more likely to occur with long chains of conditions. For example, a content topic that depends on a quiz that depends on an assignment that depends on a checklist that depends on the content topic.
- **Avoid impossible conditions** - Ensure that your conditions are not impossible for users to satisfy. For example, a condition that users must achieve greater than 100% on a grade item would be impossible (unless the grade item is set to *Can Exceed*). If users are unable to satisfy a condition, they are unable to access the content or tools to which the condition is attached.
- **Avoid contradictory conditions** - Contradictory conditions occur when two or more conditions that cancel each other out are associated with an item. For example, the conditions *User must achieve greater than 49.9% on Grade Item 1* and *User must achieve less than 50% on Grade Item 1* are contradictory. Users cannot satisfy both conditions at the same time; they would not be able to see the item associated with these conditions.
- **Release content based on learning ability and course performance** - Include additional content in your course specifically for users who need extra help and release this content to users who score below a specified threshold on a quiz or grade item. Alternately, release a special survey to users who attain a high score.
- **Release content in stages** - To reveal content topics to users only after they have read prior content, attach release conditions on the subsequent topics or modules that require users to view earlier topics. This can provide a clear path through the material and prevent users from becoming overwhelmed by a large table of contents at the start of the course.
- **Release content based on enrollment date** - If your course has rolling enrollment, you can set course materials and assessments to become available relative to a users' enrollment date. This allows you to provide a structured path through the course for every user regardless of their enrollment date.
- **Customize content for groups within a course** - If your course has group projects and you want to provide different instructions or resources for each group, you can create separate content topics or modules for each project and attach release conditions based on group enrollment. Group members working on one project will see content related to their work without being distracted by content not relevant to them.
- **Use a checklist to organize activities** - You can create a checklist that lists the activities users should complete throughout the course. For example, a checklist for the first week might include reading the course's introductory content, posting to an introductory discussion topic, and submitting a list of learning goals to assignment. You can set release conditions based on users checking off items from their checklist. For example, you might release an Announcements item on your course's homepage once users check off that they have completed the first week's activities.
- **Use intelligent agents to monitor user activity or non-activity** - You can set up intelligent agents with release conditions using the *not* operator to intervene with students who have not completed course work. For example, create an intelligent agent that sends

a reminder email to users who have not yet completed a quiz attempt or submitted an assignment to an assignment.

Release condition types

| Condition Type | Description |
|---------------------------------------|--|
| Awards - Awards | The user must have earned a specific award in order to fulfill the release condition |
| Checklist - Completed checklist | The user must complete all items on the selected checklist in order to fulfill the release condition |
| Checklist - Incomplete checklist | The user must not complete one or more items on the selected checklist in order to fulfill the release condition |
| Checklist - Completed checklist item | The user must complete a specific item on the selected checklist in order to fulfill the release condition |
| Checklist - Incomplete checklist item | The user must not complete the specific item on the selected checklist to fulfill the release condition |
| Classlist - Group enrollment | The user must be enrolled in a specific group in order to fulfill the release condition |
| Classlist - Org unit enrollment | The user must be enrolled in a specific org unit in order to fulfill the release condition |
| Classlist - Section enrollment | The user must be enrolled in a specific section in order to fulfill the release condition |
| Classlist - Role in current org unit | <p>The user must either:</p> <ul style="list-style-type: none"> • be enrolled as a specific role • not be enrolled as a specific role <p>in order to fulfill the release condition</p> |

| Condition Type | Description |
|--|--|
| Classlist - Date of enrollment in current org unit | The user must be enrolled in the current org unit for a specified number of days in order to fulfill the release condition |
| Competencies - Competency achieved | The user must complete a specific competency in order to fulfill the release condition |
| Competencies - Competency not yet achieved | The user must not complete a specific competency in order to fulfill the release condition |
| Competencies - Learning objective achieved | The user must complete a specific learning objective in order to fulfill the release condition |
| Competencies - Learning objective not yet achieved | The user must not complete a specific learning objective in order to fulfill the release conditions |
| Competencies - Score on associated rubric | The user must achieve a specified Score and Threshold level on a learning objective, based on an associated rubric, in order to fulfill the release condition |
| Content - visited content topic | The user must visit a specific content topic in order to fulfill the release condition |
| Content - Not visited content topic | The user must not visit the specified content topic in order to fulfill the release condition. Depending on your organization's security configurations, especially if the d2l.Tools.ManageFiles.UseContentRestrictedSecurity configuration variable is set to ON, users may not be able to access specified content topics at all when this release condition is set |
| Content - Visited all content topics | The user must visit all content topics in the course offering in order to fulfill the release condition |

| Condition Type | Description |
|---|--|
| Content - Completed content topic | <p>The user completes a content topic. The method of completing the topic depends on the type, such as viewing a file or submitting an assignment.</p> <p>This release condition ignores exemptions, meaning that if the learner completes the activity, the release condition can be met, regardless of the activity being required, optional, or exempt.</p> |
| Discussions - Posts authored in topic | The user must author a specified number and type of posts in a designated module or topic in order to fulfill the release condition |
| Discussions - No posts authored in topic | The user must not author any number or type of post in a designated module or topic in order to fulfill the release condition |
| Discussions - Score on associated rubric | The user must achieve a specified Score and Threshold level on a discussion module or topic, based on an associated rubric, in order to fulfill the release condition |
| Assignments - Submission to Assignment | The user must make a submission to a specified assignment in order to fulfill the release condition |
| Assignments - No submission to Assignment | The user must not make a submission to a specified assignment in order to fulfill the release condition |
| Assignments - Receive feedback on Assignment submission | The user must receive feedback on a submission to a specified assignment in order to fulfill the release condition |
| Assignments - Score on associated rubric | The user must achieve a specified Score and Threshold level on an assignment submission, based on an associated rubric, in order to fulfill the release condition |
| Grades - Grade value | The user must achieve a specified grade value on a grade item in order to fulfill the release condition |

| Condition Type | Description |
|---------------------------------------|--|
| on a grade item | |
| Grades - No grade received | The user must not receive a specified grade value on a grade item in order to fulfill the release condition |
| Grades - Released final grade score | <p>The user must have their final grade score set to released, or set to released plus the final grade meeting a defined threshold, in order to fulfill the release condition.</p> <p>Note: This release condition is evaluated beginning from the first time the grade is released, and cannot be revoked once it is fulfilled. Therefore, if your grade book is set up to release final grades throughout a course, and/or drop ungraded items, the release condition may be fulfilled sooner than expected (i.e. before the end of the course). D2L recommends using this release condition in combination with other release conditions or intelligent agents to ensure that the event or content triggered by the released final grade score occurs at the anticipated time.</p> |
| Grades - Score on associated rubric | The user must achieve a specified Score and Threshold level on a grade item, based on an associated rubric, in order to fulfill the release condition |
| Quizzes - Score on a quiz | The user must achieve a specified score on a quiz in order to fulfill the release condition. Score on a quiz is triggered by publishing a score on a quiz attempt or manually overriding a quiz score via Grades. |
| Quizzes - Completed quiz attempt | The user must achieve a specified number of attempts of a quiz in order to fulfill the release condition |
| Quizzes - Score on selected questions | When a quiz has a learning objective with associated questions and an assessment method attached to it, the user must achieve a specified grade value on the learning objective in order to fulfill the release condition |
| Quizzes - Score on associated rubric | The user must achieve a specified Score and Threshold level on a quiz, based on an associated rubric, in order to fulfill the release condition |
| Quizzes - No completed quiz attempt | The user must not complete any attempt on a quiz in order to fulfill the release condition |

| Condition Type | Description |
|---------------------------------------|--|
| Surveys - Completed survey attempt | The user must achieve a specified number of attempts of a survey in order to fulfill the release condition |
| Surveys - No completed survey attempt | The user must not complete any attempt on a survey in order to fulfill the release condition |

Managing course components

About copying course components between org units

The copy components utility lets you copy quizzes, content, grade items, discussion forums, Assignments folders, courses with S3 model configurations, and nearly every other type of component from another course offering or a course offering's parent template. Copying components saves you from having to recreate your course's resources and can significantly reduce the amount of work required to create or re-offer a course.

You can use the copy components feature to:

- Reuse components created in a previous course offering.
- Add components created by your peers into your own course offering.
- Set up standard components inside a course template and copy them into a new course offering each time a course is re-offered.
- Copy courses with S3 model configurations
- Include the selected course as an additional historic course

To copy components between course offerings, you must be enrolled in both offerings. You also need to be enrolled in and have access to the parent template to copy components from the parent into a course offering. Note that all copied intelligent agents are disabled by default, unless your administrator has disabled the

d2l.Tools.IntelligentAgents.DisableAgentsOnCopy configuration variable.

To copy courses with S3 model configurations, you must enable the Student Success System at the instance and org level.

You can also copy components into a course template, and you can create standard components within a template and then copy them into the template's associated course offerings.

A validation logic step is also included in the copy process. To help reduce duplicate objects and cleanup from the copy process, the validation logic informs you if you have previously copied from the source course.

The following table addresses some common concerns around copying course components between org units:

| Concern | Answer |
|-------------------------------------|---|
| Overwriting and duplicating content | <p>The only components you might overwrite are course files. Course files are overwritten if one of the files being copied has the same name as an existing file. No other components are overwritten.</p> <p>For example, if you have three checklists in your current course offering, and copy two checklists from another offering, you will now have a total of five checklists in the current offering. This is true even if the components are</p> |

| | |
|--|---|
| | identical. If you are copying components from the same source multiple times, be careful not to copy the same items more than once or you will create duplicates. |
| User privacy might be compromised when copying course components | User data is not copied. For example, if you copy the discussions component, only the forums and topics are copied, not the posts inside the topics. Similarly, if you copy Assignments folders or quizzes, user submissions and quiz attempts are not copied. |
| Links and associations between components | <p>D2L recommends that you copy all components between courses to ensure you maintain all desired associations, and then delete any undesired material in the new course.</p> <p>If you are copying linked or associated components, you must copy all of the related components at the same time. For example, if a discussion topic has release conditions based on the results of a quiz, you must copy all three components—discussions, quizzes, and release conditions—at the same time. Similarly, if you have a quiz that is associated with a grade item, be sure to copy both the quiz and the grade item at the same time. As long as the associated components are copied together, links between them are retained.</p> <p>To copy release conditions, you must select the Release Conditions component.</p> |

Special considerations when copying course components

When you are copying course components, ensure that you have considered the following implications or associated tasks.

| Component | Notes |
|---------------------|--|
| Competencies | Competencies, learning objectives, and associated activities are copied. |
| Content | Does not include files or content display settings; you must select these as separate components. Be sure to copy all course files used in the course as well as the content topics or only the content topic structure is copied. |
| Checklist | Due dates for checklist items are not changed when you copy them. |
| Groups and Sections | The new course does not automatically enroll groups and sections. You must enroll users yourself. |
| Navbars | If you have modified the names of any tools, you must also copy the tool names. |

| | |
|--------------------|---|
| Release Conditions | Only release conditions that reference or are attached to other components are copied at the same time as the component. For example, if a quiz has a release condition that refers to a content topic, the release note is only copied if both the quiz and the content topic are copied at the same time. If you copy release conditions without selecting any other component, there is no action. |
|--------------------|---|

Components for Import/Export/Copy

The following table displays which components from Brightspace Learning Environment can be imported, exported, or copied between courses.


| Component | Copy | Import | Export |
|--------------------------|------|--------|--------|
| Announcements | ✓ | ✓ | ✓ |
| Assignments | ✓ | ✓ | ✓ |
| Attendance Registers | ✓ | ✗ | ✗ |
| Awards | ✓ | ✗ | ✗ |
| Calendar Events | ✓ | ✓ | ✓ |
| Chats | ✗ | ✗ | ✗ |
| Checklists | ✓ | ✓ | ✓ |
| Competencies | ✓ | ✓ | ✓ |
| Content | ✓ | ✓ | ✓ |
| Content Display Settings | ✓ | ✗ | ✗ |
| Content Metadata | ✗ | ✓ | ✗ |
| Course Files | ✓ | ✓ | ✓ |
| Course Appearance | ✓ | ✓ | ✓ |
| Discussions | ✓ | ✓ | ✓ |
| External Links | ✓ | ✓ | ✓ |
| FAQs | ✓ | ✓ | ✓ |
| Forms | ✓ | ✗ | ✗ |
| Glossary | ✓ | ✓ | ✓ |
| Grade Settings | ✓ | ✗ | ✗ |
| Grades | ✓ | ✓ | ✓ |
| Groups | ✓ | ✗ | ✗ |
| Homepages | ✓ | ✗ | ✗ |
| Intelligent Agents | ✓ | ✗ | ✗ |
| Links | ✓ | ✗ | ✗ |
| LTI Links | ✓ | ✓ | ✓ |
| LTI TPs | ✓ | ✗ | ✗ |
| Navbars | ✓ | ✗ | ✗ |
| Question Library | ✓ | ✓ | ✓ |
| Quizzes | ✓ | ✓ | ✓ |
| Release Conditions | ✓ | ✗ | ✗ |

| | | | |
|---------------------|---|---|---|
| Rubrics | ✓ | ✓ | ✓ |
| Rubric Associations | ✓ | ✓ | ✓ |
| Self Assessments | ✓ | ✓ | ✓ |
| Surveys | ✓ | ✓ | ✓ |
| Tool Names | ✓ | ✗ | ✗ |
| Widgets | ✓ | ✗ | ✗ |

Copy course components

To copy course components

In order to mitigate the risk that large courses may result in timeout failures for users, the Copy Course components job functions as an asynchronous job. You can view the progress of the copying job by clicking the **View History** link.

1. In the course offering that you want to copy components into, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. Do one of the following:
 - Select **Copy Components from another Org Unit**. Click **Search for offering** and locate the course offering containing the components you want to copy. Click **Add Selected**.
 - Select **Copy Components from Parent Template** to copy components from the course template the current course offering belongs to.
3. Do one of the following:
 - To copy all course components, click **Copy All Components**. D2L recommends that you copy all components between courses to ensure you maintain all desired associations, and then delete any undesired material in the new course.
 - To specify the components you want to copy, click **Select Components**. Select your components. To see details for course components, click the **Show the current course components** link, then click the  **View Detail** icon beside a component to see existing items. For those course components that provide the option to include associated files, D2L recommends leaving the option turned on. Click **Continue**.
 - Select the **Offset all dates of copied components** check box and specify the days and hours that the dates should be offset by or calculate the range between two dates.
 - Click **Finish**.
Note: If you encounter issues with the **Include associated files** option and want to remove it, contact D2L Support to ask them to turn off the **D2L.LE.Conversion.Features.ICopyAssociatedFilesFeature** feature toggle.
4. Do one of the following:
 - To copy another package, click **Copy Another Package**.
 - To see the results of your copy, click **View Content**.
 - To review and manage course dates, click **Review and Manage Dates**.

Notes:

- If you copied a course with S3 model configurations, the course is listed in the Student Success System Administration page (Admin Tools > Student Success System).
- Now when you copy groups to courses, the group setup (grade item, assessment option, and so on) is also copied over.
- A validation logic step is included in the copy process. To help reduce duplicate objects and cleanup from the copy process, the validation logic informs you if you have previously copied from the source course.

For information on the Student Success System permissions, refer to the Administering Courses – Administrator Guide.

About importing course components from a file

You can import components created in other learning management systems, provided by content vendors, or created in a content creation program (like Respondus). To import components, you must have a file containing the components in a format supported by the Import tool.

You can also import components from Brightspace Learning Repository.

Import course components

To import course components

1. In the course offering that you want to import components into, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. On the **Import/Export/Copy Components** page, select **Import Components**.
3. Click **Start**.
4. Select the file you want to import.
5. Choose whether to **Import All Components** or **Select Components** and then follow the prompts.
6. To review and manage course dates, click **Review and Manage Dates**.

If you import course components with names that already exist in the course, or you import multiple components with the same name, duplicate names appear; they are not overwritten. For example, if your course contains a discussion topic called Exam Review and you import a course package that contains a discussion topic called Exam Review, your course will contain two topics called Exam Review.

Course import compatibility

The following table provides a list of learning management systems (LMS) and content providers that you can import course content from. It is recommended that you work with your site administrator or D2L Client Sales Executive when importing content from another LMS.

| Component | IMS CP | QTI |
|--------------------------------------|--------|-------|
| Blackboard 6.0 | 1.1.2 | 1.2.1 |
| Blackboard 6.1.5/6.2/6.3 | 1.1.3 | 1.2.1 |
| Blackboard 7 | 1.1.3 | 1.2.1 |
| Blackboard 8 | 1.1.2 | 1.2.1 |
| Blackboard 9 | 1.1.2 | 1.2.1 |
| Common Cartridge® 1.0 | 1.1.3 | 1.2.1 |
| Common Cartridge 1.1 | 1.2 | 1.2.1 |
| Common Cartridge 1.2 | 1.2 | 1.2.1 |
| Common Cartridge 1.3 (and ThinCC1.3) | 1.2 | 1.2.1 |
| Desire2Learn 8.x | 1.1.3 | 1.2.1 |
| Respondus 2.0 | N/A | 1.2.1 |
| Respondus 3.x | N/A | 1.2.1 |
| Sakai Archive | 1.1 | 1.2.1 |
| SCORM® 1.2 | 1.1.2 | N/A |
| SCORM 1.3 (2004) | 1.1.3 | N/A |
| WebCT® CMU 1.x | 1.1.2 | 1.2.1 |
| WebCT CMU 2.0 | 1.1.3 | 1.2.1 |

You can convert packages into importable D2L-formatted packages using separate conversion tools. Work with your D2L Client Sales Executive to discuss converting and importing from the following systems:

- ANGEL 7.3/7.4/8
- Blackboard CE 6 (WebCT CE 6)
- Blackboard CE 8 (WebCT CE 8)
- Blackboard Vista 4 (Blackboard Vista 4)
- Blackboard Vista 8 (Blackboard Vista 8)
- eCollege
- Moodle™ 1.9
- Moodle 2.0/3.0
- uCompass

Converting Moodle Lessons

Using the Import/Export/Copy Course Components tool in Brightspace Learning Environment, you can edit an existing course and upload an unconverted Moodle Lessons course package.

During the course conversion process, entries from the IMSManifest.xml file are converted and imported into the Content tool as topics and files, placed into a content module named **Imported Lessons**. Each topic displays a **Lesson:** prefix to indicate that the topic is a converted Moodle Lesson.

Troubleshooting: Course Conversion

The following errors might be encountered during course conversion into D2L format. Try these troubleshooting steps first, and if they don't work, contact support for a more in-depth investigation of the issue.

Error: Package was not recognized

A package may be not recognized if:

- It is not in a course archive format (for example, it is a .ppt or .pdf file instead of a course package exported from an LMS).
- It was exported from a vendor that is not yet supported by D2L.
- It failed to unzip.

Package Failed to Unzip

Symptoms

When importing a course package, you encounter the message: "The package was not recognized". The processing logs indicate "Unpackaging uploaded file" followed by "Unsupported file format". If the package was successfully unzipped, the processing logs would indicate "Successfully unpackaged file" instead.

The processing logs also indicate that the final status of the issue was "NoConversion". You can access the processing logs directly on the error page in Course Import by clicking on "View Processing Logs".

Cause

The following are common causes of this error:

- The package is not a valid archive file (for example, .zip, .mbz, .imsc, etc. which have been exported from an LMS). Verify that the file is an Archive or Compressed Folder file type before attempting your course import. The following file types are not valid for importing a course: .pdf, .ppt, .docx. If you are trying to add course content, use Content Tool - Add Module instead.
- The course package does not have an imsmanifest.xml at the root level and it may instead be located in a sub-folder.
- The course package contains file paths that are longer than 128 characters which is a Windows limit.
- An archive file has been corrupted or damaged.

Resolution

If you are using an archive file, to verify your course package can be extracted, try to unzip the package locally first. Try the following steps to resolve the problem:

1. Use the built-in operating system extraction program and try to unzip the file on your computer.

If you successfully unzipped the package on your local computer, re-zip the file using your local operating system zip program or the program you were using. Retry the course import with the newly zipped package.

2. Unzip the package and examine the folders structure to ensure that the imsmanifest.xml file is at the root level. If the imsmanifest.xml file is not at the root level move the file to this location and re-zip the package and retry the course import.
3. Use WinRAR (<http://www.rarlab.com/>) to unzip the file on your computer.

Your package may contain file paths longer than 128 characters. In this case, most extraction programs on Windows will fail. WinRAR will still extract the files, but will warn that files exceeding the maximum path length were truncated. Once the extraction is complete, it is recommended that these paths are truncated manually or removed. Then re-zip the files and retry the course import.

4. Re-export your course package from the original source.

If neither of the previous troubleshooting steps worked and the extraction still fails, your course package is likely damaged. Re-export the course package from the original LMS and retry the course import with a newly exported package.

Error: Package was not converted

This error commonly arises due to issues within the course package itself:

- There may be key files missing (for example, `imsmanifest.xml` is a typical file expected to be among the course package structure).
- There may be issues with XML in some of the files (for example, the files may have illegal characters or unmatched opening and closing brackets).

Typically in these cases, it is recommended to review the processing logs and inspect the specific complaint. Then explore the contents of your package to verify that the information is corrected. You can also try to re-export the package from the original source.

Invalid HTML

Symptoms

When importing a course package, you encounter the message "The package was not converted". The processing logs may indicate that an invalid or unexpected character has been encountered.

The processing logs also indicate that the final status of the issue was "ProcessingFailed". To access the processing logs directly on the error page in Course Import, click View Processing Logs.

Cause

Invalid XML can often cause conversions to fail. Sometimes the error directly names the exact file that is causing the problem. If it is not explicitly stated, try the main `imsmanifest.xml` file. If the manifest is improperly formed, serious issues may occur.

Resolution

To verify that an XML file is valid:

1. Open the file in Google Chrome. If the XML is valid, it should render correctly; if not, the page will remain blank or report an error.
2. Use an online XML validator like: <http://www.xmlvalidation.com/>
3. If the XML is invalid, correct the XML, re-zip the package and retry importing your course package.
4. If the XML is valid, the issue with your package is likely in the structure of the package (for example, missing key files). In this case, re-export the package from the original source and retry importing your course package.

Error: Conversion Service is Temporarily Unavailable

If the Conversion Service is not available, it may relate to temporary issues that are being monitored by D2L support and will be resolved shortly. However, if you repeatedly see this error

message, it may be worth verifying that the Conversion Service URL is properly configured. This can only be done by D2L support representative.

About exporting course components

You can export components from your course offering to a file. This allows you to reuse these components in another learning management system, including another Brightspace Learning Environment, or to store the components and then re-import them into another course offering or template at a later date.

Components are exported to an IMSCP-compliant zip file, a standard file format based on the IMS Content Packaging specification. This means you should be able to reuse these components in any learning management system that supports this format.

You can export course components from the organization level, except for files in the organization or shared files areas.

The following table addresses some common concerns around exporting course components:

| Concern | Answer |
|--|---|
| User privacy might be compromised when exporting course components | User data is not copied. For example, if you copy the discussions component, only the forums and topics are copied, not the posts inside the topics. Similarly, if you copy assignment submissions folders or quizzes, user submissions and quiz attempts are not copied. |
| Links and associations between components | Associations between components will not be exported (for example, release conditions). The IMS Content Packaging specification, which the format for export files is based on, does not support these associations. |

Export course components

To export course components

1. In the course offering containing the components you want to copy, on the navbar, click **Course Admin > Import/Export/Copy Components**.
2. Select **Export Components > Start**.
3. In the **Select Components to Export** section, select the check box for any components you want to export. To export only certain items from a component, choose **Select individual items to import**.
4. Click **Continue**.
5. If you chose **Select individual items to export** for any component in the previous step, the Select Items page appears. This page lists all of the items and any sub-items contained in the current component. Otherwise, the Confirm Components to Export page appears. To view sub-items, click the + **Expand** icon next to an item. Select the individual

items and sub-items you want to export and click **Next**. When you have finished selecting individual items from components, the Confirm Components to Export page appears.

6. Click **Continue**.
7. When the export process ends, click **Finish**.
8. Click the **Click here to download the export Zip package** link. If you do not download the file from this screen, it is lost. You cannot download it later.

What course components can be exported?

- Assignments
- Calendar
- Checklist
- Competencies
- Content
- Course files
- Discussions
- External links
- FAQ
- Glossary
- Grades (except calculated grade items)
- Navbar templates (not navbars)
- Announcements
- Question Library
- Quizzes
- Rubrics
- Self Assessments
- Surveys

Create a grading system

As an instructor, you can determine how to set up your grade book to best reflect your approach to evaluation, including the grading system and grade scheme that is most appropriate for your course. You can select how grades display to learners, how they update in the grade book, and how you want to deal with ungraded items. You can create grade items for projects, assignments, discussions, quizzes, etc. to include in your grade book, and even associate them with other tools (e.g. Assignments, Quizzes, Discussions).

Grading concepts

Grade books

A grade book contains your grading system, grade calculations, grade scheme, grade items, and view and display options. Grade items in your grade book represent all the work that you want to evaluate users on in a course. You can evaluate specific tasks such as assignments, tests, and participation, and you can also create grade items and associate them with course objects such as assignments and quizzes.

You must set up a grade book before you can use the Grades tool. As you plan your grade book, consider:

- Which grade items you plan to evaluate.
- Which grading system is most appropriate for your course.
- How you will allocate points or weights across grade items.
- Which grade items you want to associate with course objects. Note that only numeric grade items can be associated with course objects.
- If you want to include a milestone grade at least once during the course.
- How you want to calculate final grades.

Making changes to a grade book's settings and calculation options after you begin tracking users' grades can significantly affect existing data.

Grading system

The grading system determines how the grade items in your grade book contribute to users' final grades. There are three options:

- Grade items can count as a percentage of a final grade worth 100%.
- Grade items can be worth a certain amount of points that are totaled for a final grade.
- You can define a custom formula for how grade items contribute to a final grade.

Grade items

Grade items in your grade book represent all the work that you want to evaluate users on in a course. Grade items can exist independently in your grade book, or you can associate numeric grade items with course objects such as discussions, quizzes, and assignments. Each grade item has an entry in the grade book, which you assign a grade to for each user. Depending on the grade item type you want to create, grade items can be graded numerically or based on a grade scheme. The grades and feedback you manually enter in your grade book for quizzes, assignments and discussions synchronize automatically with Quizzes, Assignments, and Discussions and appear in those tools as published feedback for learners to view. Review [Synchronizing your grade book with other tools](#) for more information.

Grade categories

Grade categories organize and group related grade items into sections in your grade book, for example, a Writing Assignments grade category to group assignment items and a Class Participation grade category to group discussion items. Grade categories display in Manage Grades.

Calculated final grade

The final grade calculated by the grade book. You cannot adjust the final grade without adjusting grade item scores.

Adjusted final grade

You can manually change the final grade calculation without affecting grade item scores.

Grading schemes

A grade scheme enables you to organize users' performances on grade items into levels of achievement. A grade scheme can include any number of achievement levels. Each achievement level has its own range of acceptable grades and a symbol, such as a numeric value, letter, or text description, to represent it. You can create your own grade schemes or use schemes set up by your organization.

| Grade scheme | Example |
|--------------|--|
| Letter | F, D, C, B, A, A+ |
| Numeric | 2.0, 2.5, 3.0, 3.5, 4.0 |
| Text | Below Expectations, Meets Expectations, Exceeds Expectations |

Create a grade scheme

To create a grade scheme

1. On the navbar, click **Grades**.
2. On the **Schemes** page, click **New Scheme**.
3. In the **General** area, enter the scheme **Name**.
4. In the **Ranges** area, enter your scheme details. If you do not assign a value in the **Assigned Value %** field, the **Start %** is used as the default.
5. To add more levels to your scheme, click **Add Ranges**.
6. Click **Save and Close**.

About grade scheme ranges and assigned grade value

A Grade scheme range is used when an activity uses a numerical grade item. If the assessed number falls within the defined range, the learner sees the associated grade scheme and color where applicable. For example, in a Quiz, a learner receives 72%. The Grade range for a B is 70-80%; therefore, the learner sees a B wherever they can see grade schemes.

An Assigned Grade value is used when an activity uses a Selectbox grade item. When selecting a scheme range from the selectbox grade item dropdown, the **Assigned value** percentage is recorded in the gradebook and the learner sees that value where applicable. For example, in an Assignment for 20 points, a learner receives a B. The Assigned Value for the B scheme range is 75%. In the gradebook, the learner sees 15/20 points and/or 75% as the numerical equivalent of a B.

Grading systems

Selecting a grading system is the first step in setting up your grade book.

Weighted

The weighted system calculates grade items as a percentage of a final grade worth 100%. The maximum points you assign to individual grade items can be any value, but their contribution towards the category they belong to and the final grade is the percentage value (weight) assigned to them.

Grade items in a category count as a percentage of that category, not of the final grade. Therefore, grade items in a category should combine to a weight of 100%.

For example, if you have a category worth 10% of the final grade with two equally weighted grade items, the weight of each grade item is 50%, (its contribution to the category), not 5% (its contribution to the final grade).

Since it's a category's weight and not an individual grade item's weight that counts toward the final grade, the final grade is inaccurate until all the items in the category are graded. If you want to release final grades to users before all the items are graded, you can drop ungraded items from the calculation until the end of the course when you want all grade items to be considered. Otherwise, the final grades might be misleading.

If your grade items do not add up to 100%, you will receive a warning message. You can ignore this message if you choose; a balanced grade book is not required. If the weights assigned to grade items do not sum to 100%, the tool adjusts the weight of each item. For example, if you have three grade items with a weight of 25% each, each item is actually calculated as 33%. This is true for categories and the final grade.

Points

Use the points system when you want the maximum points assigned to a grade item to be equal to its contribution to the final grade. Final grades are calculated by adding a user's score on all grade items together and dividing by the sum of the maximum points values. The sum of the maximum points values for all grade items does not need to equal 100.

With the points system you do not specify a category's weight or total points. It is the maximum points assigned to an individual grade item that counts toward the final grade.

Make sure the maximum points assigned to grade items reflect how much you want them to be worth. For example, don't grade each of your 20 homework assignments out of 50 points and then your final exam out of 80 points.

Another option in the point system is to exclude an item from the final grade calculation. This enables you to evaluate a grade category, numeric grade item, selectbox grade item, or pass/fail grade item without including the grade in users' calculated or adjusted final grades. The **New/Edit Item** page and the **New/Edit Category** page both include an **Exclude from Final Grade Calculation** check box.

You can achieve similar functionality in the weighted system by setting the grade item or category's weight to 0%.

Formula

Use the formula system when you want to calculate final grades using a custom formula that allows for conditions. The formula system is based on the points system, but allows you to set conditions around grade items to determine the final grade. For example, you could require that users receive at least 50% on their midterm and final exam to pass a course.

The formula system might not be available at your organization. If you do not have this option, you can release the adjusted final grade and calculate your custom formula manually, or you can contact your site administration about getting access to this functionality.

Set up your grade book

In the Grades tool, if a grade book is not set up or imported for your course, you will see the **Grades Setup Wizard** page when you first navigate to the tool. **Note:** If you cannot select the **Automatically release final grade** option, contact your administrator and request that they grant you permission.

1. On the navbar, click **Grades**.
2. On the **Grades Setup Wizard** page, click **Start**.
3. Choose your grading system, then click **Continue**.
4. If you want users' final grades to be released automatically when you create them, select **Automatically release final grade**, then click **Continue**.

Note: If an instructor changes the final grade value after the final grade is automatically released, the final grade is not released again with the new value. This might occur if an

instructor grades an additional item that changes the calculated final grade item. Student final grades that already have a value are not automatically released when this variable is turned on. The grades are only released the first time a Final Grade is calculated from Null to a final grade value.

5. Choose how you want to treat ungraded items. If you selected **Automatically release final grade**, D2L recommends that you select **Drop ungraded items** so that the released grades better reflect the users' current grades throughout the term.
6. If you want final grades to automatically adjust after changing a grade item or calculation option, select **Automatically keep final grade updated**.
7. Click **Continue**.
8. Choose your default grade scheme and then click **Continue**.
9. In the **Number of decimal places to display** field, enter the number of decimal places to display to users who enter grades using the grade book.
10. Click **Continue**.
11. Select your learner view display options and then click **Continue**.
12. On the **Grades Setup Summary** page, review your selections.
13. Do one of the following:
 - To make changes to your grade book setup, click **Go Back**.
 - Click **Finish**.

Creating grade items

Build your grade book by creating grade items.

The grades you manually enter in your grade book for quizzes, discussions, and assignments grade items are automatically synchronized back to Quizzes, Discussions and Assignments.

Note: Quizzes grades are not synchronized when the tool is updated by the Brightspace API or when you import your grade book. Discussions and Assignments grades do synchronize when using the Brightspace API and when importing the grade book. Review [Synchronizing your grade book with other tools](#) for more information.

Create calculated grade items

You can use a calculated grade item to display a user's cumulative achievement across multiple grade items. Unlike the calculated final grade, calculated grade items do not recognize grade category settings of the grade items they evaluate, such as exclusion or distribution options. They cannot belong to a category and they cannot contribute to the calculated final grade. Note that you cannot associate calculated grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create calculated grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Calculated**.
4. In the **General** area, enter your grade item details.

5. In the **Grading** area, do any of the following:
 - If you want users' grades to be able to exceed the maximum points specified for the item, select the **Can Exceed** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - In the **Grade Item to Include** list, select any grade items you want to include in the calculated grade item.
 - Select your calculation method (not available when using a Points grading system).
 - To attach a rubric to the grade item, click **Add Rubric**.
6. In the **Display Options** area, select how you want the **Learner View** and **Managing View** for the grade item to appear.
7. To associate a learning objective with the grade item, click the **Objectives** tab, and then **Associate Learning Objectives**.
8. Click **Save and Close**.

Create formula grade items

Use formula grade items to automatically grade users using a custom formula based on achievements in other grade items.

The following limitations apply to formula grade items: Formula grade items cannot belong to a category; you must create all of the grade items you want to include in the formula grade item before you create the formula item; and Formula grade items do not contribute to the calculated final grade in a points-based or weighted-based grade book. You can only calculate the final grade with formula grade items using the Formula grading system.

Note that you cannot associate formula grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

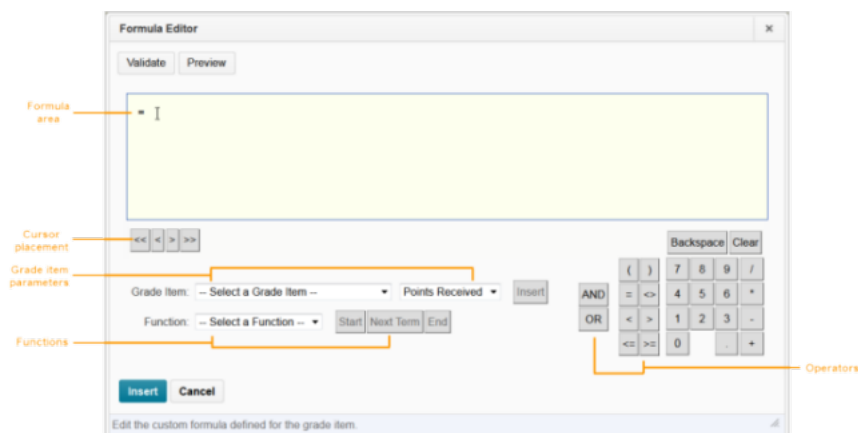
To create formula grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item > Formula**.
3. In the **General** area, enter your grade item details.
4. In the **Grading** area, enter the **Maximum Points** for the grade item. Then, do any of the following:
 - To define the formula for your grade item, click the **Edit Using the Formula Editor** link. In the **Formula Editor** window, enter your formula and click **Insert**.
 - If you want users' grades to be able to exceed the maximum points specified for the item, select the **Can Exceed** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.
5. In the **Display Options** area, select how you want the Learner View and Managing View for the grade item to appear.
6. To associate a learning objective with the grade item, click the **Objectives** tab, and then **Associate Learning Objectives**.

7. Click **Save and Close**.

About formula grade items

Use the Formula Editor to define a formula that calculates a grade item's value based on other grade items. When you create a formula, you specify which grade items you want included in the formula and the relationships between them. An example of a simple formula is one that calculates the sum of a number of grade items. A more complicated formula is one that drops the minimum or maximum value from a set of grade items.



| Component | Description |
|-----------------------|--|
| Formula area | The formula area is where the formula text displays. The equals sign (=) at the start of the formula cannot be deleted. A cursor shows your position in the formula. |
| Cursor placement | Use the cursor placement icons to move the cursor forwards and backwards in the formula. You can also move the cursor by clicking on the new location with your mouse. There are four options: <ul style="list-style-type: none"> • << - Move cursor to start of formula • < - Move cursor back one element • > - Move cursor forward one element • >> - Move cursor to end of formula |
| Grade item parameters | To view what grade items you can insert as a parameter in your formula, use the Grade Item drop-down list. You can insert Numeric, Pass/Fail, Selectbox, and Formulatype grade items. You cannot reference the formula grade item you are defining or a final grade. To view the values associated with the grade item you want to use in the formula, use the Grade Item Value drop-down list. There are three options: |

| Component | Description |
|-----------|--|
| | <ul style="list-style-type: none"> • Points Received - The grade the user achieved. For example, 7 (out of 10 points). • Max Points - The maximum points available for the grade item. For example, 10 points. • Percent - The percent grade the user achieved. For example, 70%. <p>When using the weighted system, category and grade item weights are ignored in formula calculations.</p> <p>Dropped grade items and bonus grade items are calculated the same as other grade items.</p> |
| Functions | <p>The Function drop-down list contains a list of functions that you can use in your calculation formula:</p> <ul style="list-style-type: none"> • MAX - Calculates the maximum (largest) value in a set of values. • MIN - Calculates the minimum (smallest) value in a set of values. • SUM - Calculates the sum (total) of a set of values. • AVG - Calculates the average for a set of values by adding all the values and dividing by the total number of values. • IF - Operates as a Boolean statement that returns either the value set as true or as false. You must define the condition (Boolean statement), true (then) value, and false (else) value. • NOT - Operates as a Boolean statement that returns the value set as true if the condition is false and as false if the condition is true. <p>You can embed functions within functions.</p> <p>The Start, Next Term, and End options are used to define elements of a function:</p> <ul style="list-style-type: none"> • Start - Starts the function selected in the Function drop-down list with an opening bracket ({}). • Next Term - Inserts a comma to separate grade items or parts of a Boolean statement. • End - Ends the function with a closing bracket ({}). |
| Operators | Operators are usually used in conjunction with at least one grade item. |

Formula Editor validation errors

The following are errors you might encounter while using the Formula Editor.

| Error | Description | Examples |
|----------------------------|---|----------|
| Unexpected [token_type] | The formula contains a function component in an unexpected location | = 5=/1 |

| Error | Description | Examples |
|---------------------------------------|--|--|
| For example, Unexpected operator | | = (5+1)2 |
| Unbalanced parentheses | The formula contains an opening or closing bracket without a corresponding bracket | = 5+1) |
| Missing end of function | The formula contains an unclosed function | = SUM{[Item1.Points], [Item2.Points] |
| Unexpected function end | The formula contains a closing bracket for a function that does not relate to a function | = [Item1.Points]/2} |
| Invalid number of operator parameters | The formula contains an invalid number of operator parameters | = [Item1.Points] + |
| Invalid number of function parameters | The formula contains an invalid number of function parameters | = SUM{ = IF{[Item1.Points]<2,5} |
| Numeric value expected | A Boolean statement or operator was entered in place of a numeric value | = IF{5<2,1 OR 1,4} = SUM{1 = 2,3,4} |
| Boolean value expected | A Boolean statement was not entered for a condition | = IF {MIN{4,5},100,0} = NOT{4} |
| Invalid terminal | The formula contains an incorrectly used terminal | = [Item1.Points] + 3.2.5 |

Create text grade items

Use text grade items to provide comments that are not counted towards users' final grades. Text grade items cannot belong to a category and they do not contribute to the calculated final grade. Note that you cannot associate text grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create text grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Text**.
4. In the **General** area, enter your grade item details.
5. To attach a rubric to the grade item, in the **Grading** area, click **Add Rubric**.

6. In the **Display Options** area, select how you want the Managing View for the grade item to appear.
7. Click **Save and Close**.

Create select box grade items

Grade users by assigning a grade scheme level that is equivalent to a percentage grade range. You cannot create select box grade items if you do not have at least one grade scheme for the course. Note that you cannot associate calculated grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create select box grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Selectbox**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, enter the maximum points and weight for the grade item.
6. Do any of the following:
 - If you want the grade item to be a bonus, select the **Bonus** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.
7. In the **Display Options** area, select how you want the Learner View and Managing View for the grade item to appear.
8. Click **Save and Close**.

Create pass/fail grade items

You can grade users using a simple pass/fail grade scheme. Note that you cannot associate calculated grade items with course objects such as discussions, quizzes, and assignments. Only numeric grade items can be associated with course objects.

To create pass/fail grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Pass/Fail**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, enter the Maximum Points and Weight for the grade item.
6. Do any of the following:
 - If you want the grade item to be a bonus, select the **Bonus** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.

7. In the **Display Options** area, select how you want the Learner View and Managing View for the grade item to appear.
8. Click **Save and Close**.

Create numeric grade items

Grade users by assigning a value out of a specified total number of points. Numeric grade items are the only type of grade item that you can associate with course objects such as discussions, quizzes, and assignments.

To create numeric grade items

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **New** button, click **Item**.
3. Click **Numeric**.
4. In the **General** area, enter your grade item details.
5. In the **Grading** area, enter the maximum points and weight for the grade item.
6. Do any of the following:
 - If you want users' grades to be able to exceed the maximum points specified for the item, select the **Can Exceed** check box.
 - If you want the grade item to be a bonus, select the **Bonus** check box.
 - From the **Grade Scheme** drop-down list, select a grading scheme for your grade item.
 - To attach a rubric to the grade item, click **Add Rubric**.
7. In the **Display Options** area, select how you want the Learner View and Managing View for the grade item to appear.
8. Click **Save and Close**.

Hide grade items

To hide grade items:

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the context menu of a grade item, select **Hide from Users**.

Note: You can also edit a grade item, access the **Restrictions** tab, and select the **Hide from Users** checkbox.

To make hidden grade items visible:

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the context menu of a grade item, select **Make Visible to Users**.

Note: You can also edit a grade item, access the **Restrictions** tab, and deselect the **Hide from Users** checkbox.

To bulk hide or display grade items:

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, select the checkbox for any item you want to change the visibility of.
3. Click **More Actions**, and select **Make Visible to Users** or **Hide from Users**.

About exemptions

Information on exemptions

Using exemptions, an instructor can provide an implicit reason why a learner does not have a score for a grade item or an activity. A blank grade or a zero (0) grade can mean that the learner hasn't submitted the item, that the item has not been graded, or that the learner has failed the item. Having an exemption setting supports the differentiation for a legitimate exemption.

Instructors can exempt content items, numeric, selection box, pass/fail, calculated, formula, and text item grade item types; however, instructors cannot exempt a learner from a final calculated grade or final adjusted grade.

When an instructor exempts a learner from an activity from within the grade book or the Content tool, the following pages are affected:

- Table of Contents page - the exempted topic title appears with an exempted flag, the due date is not shown, the completion method indicator is removed, and the count of required topics and module completion percentage excludes exempted topics.
- Topic details page - When a learner clicks on a topic they are exempt from, a message displays stating that the learner is exempt from the topic and that the activity can be viewed but does not need to be completed. The updated count of required topics in the Table of Contents now excludes the exempted grade items. The completion method, being essentially not required, is removed from the Details page.
- Course Schedule - Exempted activities are not due, therefore not overdue, and do not appear on the Overdue items list. The Full Schedule and Upcoming sections of Course Schedule do not show exempted items.
- Calendar - the Calendar web pages and Calendar widgets do not show exempted items.
- Updates Widget - Exempted quizzes are not required to be submitted, and are excluded from the count of unattempted quizzes that appear in the Updates widget.
- In the Grade book, instructor view pages: Enter Grades, Grade User, Grade Category, Grade Items, Import Review
- Learner view pages: My Grades

- User Progress pages: Summary and Grades tabs; however, exempted grade items do not appear in the bar graph of received grades. The Summary and Content tabs display exempted activities.

The process that exports and imports grade data includes exemptions. Post-processing during the import of grade data can differentiate between a learner with a grade, without a grade, and with an exemption. If you change the value that identifies an exemption to the import process after instructors have set export file values to depend on a particular value, such as the word Exempt, there may be unexpected results in the imported grade exemptions.

You can launch the **Manage Exemptions** page from the following tools:

The Content tool:

- From the **Table of Contents**, when editing properties in place
- As a button within the **Activity Details** section of a topic's page

The Assignments tool:

- On the **Assignments** page, in the context menu of an assignment
- On the **Assignments** page as a button at the top of the page

The Discussions tool:

- On the **Discussions List** page, in the context menu of a topic
- On the **View Topic** page, in the context menu beside the topic name
- On the **Assess Topic** page as a button at the top of the page

The Quizzes tool:

- On the **Manage Quizzes** page, in the context menu of a quiz
- On the **Grade Quiz** page as a button at the top of the page

Setting an exemption for a learner

You can exempt a learner from a content item (a quiz, an activity, or a topic) from within the Content tool or from a grade item.

Setting an exemption for a learner from the Content tool

Exemptions can only be set on the following topic types:

- File topics
- LTI links
- Checklists
- Assignments

- Discussions
- Quizzes
- Surveys
- Self-Assessments

To set an exemption for a learner:

1. In Content, on the context menu of the activity you want to exempt a learner from, select **Edit Properties In-Place**.
2. Click **Add dates and restrictions....**
3. Under **Exemptions**, click **Manage Exemptions**.
4. Search for and select the learners you want to exempt from the activity.
5. Click **Exempt**.
6. Click **X** to exit the **Manage Exemptions** page.
7. Click **Update** to save the restrictions.

Note: When activities are exempted, any associated release conditions on these exempted activities must still be met.

Setting an exemption for a learner from the grade book

1. From the Grade Item page, select the check box beside the learner's name.
2. Above or below the table, click **Exempt**.
3. Click **Save and Close**.

Removing an exemption for a learner

1. From the Grade Item page, select the check box beside the learner's name.
2. Above or below the table, click **Unexempt**.
3. Click **Save and Close**.

Setting multiple grade item exemptions for a learner

1. On the Enter Grades page, click on the learner's name.
2. From the context menu of the learner's name, select **Bulk edit exemptions**.
Note: You can also launch the **Bulk edit exemptions** page from the **Grade item** and the **Grade Category** pages.
3. On the Edit Grade Exemptions page for the learner, select the check boxes of the grade items that you want to exempt the learner from.
4. Click **Save and Close**.

How grade exemptions affect calculations

Grade exemptions affect any calculation that depends on the values of the constituent grade items.

Category scores that include exemptions

For category scores, grade exemptions affect the scores as follows:

- Exempted grade items are excluded from the calculation of category scores. The grade item is treated as though it does not exist within the category.
- In a category with drop rules, exempted items are removed before the specified number of grade items are dropped. Then, the category is calculated with the remaining items.
- If all the items in a category are exempted, there are not grade item scores to use in calculating a category score. In this case, the category does not have a score.
- In a weighted grade book, the exemption of a category item results in the remaining item weights not reaching 100%. Brightspace Learning Environment automatically scales the weights of the remaining items proportionally to each other.

Calculated grade items that include exemptions

For calculated grade item scores, grade exemptions affect the scores as follows:

- Exempted items are excluded from the calculated score.
- If all items in a calculated grade item are exempted, the item does not have a calculated score.

Formula grade items that include exemptions

For formula grade items, grade exemptions affect the scores as follows:

- Formulas treat exemptions as empty (null) grades; however, the *Treat ungraded as 0* setting is ignored. If a learner is exempted from a grade, then the exemption and its cascading results are treated as null.
- If a formula grade item used in another formula and the former is empty (null), then it is treated as though it were exempted during the formula calculation.

The following table describes the updated evaluation rules for formulas:

| Evaluation Rule | Result |
|---------------------------|--------|
| For Single grades | |
| If a grade item is exempt | Null |

| Evaluation Rule | Result |
|--|---------------|
| If a grade item has no value, and Drop Ungraded Items is turned on | Null |
| If grade item has no value, and Treat Ungraded Items as 0 is turned on | 0 |
| If a grade item has a value | [value] |
| Addition/Subtraction (+/-) | |
| If both sides are exempt | Null |
| If one side is exempt and the other side has no value, and Drop Ungraded Items is turned on | Null |
| If one side is exempt and the other side has no value, and Treat Ungraded Items as Zero is turned on | 0 |
| If both sides are empty, and Drop Ungraded Items is turned on | Null |
| If both sides are empty, and Treat Ungraded Items as Zero is turned on | 0 |
| If one side has a value | (+/-) [Value] |
| Multiplication/Division (*//) | |
| If either side is exempt | Null |
| If either side is empty, and Drop Ungraded Items is turned on | Null |
| If either side is empty, and Treat Ungraded Items as Zero is turned on | 0 |
| If both sides have a value | [Result] |
| Equality (=) | |
| If both sides are exempt | True |
| If both sides are empty and Drop Ungraded items is turned on | True |
| If both sides are empty and Treat Ungraded Items as Zero is turned on | True |

| Evaluation Rule | Result |
|---|------------------------|
| If both sides have different values | False |
| If one side is exempt and the other side is empty and Treat Ungraded Items as Zero is turned on | False |
| If one side is exempt and the other side has a value | False |
| Inequality (<>) | |
| If both sides are exempt | False |
| If both sides are empty and Drop Ungraded items is turned on | False |
| If both sides are empty and Treat Ungraded Items as Zero is turned on | False |
| If both sides have different values | True |
| If one side is exempt and the other side is empty and Treat Ungraded Items as Zero is turned on | True |
| If one side is exempt and the other side has a value | True |
| Greater/Less than (>/<) | |
| Both sides have values | Appropriate True/False |
| If one side is exempt | False |
| If one side is empty and Drop Ungraded Items is turned on | False |
| If one side has a value and the other side is empty and Treat Ungraded Items as Zero is turned on | Appropriate True/False |
| Greater/Less Than or Equal (>=/<=) | |
| Both sides have values | Appropriate True/False |
| If both sides are exempt | True |
| If both sides are empty and Drop Ungraded Items is turned on | True |

| Evaluation Rule | Result |
|--|------------------------|
| If one side has a value and the other side is exempt | False |
| If one side has a value and the other is empty and Drop Ungraded Items is turned on | False |
| If one side has a value and the other side is empty and Treat Ungraded Items as Zero is turned on. | Appropriate True/False |

Final Grades that include exemptions

For final grade items, grade exemptions affect the scores as follows:

- Exempted items are excluded from the calculation. These grade items are treated as empty grades, not as 0 if Treat Ungraded Items as 0 is turned on.
- If all items are exempted, there are no grades to use to calculate a final grade. The final grade will not have a score.

Viewing grade item statistics that include exemptions

Grade item exemptions appear in class statistics and are removed from statistic calculations.

- On the Class Statistics tab, the number of submitted grades is reduced (the exempted learner is not included); calculations, such as minimum and maximum, do not include the exempted learner; and the grade distribution excludes the students with the exempted grade item.
- On the User Statistics tab, Exempt displays in the grade column for learners with grade exemptions.

Viewing grade category statistics that include exemptions

On the Class Statistics tab, learners who are exempted from all item in a category are handled as follows:

- The number of grades submitted is reduced from the maximum number of learner who can submit.
- Calculations such as minimum and maximum do not include the exempted learner.
- Grade distribution does not include exempted learners.

When exempted from all items in a category, the learner appears as Exempt on the User Statistics page. Otherwise, the category reflects the appropriate calculations which account for the exemptions.

How grade exemptions affect release conditions

Instructors can set release conditions to release new content to learners after a grade item is complete. Since grade exemptions do not count as a completed grade item nor do they count as an incomplete grade item, there are two release conditions that are effected by exemptions:

- Grade Value on grade item
- No grade received

These release items respect the exemption and do not trigger on the presence of a grade exemption. For example, if a Grade Value on grade item condition is set on a content item, a user who is exempt from the grade item listed in the release condition will not have access to the content.

Managing grades and grade items

Enter grades

To enter grades

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, do one of the following:
 - To manually enter grades for an individual user, click the user name.
 - To manually enter grades for a grade item, from the context menu of the grade item, click **Enter Grades**.
 - To manually enter grades for a category, from the context menu of the grade item, click **Enter Grades**.
3. Enter your grades.
4. Click **Save and Close**.

Add feedback in bulk

You can add generic feedback on learners' grades in bulk. You can also sort the **Feedback** column in the Gradebook and quickly determine which learners require feedback.

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the context menu of the grade item, click **Enter Grades**.
3. To sort the **Feedback** column, do the following:
 - Under **Users**, click **Show Search Options**.
 - Under **Feedback**, select the check box, and from the drop-down list, select **Users without feedback**.
 - Click **Apply**.
4. From the list of users, select the users for whom you want to provide feedback, and click **Add Feedback**.

5. Enter the generic feedback and click **Save**.



Note: Use replacement strings in your bulk feedback to personalize the feedback.

Release final grades

To release final grades

If you did not select the Automatically release final grade option when you set up your grade book, you can release final grades to learners manually.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, from the **Final Calculated Grade** or **Final Adjusted Grade** context menu, click **Enter Grades**.
3. To release grades for all users, on the **Final Grades** page, from the **Final Grades** context menu, click **Release All**. To release final grades for a specific user, do one of the following:
 - Select the check box by the user name and click the **Release/Unrelease** link.
 - Select the check box in the **Release Final Calculated Grade** or **Release Adjusted Final Grade** column.
4. Click **Save**.

The  Final grade is released icon displays in the Final Calculated Grade or Final Adjusted Grade column for any user who has their final grade released. The  Final grade is not released icon displays in the Final Calculated Grade or Final Adjusted Grade column for any user who does not have their final grade released.

The date and time a grade is released or unreleased is displayed in a learner's **Grades Event Log**.

Importing grades

You can enter grades in another application and import them into Brightspace Learning Environment using a CSV, TSV or TXT file. You can also create new grade items through an import file by adding a column to the file.

The import file must follow a standard format; use the Grades sample import file as a reference point. D2L recommends that you set up your grade book in Brightspace Learning Environment even if you want to enter grades in a CSV, TSV or TXT file.

Note the following:

- If you enter a grade value that is greater than the value for the grade item, the grade is capped at the value unless you selected the Can Exceed option when setting up the grade item.
- Do not import other options, such as a user's first name, email, or weighted grade.
- To improve performance when importing grades for large classes, only import grade items that have changed and import by group or section when possible.

| Field | Description | Example |
|----------------------------------|--|---------------------|
| Username | A unique name for identifying a user in Learning Environment. You must provide a Username or Org Defined ID (or both). | Frank.Catcher |
| Org Defined ID | A unique number for identifying a user in Learning Environment. You must provide a Username or Org Defined ID (or both). | 20067930 |
| Points Grade | Numeric and Pass/Fail grade items should be labeled the grade item name followed by "Points Grade". Users' grades should be the Points Grade they received. E.g., 44 points out of a possible 50 points. | 44 |
| Grade Symbol | Select box grade items should be labeled the grade item name followed by "Grade Symbol". Users' grades should be a pre-existing grade scheme symbol. E.g., "Very Good", "Merit", or "3.5". | Very Good |
| Text Grade | Text grade items should be labeled the grade item name followed by "Text Grade". Users' grades can be any text value. Text grade items do not count towards users' final grades. | Perfect Attendance! |
| Adjusted Final Grade Numerator | The total points a user achieved in a course. You can enter a user's percentage grade (without the % sign) if you enter the denominator as 100. E.g., 84 points out of 100 points or 230 points out of 285 points. | 84 |
| Adjusted Final Grade Denominator | The total possible points available in a course. Enter 100 if you want to record users' percentage grades. E.g., _ / 100 points available or _ / 285 points available. | 100 |
| End-of-Line Indicator | The last column must be labeled "End-of-Line Indicator" so the system knows when the next set of data begins. The end of each users' line should be indicated with the pound key "#". | # |

Import grade items

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click **Import**.
3. Click **Browse**.
4. Locate the file you want to import and click **Open**.
5. Select **Create new grade item when an unrecognized item is referenced** if you want to be able to create new grade items from the import file.
6. Click **Continue**.
7. If you are creating new grade items:
 - a. Select the **Create New Grade Item** check box beside each of the items you want to create.
 - b. Select a grade item **Type**.
 - c. Click **Continue**.
 - d. Fill in the grade items' properties.
 - e. Click **Continue**.
8. View error and warning messages associated with the import and click **Continue**.

Export grades

To export grades

D2L recommends that you set up your grade book in Brightspace Learning Environment even if you want to enter grades in a CSV or TXT file. You can then use the **Export Grades** option to create an appropriately structured file.

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click **Export**.
3. In the **Export Options** area, do the following:
 - From the **Export Grade Items For** drop-down list, select who you want to export grade items for.
 - Select the **Key Field** you want to use to identify users.
 - From the **Sort By** drop-down list, select the sorting order of the fields that appear in the exported file.
 - Select the **Grade Values** and **User Details** you want to export.
4. In the **Choose Grades to Export** area, select the grade items you want to export.
5. Click **Export to CSV** or **Export to Excel**. A pop-up window appears. Click on the file link to download it.

Note: If a student is enrolled in multiple groups within a Group Category, or multiple sections within a course, those enrollments are exported as a comma-separated list within a cell.

Synchronize your grade book with other tools

Your grade book synchronizes automatically with the published scores and feedback that you enter for grade items in Assignments, Discussions and Quizzes. All scores and feedback on grade items that you directly enter in Assignments, Discussions and Quizzes in your grade book synchronize directly with the associated tools and appear automatically as published grade items that are visible to learners.

Entering grades into your grade book using the import via CSV, import via Excel, or using the Brightspace API methods for grade items in Assignments and Discussions also appear automatically as published feedback in the tools.

Synchronize with Assignments

- Scores and feedback that you enter and publish for grade items directly in Assignments automatically synchronize with Grades and appear in your grade book. Any scores and feedback that you retract from publication are removed from the grade book automatically.
- Scores and feedback that you enter and keep as drafts do not synchronize back to Grades until they are published.

Synchronize with Discussions

- Scores and feedback that you enter and publish for grade items directly in Discussions automatically synchronize with Grades and appear in your grade book. Any scores and feedback that you retract from publication are removed from the grade book automatically.
- Scores and feedback that you enter and keep as drafts do not synchronize back to Grades until they are published.

Synchronize with Quizzes

The grades you enter directly in Quizzes automatically synchronize with Grades and appear in your grade book. The scores and feedback for quizzes grade items that you enter directly in your grade book synchronize automatically with Quizzes and overwrite any calculated score for the quiz.

- Overall scores and feedback that you enter and publish for grade items directly in Quizzes automatically synchronize with Grades and appear in your grade book. Any scores and feedback that you retract from publication are removed from the grade book automatically.
- Overall scores and feedback that you enter and keep as drafts do not synchronize back to Grades until they are published.
- Scores and feedback that you enter for quiz attempts in Quizzes only synchronize with Grades if you have selected the **Allow Automatic Export to Grades** option for the quiz. If you have not enabled **Allow Automatic Export to Grades** then the quiz attempt score and feedback will not synchronize to your grade book until you click **Export to Grades** and you publish the attempt score and feedback.

Importing grades

You can enter grades in another application and import them into Brightspace Learning Environment using a CSV, TSV or TXT file. You can also create new grade items through an import file by adding a column to the file. Any grades you import for discussion grade items and assignment grade items are also synchronized back to Discussions and Assignments as published feedback.

The import file must follow a standard format; use the Grades sample import file as a reference point. D2L recommends that you set up your grade book in Brightspace Learning Environment even if you want to enter grades in a CSV, TSV or TXT file.

Note the following:

- If you enter a grade value that is greater than the value for the grade item, the grade is capped at the value unless you selected the Can Exceed option when setting up the grade item.
- Do not import other options, such as a user's first name, email, or weighted grade.
- To improve performance when importing grades for large classes, only import grade items that have changed and import by group or section when possible.

| Field | Description | Example |
|----------------------------------|--|---------------------|
| Username | A unique name for identifying a user in Learning Environment. You must provide a Username or Org Defined ID (or both). | Frank.Catcher |
| Org Defined ID | A unique number for identifying a user in Learning Environment. You must provide a Username or Org Defined ID (or both). | 20067930 |
| Points Grade | Numeric and Pass/Fail grade items should be labeled the grade item name followed by "Points Grade". Users' grades should be the Points Grade they received. E.g., 44 points out of a possible 50 points. | 44 |
| Grade Symbol | Select box grade items should be labeled the grade item name followed by "Grade Symbol". Users' grades should be a pre-existing grade scheme symbol. E.g., "Very Good", "Merit", or "3.5". | Very Good |
| Text Grade | Text grade items should be labeled the grade item name followed by "Text Grade". Users' grades can be any text value. Text grade items do not count towards users' final grades. | Perfect Attendance! |
| Adjusted Final Grade Numerator | The total points a user achieved in a course. You can enter a user's percentage grade (without the % sign) if you enter the denominator as 100. E.g., 84 points out of 100 points or 230 points out of 285 points. | 84 |
| Adjusted Final Grade Denominator | The total possible points available in a course. Enter 100 if you want to record users' percentage grades. E.g., _ / 100 points available or _ / 285 points available. | 100 |
| End-of-Line Indicator | The last column must be labeled "End-of-Line Indicator" so the system knows when the next set of data begins. The end of each users' line should be indicated with the pound key "#". | # |

Import grade items

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click **Import**.
3. Click **Browse**.
4. Locate the file you want to import and click **Open**.
5. Select **Create new grade item when an unrecognized item is referenced** if you want to be able to create new grade items from the import file.
6. Click **Continue**.
7. If you are creating new grade items:
 - a. Select the **Create New Grade Item** check box beside each of the items you want to create.
 - b. Select a grade item **Type**.
 - c. Click **Continue**.
 - d. Fill in the grade items' properties.
 - e. Click **Continue**.
8. View error and warning messages associated with the import, and click **Continue**.

Set grade visibility options for learners

1. On the navbar, click **Grades**.
2. Click **Settings**.
3. In the **Org Unit Display Options** tab, set your **Learner View Display Options**.
4. Click **Save**.

You can also edit grade visibility options for individual grade items using the **Edit Item** page by setting **Display Options**.

Note: Bonus grade items do not display to learners with the grade scheme information like other grade items, no matter what display options you set. Bonus grades are calculated differently than other grade items and only added to final grades after all other calculations. Therefore, learners can only view the numeric points, and potentially the weight achieved, for a bonus grade, but no other grade scheme information.

Set release conditions for grades

Release conditions allow you to associate grade items and grade book categories with other items in Brightspace Learning Environment. For example, you can require that users meet some other criteria, such as completing a quiz or completing an assignment, before a specific grade item appears in their grade book.

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, click on the grade item you want to set release conditions for.
3. In the **Restrictions** tab, in the **Release Conditions** area, do one of the following:
 - Click **Attach Existing**, then select the check box for any condition you want to attach. Click **Attach**.
 - Click **Create and Attach**, then select a **Condition Type** from the drop-down list. Complete any additional **Condition Details** that appear and click **Create**.
4. From the drop-down list, select if **All conditions must be met** or **Any condition must be met** to access the grade item or category.
5. Click **Save and Close**.

About bonus grade items

Bonus grade items are not included in the maximum points for a category or final grade. They are added on top of the calculated grade.

Bonus grade items cannot make users' grades exceed the maximum points specified, unless the Can Exceed option is selected.

Note: Bonus grade items do not display to students with the grade scheme information like other grade items, no matter what display options you set. Because bonus grades are only added to final grades after all other calculations, students can only view the numeric points, and

potentially the weight achieved, for a bonus grade, but no other grade scheme information, as the actual weight or points of the bonus grade item may not be consistent with the rest of the grade scheme.

Inaccurate final grades


The Final Grades page lists the calculated final grade for each user in your grade book. Final grades might be inaccurate if:

- You did not select the **Automatically keep final grades updated** option when you set up your grade book.
- There are grade items that you still need to enter grades for.
- You selected **Automatically release final grades** but you didn't change your selection from **Drop ungraded items** to **Treat ungraded items as 0** at the end of the course.
- You are using formula grade items in a Points-based grading system. Formula grade items do not contribute to the final grade in a points-based or weighted-based grade book.

Manually recalculate the final grade

To manually recalculate the final grade

If you have not selected the Automatically keep final grades updated option, you may have to manually recalculate final grades at some point during your course.

1. On the navbar, click **Grades**.
2. Do one of the following:
 - To recalculate a grade, click a user's name. In the **Final Grade** section, click the  **Recalculate the Final Calculated Grade** icon.
 - To recalculate all grades, from the **Final Calculated Grade** context menu, click **Enter Grades**. On the **Final Grades** page, from the **Final Grades** context menu, select **Recalculate All**.

Enter an adjusted final grade

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **Final Adjusted Grade** context menu, click **Enter Grades**.
3. In the **Final Adjusted Grade** column, enter a grade for every user you want to give an adjusted grade to.
4. If you want to release a grade for a user, select their **Release Final Adjusted Grade** check box.
5. Click **Save**.

Calculate final grades for a single user

1. On the navbar, click **Grades**.
2. On the **Enter Grades** page, click on a user's name.
3. If you see the "Out of date!" message displaying by the **Final Calculate Grade**, click the **Recalculate the Final Calculated Grade** icon. Click **Calculate**.
4. Enter a **Final Adjusted Grade** in the fields provided or click the **Transfer Final Calculated Grade to Final Adjusted Grade** icon.
5. Select the **Release** check box.
6. Click **Save**.

Delete grade items or categories

Note the following:

- Selecting a category does not select the grade items that reside in it. If you delete a category, the grade items associated with it become independent grade items.
- You cannot delete grade items that are associated with another course object, such as a quiz, discussion topic, or assignment. To delete the item you must first remove the association. Click the Information icon for a grade item with an association to view details about where the item is used.

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **More Actions** button, select **Delete**.
3. Select the check box for each grade item or category want to delete.
4. Click **Delete**.

Restore a deleted grade item

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the **More Actions** button, select **Event Log**.
3. Beside the appropriate grade item select **Restore**.

Note: Formula and Calculated grade items cannot be restored.

Grading Scenarios

Scenario 1: Final calculated grade using Points system

You offer a number of online training courses that use similar content, but adjust the course content depending on your users' interests and skill levels. You set up specific courses by importing course content from a master course. You do not want to change the weight of each grade item to make every course grade book balance, so you use the points system and keep

each grade item's maximum points the same. You grade basic tasks out of 5, intermediate tasks out of 10, and advanced tasks out of 15. You give users who receive at least 70% on all grade items 10 bonus points. You allow users to exceed the maximum points for a grade item, but not the final grade. Because you often allow some users to skip advanced tasks, you drop ungraded items from the final grade calculation.

You set up grade items with the following properties:

| | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 | Bonus |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Maximum Points | 5 | 5 | 10 | 10 | 15 | 15 | 10 |
| Can Exceed | Yes | Yes | Yes | Yes | Yes | Yes | No |
| Bonus | No | No | No | No | No | No | Yes |

You assign the following grades for the user Frank Catcher:

| | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 | Bonus |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Maximum Points | 6 | 8 | 9 | 8 | 15 | -- | 10 |

You release the calculated final grade to Frank. It is calculated as follows:

| Grade item | Calculation |
|------------|-----------------------------------|
| Project 1 | $= 6/5 \times 100$ $= 120\%$ |
| Project 2 | $= 8/5 \times 100$ $= 160\%$ |
| Project 3 | $= 9/10 \times 100$ $= 90\%$ |
| Project 4 | $= 8/10 \times 100$ $= 80\%$ |
| Project 5 | $= 15/15 \times 100$ $= 100\%$ |

| Grade item | Calculation |
|------------------------|---|
| Project 6 | = Dropped Note: Dropped grade items are not included in calculations; grades are calculated as if the item does not exist. |
| Bonus | = $10/10 \times 100$ = 100% Note: Bonus points are added on top of the final grade. |
| Calculated Final Grade | = $(6+8+9+8+15)/(5+5+10+10+15) \times 100 + 10$ = $46/45 \times 100 + 10$ = 112.22% = 100% |

Scenario 2: Final calculated grade using Weighted system

You are teaching an introductory science course in which users are graded on four labs, their participation in discussion topics, and a final examination. You allow users to drop their lowest grade on a lab. You also provide bonus grades to users who act as moderators for discussion topics. If a user does not submit a lab, you leave it ungraded and treat ungraded items as a grade of 0.

You set up grade items and a Labs category with the following properties:

| | Labs | Lab 1 | Lab 2 | Lab 3 | Lab 4 | Discussions | Moderator | Exam |
|----------------|--------------------------------|-------|-------|-------|-------|-------------|-----------|------|
| Category | Labs | Labs | Labs | Labs | Labs | None | None | None |
| Maximum points | n/a | 10 | 10 | 10 | 10 | 10 | 5 | 100 |
| Weight | 50% (for entire Labs category) | | | | | | | |
| | | 25% | 25% | 25% | 25% | | | |
| Bonus | n/a | No | No | No | No | No | Yes | No |

| | Labs | Lab 1 | Lab 2 | Lab 3 | Lab 4 | Discussions | Moderator | Exam |
|-------------|------|-------|-------|-------|-------|-------------|-----------|------|
| Drop lowest | 1 | | | | | | | |

You assign the following grades for the user Frank Catcher:

| | Labs | Lab 1 | Lab 2 | Lab 3 | Lab 4 | Discussions | Moderator | Exam |
|---------------|------|-------|-------|-------|-------|-------------|-----------|------|
| Frank Catcher | n/a | 0 | 8 | 0 | 7 | 8 | 3 | 71 |

You release the calculated final grade to Frank. It is calculated as follows:

| Grade item | Calculation |
|------------|---|
| Lab 1 | = Dropped Note: Dropped grade items are not included in calculations; grades are calculated as if the item does not exist. |
| Lab 2 | = $8/10 * 25 / (25 + 25 + 25) * 100$ = 26.67% towards the category = $26.67 * .5$ = 13.33% towards the final grade Note: Lab 1 is worth 33.33% of the Labs category even though it is assigned a weight of 25%. This is because the lowest lab grade is dropped and there are only three labs contributing to the category. |
| Lab 3 | = $0/10 * 25 / (25 + 25 + 25) * 100$ = 0% towards the category = $0 * .5$ = 0% towards the final grade See the note for Lab 1. |
| Lab 4 | = $7/10 * 25 / (25 + 25 + 25) * 100$ = 23.33% towards the category = $23.33 * .5$ = 11.67% towards the final grade See the note for Lab 1. |

| Grade item | Calculation |
|------------------------|--|
| Discussions | $= 8/10 \times 10$ $= 8\%$ towards the final grade |
| Moderator | $= 3/5 \times 5$ $= 3\%$ on top of the final grade Note: Bonus items are added to the final grade after other calculations. Do not include a bonus item's weight in your total when balancing your grade book. |
| Exam | $= 71/100 \times 40$ $= 28.4\%$ towards the final grade |
| Calculated Final Grade | $= 13.33 + 11.67 + 8 + 3 + 28.4$ $= 64.4\%$ |

About automatic transfer of overall score to a learner's grade

You can automatically transfer the overall score of a numeric rubric to a learner's grade. A score transfers automatically only when the rubric has an overall score.

Numeric rubrics include the following types:

- Point analytic
- Custom point analytic
- Percentage holistic

When multiple rubrics are present in the rubric pop-up window, it is the overall score of the first numeric rubric that Brightspace Learning Environment transfers. If you want to transfer the score of a different rubric or scores from multiple rubrics, you must handle these situations separately.

Brightspace Learning Environment handles different types of grade items during the transfer as follows:

- **Numeric:** The overall score of the rubric is expressed as a percentage and applied to the grade item to ensure correct translation between different *out of* values. For example, if the grade item is *out of 6* and the rubric is *out of 10*; when you assess the rubric and the learner achieves 8/10, the learner's grade will be 4.8 upon transfer.
- **Select box:** Brightspace Learning Environment finds the range in the select box values that has the translated rubric score and the learner is given the *Assigned Value %* corresponding to the range.

- **Pass/Fail:** If you assess the rubric to a score of 0, upon transfer, the grade item will be set to Fail; otherwise, the learner is given a Pass.

Automatically transfer overall score to learner's grade

1. On the navbar, click **Grades**.
2. On the **Manage Grades** page, from the grade item context menu, click **Enter Grades**.
3. On the selected **Grade Item** page, click **Assessment** for the learner you want to evaluate.
4. On the rubric pop-up window, evaluate the learner and click **Save and Record**. If you click **Save**, the overall score does not transfer to the learner's grade.

Best practices for entering grades

- **When creating a grade item, ensure that the Max. Points field for the item is not set to null or zero**
The Max. Points field can be found in the Grading section of the Create a new grade item page (or the edit page for existing grade items) under the Properties tab.
- **When sorting grade categories and items, ensure they are sorted in the appropriate order**
The best way to ensure grade items are sorted correctly is to create the categories and items in the order that they will be marked. Brightspace Learning Environment automatically sorts the categories and grade items in the order that they are created. If you want to see the order of your grade items, from the **Course Homepage**, go to **Grades**. Select **Manage Grades**.
- **When creating a grade item, make sure that you are not creating duplicate entries in the grade book**
Duplicate grade items can occur for a variety of reasons, such as from multiple course package imports or from users. Duplicates have the same title and often have no associated activity.
- Gradebooks that exceed 200+ grade items feature Sort Order text fields beside the grade items on the Reorder Grade Items and Categories page. The order of the grade items can be changed by entering a positive integer in the fields. Items with the same sort order number, such as two grade items being marked "1," retain their current sort order, relative to each other.
- The Sort Order drop-down menu still appears for Gradebooks with fewer than 200 grade items.

Managing event logs in grade book

About event logs

Event logs maintain a record of changes made in the Grades tool. The logs can be useful when auditing a grade book, managing updates made by teaching assistants, and discussing grades with learners.

- User Grade event logs record all of the changes made to a particular user's grades.
- Grade Item event logs record changes to grades on a single grade item.
- Final Grade event logs record changes to users' final grades.
- Manage Grades event logs record changes made to the properties or restrictions of a specific grade item.
- Restoring Grade Item event logs record the date and time a grade item is created or removed, and the user who performs the action.

Access the event log for a user

1. On the **Enter Grades** page, click the name of the user you want to access the event log for.
2. From the context menu of the user's name, select **Event Log**.

Access the event log for an individual grade item

1. On the **Manage Grades** page, from the context menu of the grade item you want to access the event log for, select **Enter Grades**.
2. From the context menu of the grade item's name, select **Event Log**.

Access the event log for a user's final grades

1. On the **Enter Grades** page, from the context menu of the Final Calculated Grade or Final Adjusted Grade item, select **Enter Grades**.
2. In the **Event Log** column for the desired user, select the **Event Log** icon.

Access the event log for changes to a grade item's properties or restrictions

1. On the **Manage Grades** page, from the context menu of the category or grade item you want to view, select **Event Log**.

Access the event log for restoring grade items

1. On the **Manage Grades** page, from the **More Actions** button select **Event Log**.
2. If you want to restore Numeric, Select box, Pass/Fail, or Text grade items that were removed, beside the item's name, click **Restore**.

Creating and managing quizzes

The Quizzes tool enables you to create and manage points-measured assessments. As part of your quantifiable assessment procedures, you can use quizzes to help evaluate users' learning progress and learning outcomes. Create and manage quiz questions from the Question Library or the Quizzes tool, and organize quizzes into categories to make it easier to find assessments with similar or related content. Use the quiz preview option to test the accuracy of content and grading before you release a quiz. In a preview, you can answer the questions, view allowed hints, submit the quiz, auto-grade answers, read feedback, and view report results.

Once you receive completed quizzes from learners, you can view quiz statistics such as grade distribution, grade average, question statistics, and user statistics on the Statistics page.

Notes:

- You can only access Likert questions through the Surveys tool and Question Library. Likert questions are unavailable for quizzes.
- You can now import Quiz and Question banks created in the IMS QTI 2.1 standard.

Manage Exemptions

Instructors can manage exemptions by launching the **Manage Exemptions** page from the following locations in the Quizzes tool:

- On the **Manage Quizzes** page, in the context menu of a quiz
- On the **Grade Quiz** page as a button at the top of the page

Export the event log of all quiz attempts

You can export an event log of all quiz attempts made by all learners in your course.

1. Open the quiz that you want to export the event log for.
2. On the **Grade Quiz** page, click **Export Event Logs**.
3. Enter a name for the file.
4. Specify where you want to save the file.
5. Click **Save**.

Reset quiz attempts for learners

To reset quiz attempts for learners

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz with attempts you want to reset, click **Grade**.

3. Select the check box for each attempt you want to reset and then click the **Reset** icon at the top of the list of quiz attempts.

Note: By default, the **Grade Quiz** page only displays completed quiz attempts. To view quiz attempts in progress, on the **Users** tab or the **Attempts** tab, from the **Restrict to** filter, select either **All attempts** or **Users with attempts in progress**.

Prevent cheating in quizzes

To prevent cheating in quizzes

To help prevent cheating in quizzes, do the following:

- On the **Edit Quiz** page, in the **Optional Advanced Properties** area, select **Disable right click**.
- On the **Edit Quiz** page, in the **Optional Advanced Properties** area, select **Disable Instant Messages and alerts**.
- Incorporate question pools or random sections into your quizzes to distribute unique sets of questions to users.
- On the **Edit Quiz** page, in the **Quiz Questions** area, select **Shuffle questions at the quiz level**.
- On the section creation page, select **Shuffle questions in this section**.

View the event log of a single quiz attempt

You can view an event log of a single quiz attempt made by an individual learner.

1. In the Quizzes tool, open a quiz.
2. From the quiz drop-down menu, select **Grade**.
3. On the **Grade Quiz** page, in the user list, click **attempt 1**.

Create a quiz

To create a quiz

To create a quiz using the new Quiz Builder experience:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click **New Quiz**.
3. In the **General** area, fill in your quiz details, including giving your quiz a name.
4. In the **Quiz Questions** area, click **Add/Edit Questions**.
5. Click the **Add** drop-down button and do any of the following:
 - Select **New Question** and select the type of question you want to add.
 - Enter the question text and fill out other appropriate fields. Use the **Options** menu to set advance criteria.
 - Click **Save**.

- Add more questions and observe that you can use the handlers to drag and re-order the questions.
 - Select **Section**.
 - Enter the section title and section text and select the respective check boxes if you want to hide the section tile and/or section text from learners.
 - To shuffle the order of questions within a specific section, select the **Shuffle questions in this section** check box.
 - On the main Quiz Builder page, use the **Add** or **Import** button to create or import questions for use within the section. Note that questions are added to the bottom of the list at the root level. Use the handles beside the question name to drag questions to the appropriate place within the section.
 - Select **Question Pool**.
 - Enter a **Question Pool Title**.
 - Specify the number of questions from the pool that you want to appear to learners and how many points learners will receive for each question they answer correctly. The appropriate number of questions will be chosen randomly for each quiz attempt.
 - Click **Browse Question Library**, select the check boxes of the questions you want to add to the question pool, and click **Add**.
 - Click **Save**.
6. If you want to align the selected questions to learning outcomes, for each question, click **More Actions > Align to Standards**. Then, choose the outcomes you want to align and click **Add**. Note that any alignments appear in all quizzes where the question appears within the same course offering.
 7. When you are done adding and reordering questions in the Quiz Builder interface, click **Back to Settings** for your quiz.
 8. In the **Properties** tab on the Edit quiz page, in the **Quiz Questions** area, do any of the following:
 - Specify the number of **Questions per page**.
 - Select the **Prevent moving backwards through pages** check box.
 - Select the **Shuffle order of questions at the quiz level** check box. To discourage cheating in quizzes, you can shuffle the order of all questions in quizzes or specific groups of questions (sections) in quizzes. For example, you could shuffle questions 1-10 in a quiz, or shuffle questions 3-10 (grouping those questions into a section) and retain the order of questions 1-2 at the start of the quiz. When a quiz contains shuffled questions, each learner receives a quiz with a unique question order.
Note: Shuffling the order of questions at the quiz level also shuffles the order of all sections in the quiz.
 9. In the **Optional Advanced Properties** area, do any of the following:
 - Select the **Allow hints** check box.
 - Select the **Disable right click** check box.
 - Select the **Disable instant messages and alerts** check box.
 - In the **Notification Email** field, enter an email where notifications will be sent.
 10. Once you've created a basic quiz, you can further customize it by adding restrictions, adding assessments, associating learning objectives, customizing the submission view, and adding reports.

11. On the **Restrictions** tab, deselect the **Hide from users** check box when you are ready to release the Quiz.
12. Click **Save**.

To create a quiz using the original experience:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click **New Quiz**.
3. In the **General** area, fill in your quiz details.
4. In the **Quiz Questions** area, click **Add/Edit Questions**.
5. Do any of the following:
 - To add questions from Question Library, another collection, a text file, or Brightspace Learning Repository, click **Import**. Select an option from each of the drop-down lists and specify the resulting settings, based on your chosen options. Click **Save**.
Note: If you import questions from Question Library, your quiz will contain a copy of the questions, not the original questions. For more information on incorporating questions from Question Library, see [Quizzes and Question Library](#).
 - To create a new question, from the **New** button, select the type of question you want to add. Enter the question details and click **Save**.
6. Repeat the previous steps until you have added all your quiz questions.
7. Click **Done Editing Questions**.
8. In the **Properties** tab of quiz editing mode, in the **Quiz Questions** area, do any of the following:
 - Specify the number of **Questions per page**.
 - Select the **Prevent moving backwards through pages** check box.
 - Select the **Shuffle order of questions at the quiz level** check box. To discourage cheating in quizzes, you can shuffle the order of all questions in quizzes or specific groups of questions (sections) in quizzes. For example, you could shuffle questions 1-10 in a quiz, or shuffle questions 3-10 (grouping those questions into a section) and retain the order of questions 1-2 at the start of the quiz. When a quiz contains shuffled questions, each learner receives a quiz with a unique question order.
Note: Shuffling the order of questions at the quiz level also shuffles the order of all sections in the quiz.
9. In the **Optional Advanced Properties** area, do any of the following:
 - Select the **Allow hints** check box.
 - Select the **Disable right click** check box.
 - Select the **Disable instant messages and alerts** check box.
 - In the **Notification Email** field, enter an email where notifications will be sent.
10. Click **Save**.

Once you've created a basic quiz, you can further customize it by adding restrictions, adding assessments, associating learning objectives, customizing the submission view, and adding reports.

Add restrictions to a quiz

To add restrictions to a quiz

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to add restrictions to, click **Edit**.
3. In the **Restrictions** tab, do any of the following:
 - Select the **Hide from Users** checkbox, enter a **Due Date**, set **Availability** of the quiz, and add **Release Conditions**.
 - In the **Optional Advanced Restrictions** area, update the **Password** field.
 - In the **Optional Advanced Restrictions** area, update the **IP Restriction** field. You can add multiple IP address ranges to ensure that users can only access a quiz from IP addresses in the specified IP address ranges.
 - In the **Timing** area, set your timing options for the quiz.
 - In the **Special Access** area, select your **Type of Access** and click **Add Users to Special Access**.
4. Click **Save and Close**.

Understanding date restrictions

Quiz restrictions allow instructors to set start dates, due dates, and end dates on their quizzes. The start date determines when a quiz becomes available to learners. The end date determines when a quiz becomes unavailable to learners. The due date specifies a time when a quiz is expected to be completed. A quiz is considered late if it is submitted after the due date is reached. If a quiz has an enforced time limit and the learner uses more than the allotted time, the quiz is marked as 'exceeded time limit'.

Manage questions in the new Quiz Builder experience

Add or Edit Questions

1. From the **Edit Quiz** or **New Quiz** page, click **Add/Edit Questions**.
2. On the **Question list**, select the check box for one or more of the available questions. The **Add** and **Import** menus are replaced by **Delete** and a **More Actions** menu.
3. Use the **More Actions** menu to update the settings of multiple questions:
 - Use **Toggle Bonus** to set bonus questions
 - Use **Toggle Mandatory** to make the question mandatory
 - Use **Set Points** to change the point value of questions
 - Use **Align to Standards** to align quiz questions to learning standards

Delete alignments from quiz questions

You can remove alignments individually on the main Quiz Builder screen, or remove alignments to individual questions within question pools in the Question Pool editor.



1. Browse to the quiz or question pool.
2. Do one of the following:
 - Click the X on the alignment tag in the question pool to delete the alignment for all questions within the pool.
 - Click the X on the alignment tag on an individual question to delete the tag for that question only.
 - Select several questions, then click to clear the outcomes alignment for those questions only.

Import questions from Brightspace Learning Repository

1. From the **Edit Quiz** or **New Quiz** page, click **Add/Edit Questions**.
2. From the **Import** drop-down menu, click **Import from LOR**.
3. Browse to the repository and select the check boxes for the quiz or questions you want to import.
4. Click **Select**.

Export questions to Brightspace Learning Repository

1. From the **Edit Quiz** or **New Quiz** page, click **Add/Edit Questions**.
2. Select the check boxes for the questions you want to export.
3. From the **More Actions** drop-down, click **Publish to the LOR**.
- a. Do one of the following:
 - To publish to an existing repository, select **Pick a Repository**. From the drop-down list, select a repository.
 - To overwrite an existing learning object, select **Overwrite an existing object**. Click **Search**. Locate the repository you want to overwrite. To have your learning object inherit the previous object's metadata, clear the **Replace existing object's metadata** check box.
- b. Click **Sharing and Publishing Options**. Do any of the following:
 - To leave the page while your package is being built, select **Publish in the background**.
 - To hide the learning object from searches, select **Hide learning object in search results**.
 - To associate the learning object with Creative Commons rights, select **Creative Commons licensed**. From the drop-down list, select your modifications preference. Creative Commons licensing enables you to retain copyright on your work while allowing different degrees of reuse to other

- users. Associating a creative commons license automatically populates the metadata rights fields with this information.
- c. In the **Learning Objects to Publish** area, clear the check box for any item you do not want to include in the package. Clearing a folder clears all its associated questions and sub-folders.
 - d. Click **Next**.
 - e. On the **Detected Files** page, do any of the following:
 - To add additional files to the package, click **Add Files**. Locate the file and click **Add**.
 - To add additional folders to the package, click **Add Folders**. Locate the folder and click **Select a Path**.
 - f. Click **Next**.
 - g. On the **Metadata** page, to classify your learning object, click  **Classifications**. From the **Classification Schema** drop-down list, select a schema. Click **Select**. Click the  **Add** icon for any classification you want to add. Click **Save**.
 - h. Click **Publish to LOR > Done**.

Hide quizzes

To hide a quiz:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of a quiz, select **Hide from Users**.

Note: You can also edit a quiz, access the **Restrictions** tab, and select the **Hide from Users** checkbox.

To make hidden quizzes visible;

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of a quiz, select **Make Visible to Users**.

Note: You can also edit a quiz, access the **Restrictions** tab, and deselect the **Hide from Users** checkbox.

To bulk hide or display quizzes:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, select the checkbox for any item you want to change the visibility of.
3. Click **More Actions**, and select **Make Visible to Users** or **Hide from Users**.

View Quizzes Attempt Logs

The Attempt Logs track detailed quiz attempt events per user. From the Overview tab you can view quiz attempts based on Quiz Entry time, Quiz Completion time, Quiz Attempt Deleted, and Quiz Attempt Restored.

From the Detailed tab you can view the following quiz attempt events: Quiz Entry and re-entry times, Response Save time, Page Movement time, Quiz confirmation screen / completion time, and IP Address when each event occurs.

To view Attempt Logs for quizzes

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz with attempts you want to reset, click **Attempt Logs**.
3. Click the **Overview** tab or the **Detailed** tab to view all Attempt events for the quiz.

Restore deleted quiz attempts in the Attempt Logs

You can restore deleted quiz attempts for learners in the quiz's **Attempt Logs Overview** tab.

Note:

- A deleted quiz attempt can only be restored if the learner does not have another quiz attempt in progress.
- The **Restore** button only appears for the latest deleted quiz attempt.

To restore a deleted quiz attempt

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz with attempts you want to reset, click **Attempt Logs**.
3. From the **Overview** tab, click **Quiz Attempt Deleted**. Click **Restore** for the quiz attempt you want to restore.

Add special access to a quiz that requires Respondus LockDown Browser

If Respondus LockDown Browser is enabled for the course offering a quiz resides in, you can exempt individual learners from the requirement to use the LockDown Browser when taking that quiz.

1. On the **Manage Quizzes** page, from the context menu of the quiz you want to add restrictions to, click **Edit**.
2. In the **Restrictions** tab, under **Security Options > Respondus LockDown Browser**, do one of the following:

- Select **Required to take this quiz**.
 - Select **Required to view quiz feedback and results**.
3. Click **Add Users to Special Access**.
 4. On the **Add Special Access to Quiz** page, under **LockDown Browser**, select **Not required to take this quiz**.
 5. Select the learners that you want to exempt from using the LockDown Browser for this quiz and click **Add Special Access**. The learners to whom you have granted this special access appear below the **Add Users to Special Access** button with a **Do not require LockDown Browser for this quiz** icon beside their names.

Note: The special access settings do not apply to all quizzes in a course offering automatically. You must add special access for learners to each quiz separately.

Add assessments to a quiz

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to add assessments to, click **Edit**.
3. In the **Assessment** tab, do any of the following:
 - In the **Assessment** area, if you want to grade quiz attempts immediately, select the **Automatic Grade** check box. You can add a new or existing numeric grade item to the quiz, set quiz results to automatically export to the grade book, edit how the quiz grade appears to learners, and give learners the ability to send their quiz results to their Brightspace ePortfolio, if applicable.
 - In the **Assessment** tab, in the **Attempts** area, set how many attempts a learner can make on a quiz, how multiple attempts are calculated, and the minimum and maximum percentage score that a learner must achieve on a previous attempt to qualify for another attempt.
4. Click **Save and Close**.

Save draft quiz feedback

1. When evaluating a quiz submission, click **Save Draft** to store any grading and feedback information. On the **Grade Quiz** page, in the **Status** column, attempts with draft feedback display **Draft Saved**, along with the date and time it was saved (to indicate that evaluation is in progress).
2. Click **Publish Feedback** to release the feedback for multiple attempts simultaneously.

Note: Once feedback is published, the user interface displays options to **Update** and **Retract**. **Retract** allows score and feedback to be hidden from learners. Published feedback automatically appears in your grade book. If you retract published feedback, the entry is simultaneously removed from the grade book until you publish again.

Set a different number of quiz attempts for an individual learner

1. Open the quiz that you want to grant an individual learner a different number of quiz attempts.
2. Click **Quiz Setup**.
3. In the **Assessment** tab, in the **Attempts** area, set how many attempts a learner can make on a quiz, how multiple attempts are calculated, and the minimum and maximum percentage score that a learner must achieve on a previous attempt to qualify for another attempt.
4. Click **Save**.
5. In the **Restrictions** tab, select the **Allow selected users special access to a quiz** check box and then click **Add Users to Special Access**.
6. In the **Users** area, select the learner that you want to grant a different number of quiz attempts.
7. Click **Add Special Access**.
8. In the **Special Access** area, alongside the name of the learner, click **Edit**.
9. In the **Attempts** area, select the **Override attempts allowed** check box.
10. In the **Advanced Attempt Conditions** area, update the **Min** and **Max** percentage score that the learner must achieve on a previous attempt to qualify for another attempt if required.
11. Click **Add Special Access**.
12. Click **Save and Close**.

Associate learning outcomes with a quiz

When you are setting up a quiz, ensure that you select the Submission View setting if you want learners to see their outcomes.

1. In a quiz, click **Submission Views**.
2. If a default view does not exist that shows the questions to users, click **Add Additional View**.
3. Complete the fields on the **Add View** page, ensuring that you click to select **Show Outcomes**.
4. Click **Save**.
5. Click **Save and Close**.

Align learning outcomes to quiz questions

Alignments to learning outcomes are applied to all uses of that question within quizzes in the same course offering. It is possible to bulk align to all questions within a question pool or section.

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to add learning objectives to, click **Edit**.

3. In the **Objectives** tab, click **Associate Learning Objectives**.
4. **Browse** or **Search** for the learning objectives you want to associate with the quiz.
5. Select the check boxes beside the learning objectives you want and click **Add Selected**.
6. Click **Save and Close**.

When a question in a quiz has a learning outcome aligned to it, an outcome tag appears next to the question in the Quiz Builder View and the Question Pool Editor. The Question Pool view also shows the cumulative list of all outcomes aligned to questions within the pool.

Customize the submission view for a quiz

To customize the submission view:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to customize the submission view for, click **Edit**.
3. In the **Submission Views** tab, do one of the following:
 - To edit the default view, click the **Default View** link. Make your changes and click **Save**.
 - To create a new view, click **Add Additional View**. Customize your view and click **Save**.
4. Click **Save and Close**.

Watch how to customize submission views

Create a quiz report

To create a quiz report

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, from the context menu of the quiz you want to create a report for, click **Edit**.
3. In the **Reports Setup** tab, click **Add Report**.
4. Enter a **Report Name**.
5. Select your **Report Type**. Using the check boxes provided, customize your report's output.
6. Select when you want to release the report, and which roles you want to release it to.
7. Click **Save**.

About quiz reports

You can view and export quiz reports to a CSV or Microsoft Excel file for data analysis. The file contains all applicable information from the quiz so that you can query, sort, and evaluate the

data without being connected to the learning management system. You must set up quiz reports in the Reports Setup tab for the appropriate quiz before you can view or export reports.

All statistics are calculated based on a user's first attempt of the quiz. If a question is changed after attempts have occurred, then only the attempts on the newest version of the question are included in the statistical calculations.

Select or deselect the **Include exempted users in stats** check box to either include or exclude exempted users in quiz statistics.

Average grade is calculated only for first attempts of the quiz.

For all reports, you can set a release date and select roles to release the report to.

| Report Type | Details |
|---------------------|---|
| Question Statistics | <p>The average score on questions by points and percentage.</p> <p>You can choose to include or exclude the class average, score distribution, bonus questions, the Out Of value, standard deviation, point biserial, and discrimination index.</p> |
| Question Details | <p>All of the answers provided for each quiz attempt, how many users chose each possible answer, the total number of responses, and the average score on each question.</p> <p>You can choose to include or exclude the level of difficulty, text responses, bonus questions, private comments added to the report, standard deviation, point biserial, and discrimination index.</p> |
| User Statistics | <p>The class average and standard deviation, score distribution, and the grade of each user.</p> <p>You can choose to include or exclude the class average, score distribution, and Org Defined ID.</p> |
| Attempt Details | <p>The Org Defined ID, username, first name, and last name of each user. Detailed information about each question. The users' responses for each question organized by attempt, including how long each attempt took.</p> <p>You can choose to include or exclude the Org Defined ID and attempt duration.</p> |
| User Attempts | <p>The Org Defined ID, username, first name, and last name of each user. The users' score for each question in points and percentage organized by attempt, including how long each attempt took.</p> <p>You can choose to include or exclude the Org Defined ID and attempt duration.</p> |

Give each learner a random set of quiz questions

To provide learners with a unique set of questions

If you are using the new quiz creation experience:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click on the quiz where you want to add a question pool.
3. Click **Add/Edit Questions**.
4. From the **New** button, click **Question Pool**.
5. Enter a **Question Pool Title**, the **Number of Questions to Select**, and the **Points per Question**.
6. Click **Browse Question Library**.
7. Select from the existing questions in the Question Library, and click **Add**.
8. Click **Save > Done Editing Questions**.

If you are using the original quiz creation experience:

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click on the quiz you want to add a random section of questions to.
3. Click **Add/Edit Questions**.
4. From the **New** button, click **Random Section**.
5. In the **General** area, enter your random section details.
6. In the **Display Options** area, select how you want your section to appear.
7. Click **Save**.
8. On the quiz question page, click on the random section you created.
9. Click **Import**.
10. From the **Source Selection** drop-down list, select the section you want to import.
11. In the **Source Collection** area, select the questions you want to import. Click **Save**.
12. In the **Questions per attempt** field, enter how many questions you want each user to see from the random section when taking the quiz.
13. In the **Points each** field, enter how many points you want each question to be worth. All questions in a random section are assigned the same points value.
14. Click **Save > Done Editing Questions**.

About random sections

You can create random sections in quizzes to distribute a unique set of questions to individual users. Random sections pull questions from a designated pool of questions stored in the question library.

Since you can only access random sections within quizzes, you must create a quiz before you can create its random sections. You can import an infinite number of questions from Question Library into each random section, but you cannot create new questions within random section folders.

Managing random sections (renaming, reordering, deleting) is similar to managing quiz questions except you cannot publish random sections.

About question pools

Question pools allow you to create quizzes with randomized questions while using the new Question Creation Experience. Question pools are an effective way to prevent cheating on quizzes as they ensure each learner receives a unique set of questions. Once you have entered a title, the number of questions to select, and the points per question for your question pool, you can browse the Question Library or existing quizzes, surveys, and self-assessments, to select the desired questions. It is recommended that you organize your Question Library to include a section for each quiz. This makes it easier to locate the correct questions during the question pool creation process. A dynamic preview is automatically generated when questions are imported into a question pool. The preview allows instructors to quickly get an idea of how the question pool appear to learners when taking the quiz.

Converting random sections to question pools

When you opt in to the new quiz creation experience, all existing random sections convert to question pools. This does not change the quiz taking experience for learners.

In some cases, the system prompts you to move content from a former random section into a parent section. This occurs when either of the following conditions are met:

- the random section settings have **Show Section Name** selected
- the random section message field contains information

When you convert the random section, the title and message information moves to a parent section, and the randomization settings and questions move to a question pool nested inside that parent section.

Create bonus quiz questions

To create bonus quiz questions using the new Quiz Builder experience:

1. In the new Quiz Builder experience, edit an existing quiz, and click **Add/Edit Questions**.
2. Select the check box for any questions you want to be made bonus questions.
3. Click **More Actions**, and select **Toggle Bonus**.

To create bonus quiz questions using the original experience

1. On the navbar, click **Quizzes**.
2. On the **Manage Quizzes** page, click on the quiz you want to create bonus questions for.
3. Click **Edit Values**.
4. Select the **Bonus** check box for every question you want to make bonus.

5. Click **Save and Close**.

Create and manage discussion forums

Use the Discussions tool in your course to encourage users to share thoughts on course material with their peers. You can set up forums and topics for users to ask questions, discuss course content and assignments, and work together in assigned groups and sections.

Important: When copying and pasting formatted content from other sources, the HTML Editor in the Discussions tool contains some limitations. For example, if you copy content from a document with APA formatting and paste it into a discussion thread, the formatting is not preserved. As a best practice for submitting assignments, D2L recommends using the Assignments tool. If you choose to use the Discussions tool, D2L recommends submitting documents as attachments in the tool, which preserves document formatting.

Getting started with discussions

Create a discussion forum

To create a discussion forum

Use forums to organize your discussion topics into categories. Your course can have multiple forums and topics, but you must create a forum before you can create a topic since all topics belong to forums.

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, from the **New** button drop-down menu, click **New Forum**.
3. Enter a title for your new forum.
4. Enter a description for your new forum.
5. In the **Options** section, select any of the following check boxes:
 - **Allow anonymous posts** - To enable users to post anonymously.
 - **A moderator must approve individual posts before they display in the forum** - To ensure that posts are approved by a moderator before they display in the forum.
 - **Users must start a thread before they can read and reply to other threads in each topic** - To ensure user participation.
 - **Display forum descriptions in topics** - To provide instructors the option to display a discussion forum description within a discussion topic description.
6. In the **Restrictions** tab, in the **Availability** section, select the **Hide from Users** checkbox to set the stats of the forum.
7. Select **Locking Options** for your forum. Locking a forum prevents users from posting to any of its associated topics until it is unlocked; they can still read post made to a topic prior to it being locked.
8. Click **Save and Close**.

Create a discussion topic

To create a discussion topic

Your course can have multiple forums and topics, but you must create a forum before you can create a topic since all topics belong to forums.

If the updated group discussions interface has been turned on by your administrator:

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, from the **New** button, click **New Topic**.
3. From the drop-down list, select the forum you want to put your topic in. If you want to create a new forum for your topic, click **New Forum**.
4. To grant everyone access to the topic and restrict learners to only see threads from their own group or section, under **Topic Type**, select **Group or section topic**.
Note: You cannot edit the topic type once you save the topic.
5. Enter your New Topic Details.
6. On the **Restrictions** tab, select Availability options for your topic.
7. Select **Locking Options** for your topic. Locking a topic prevents users from posting to it until it is unlocked; they can still read post made prior to it being locked.
8. Click **Save and Close**.

If you are using the default group discussions interface:

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, from the **New** button, click **New Topic**.
3. From the drop-down list, select the forum you want to place your topic in. If you want to create a new forum for your topic, click **New Forum**.
4. Enter your New Topic Details.
5. On the **Restrictions** tab, select Availability options for your topic.
6. Select **Locking Options** for your topic. Locking a topic prevents users from posting to it until it is unlocked; they can still read post made prior to it being locked.
7. Click **Save and Close**.

Create a discussion thread

1. On the navbar, click **Discussions**.
2. Click the topic where you want to create a thread.
3. Click **Start a New Thread**.
4. Enter a subject.
5. Enter your post.
6. Set any of the following posting options:
 - To keep the thread at the top of the list, select **Pin Thread**.
 - To post anonymously, select **Post as Anonymous**.
 - To receive updates on the thread using your selected notification method, select **Subscribe to this thread**.
 - To attach a file, in the **Attachments** area, click **Browse** to locate the file that you want to attach.

- To attach an audio recording, in the **Attachments** area, click **Record Audio > Record**. To make adjustments to your microphone selection and volume, click **Flash Settings**. To listen to your recording, click **Play**. To erase your recording, click **Clear**. If you have prerecorded audio and are using a supported browser, you can drag audio files onto the attachments upload target.
 - To attach a video recording, in the **Attachments** area, click **Record Video > Allow > Record**. When you finish recording, click **Stop**. To erase your recording, click **Clear**. To add the recording, click **Add**. If you have pre-recorded video and are using a supported browser, you can drag video files onto the attachments upload target.
 - To post your thread to more than one topic, click **Post to other topics**. Click **Add Topics**. Select the topics that you want your thread to appear in. To post in every topic simultaneously, select the **Select All** check box and then click **Add Topics**.
7. Click **Post**. If the topic is moderated, your post does not appear until a moderator approves it.

Edit a discussion forum or topic

Editing a discussion forum gives you the ability to change the forum name, availability and locking options, release conditions, and group and section restrictions. Editing a discussion topic gives you the ability to reassign the topic to a different forum, rename the topic, and change the availability and locking options, restrictions, assessment options, and associated learning objectives.

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, click the context menu of the forum or topic you want to edit and click **Edit Forum** or **Edit Topic**.
3. Make your changes.
4. Click **Save and Close**.

View a discussion topic

If you are viewing a topic from the Discussions tool:

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, click on the name of the discussion topic. The properties of the discussion topic related to availability, locking information, and any other details set by an instructor, are listed directly below the name of the discussion topic.
3. From the **Filter by** drop-down list, select an option, by which you can sort the individual discussion posts.

If you are viewing a topic from the Content tool:

1. On the navbar, click **Content**.
2. Click on a module.

3. Click on the name of a discussion topic.
Note: You cannot view the properties of the discussion topic when you view the topic using the Content tool.
4. From the **Filter by** drop-down list, select an option, by which you can sort the individual discussion posts.

Reply to a discussion thread

1. On the navbar, click **Discussions**.
2. Locate the thread you want to reply to.
3. Do either of the following:
 - To reply to the main thread post, click **Reply to Thread**.
 - To reply to a particular post inside the thread, or click **Reply**.
4. Enter your reply in the HTML Editor. To include the original post's text in your reply, click the **Add original post text** link. (If this option is already enabled by your course administrator, this message will not display.)
5. Set any of the following options:
 - To post anonymously, select **Post as Anonymous**.
 - To receive updates on the thread using your selected notification method, select **Subscribe to this thread**.
 - To attach a file, in the **Attachments** area, click **Browse** to locate the file you want to attach.
 - To attach an audio recording, in the **Attachments** area, click **Record Audio > Record**. To make adjustments to your microphone selection and volume, click **Flash Settings**. To listen to your recording, click **Play**. To erase your recording, click **Clear**. If you have pre-recorded audio and are using a supported browser, you can drag audio files onto the attachments upload target.
 - To attach a video recording, in the **Attachments** area, click **Record Video > Allow > Record**. When you finish recording, click **Stop**. Click **Clear** to erase your recording or **Add** to add the recording. If you have pre-recorded video and are using a supported browser, you can drag video files onto the attachments upload target.
6. Click **Post**.

Post to a group discussion topic

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, select a group discussion topic.
3. Click **Start a New Thread**.
4. From the **Post Thread to** drop-down list, select **All Groups**, or a specific group.
5. Provide a subject and enter your post in the HTML editor.
6. Set any of the following options:
 - To receive updates on the thread using your selected notification method, select **Subscribe to this thread**.

- To attach a file, in the **Attachments** area, click **Add attachments**, click **Upload**, and locate the file you want to attach.
- To attach an audio recording, in the **Attachments** area, click **Record Audio > Record**. To adjust your microphone selection and volume, click **Flash Settings**. To listen to your recording, click **Play**. To erase your recording, click **Clear**. If you have pre-recorded audio and are using a supported browser, you can drag audio files onto the attachments upload target.
- To add your post to other topics, click **Post to other topics**, and then **Add Topics**. Select the desired topics and click **Add Topics**.

7. Click **Post**.

Note: If you select the option to post to all groups, the Discussions tool creates a copy of the thread for each group to access and reply to.

Subscribe to a discussion

To subscribe to a discussion

1. On the navbar, click **Discussions**.
2. Do either of the following:
 - On the **Discussions List** page, from the context menu of the forum or topic you want to receive notifications of new posts for, click **Subscribe**.
 - On the **View Topics** page, beside the thread you want to receive notifications for, click **Subscribe**.
3. In the **Customize Notifications** pop-up window, select your **Notification Method**. If you do not have an email address set up in your user profile to receive notifications, in the **Customize Notifications** pop-up window, click the **Add an email address in a new window** link. Click the **Enable email notifications** link, then set your email preferences in the **Email Settings** pop-up window. Click **Save**.
4. Click **Subscribe**.

Unsubscribe from notifications

1. On the navbar, click **Discussions**.
2. Do either of the following:
 - From the context menu of the forum or topic you are subscribed to, click **Unsubscribe**.
 - Beside a thread you are subscribed to, click **Subscribed**.
3. In the confirmation pop-up window, click **Yes**.

Delete discussion forums, topics, threads, and posts

Important: When you delete a post, any replies to that post are also deleted.

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, click the context menu of the forum, topic, thread or post you want to delete and click **Delete**, **Delete Thread**, or **Delete Post**.
3. To confirm the deletion, click **Yes**.

Restrict multiple forums or topics to specific groups or sections

To restrict access to Discussions

After you have created groups or sections, you can restrict access to a forum or topic using your groups or sections. Restricting forums or topics enables you to create discussion areas where members of a group or section can collaborate on assignments or discuss course materials in small groups. You can also use create separate forums for specific groups or sections in a course offering.

1. Click **Group and Section Restrictions** from the tool navigation.
2. Select your **View Options**.
3. In the **Edit Restrictions** area, select the **Restricted** check box for any forum or topic you want to restrict, then select the check box for any group or section you want to have access to the forum or topic. To open a forum or topic to everyone, clear the **Restricted** check box.

Automatically create restricted topics for groups or sections

You can automatically create a discussion topic for each group or section in a selected category. Topics get their names from the group or section they associate with.

1. On the navbar, click **Discussions**.
2. From the tool navigation, click **Group and Section Restrictions**.
3. Click the **Automatically create restricted topics** link.
4. Select a **Group or Section Category** and the **Forum** where you want to create your topics. If you want to create a new forum, click **New Forum**.
5. Click **Create**.

Copy a discussion thread with replies

1. In the **Discussions List** page, view the discussion topic you want to copy.
2. From the thread's context menu, click **Copy Thread**.
3. In the **Copy** pop-up window, select the **Destination Forum** and the **Destination Topic** from the respective drop-down menus.
4. Under **Copy Options**, select the **Copy replies** check box.
5. Click **Copy**.

Best practices for using Discussions

- Ensure that there are discussion topics created for your discussion forum(s)**
 Forums are used to group topics into predetermined themes, course units, etc. You can only post in discussion topics. If there are no topics created for a forum, then students will not be able to participate in discussions.
 On the course home page, click **Discussions**. Make sure that there are topics nested under the discussion forum. If you do not see topics nested under the discussion forum(s), you must create topics.
- Ensure that discussion forums and topics are not unintentionally hidden**
 The option to hide a discussion forum or topic is located on the **Discussion List** page, in the context menu for each forum or topic. The **Hidden** icon appears beside any topics or forums that are currently hidden. Forums and topics can also be hidden on the **New Forum** or **New Topic** page (or the Edit page for existing forums and topics), in the **Restrictions** tab's **Availability** section.
 If you selected **Hide this [topic or forum]**, then learners cannot see it. If a discussion forum has this setting enabled, all of the topics nested under it are also hidden.
- Ensure that there are no unwanted date restrictions set for the discussion forum or topic**
 Students cannot access topics that fall outside of set date restrictions. If a discussion forum has date restrictions attached, then all topics nested under it will be hidden outside of those date restrictions.
 The option to set date restrictions is located on the New Forum or New Topic page (or the Edit page for existing forums and topics), in the **Restrictions** tab **Availability** section. Select the **Forum is visible for a specific date range** check box, then fill out your start and end dates. If you want the forum or topic to be currently visible, ensure that the End Date has not passed yet and the Start Date has already begun; if you want it to be available at a later time, set the date restrictions accordingly.
 If you do not want date restrictions enabled, select **[Forum/Topic] is always visible**.
- Ensure that the appropriate group restriction settings are applied**
 If group restrictions are enabled for the discussion forum or topic, then only students within the group selected can see the discussion.
 The option to set group restrictions is located on the **New Forum** or **New Topic** page (or the **Edit** page for existing forums and topics), in the **Restrictions** tab of the **Group and Section Restrictions** section. Select **Restrict this forum to the following groups and sections** to enable group restrictions for a forum or topic.

Export discussion statistics

To export discussion statistics

You can export statistics to a CSV file and then import the data into a spreadsheet application to perform further analysis.

1. On the navbar, click **Discussions**.
2. From the tool navigation, click **Statistics**.

3. Click **Export to CSV File**.
4. Once the file has finished processing, click the file name to download the file.

Moderating discussions

About locking discussion forums and topics

Locking a topic prevents users from creating new posts or modifying existing posts, making the conversation read only. Users with permission can modify the contents of a locked topic. Locking a topic is an effective way of closing a conversation while allowing users to refer back to posts. Consider locking a topic to end a conversation, then using a pinned summary post inside the topic. When users access the topic, your summary appears at the top.

You can specify start and end dates for when a forum or topic unlocks so you can set things up ahead of time to match your course's calendar.

Lock a discussion forum or topic

To lock a discussion forum or topic

1. On the navbar, click **Discussions**.
2. From the context menu of the forum or topic you want to lock, click **Edit**.
3. On the **Restrictions** tab, select your **Locking Options**.
4. Click **Save**.

Watch how to lock a discussion forum

About hidden discussion forums and topics

Hidden topics do not display on the Discussions List page, except to users with permission to see hidden forums and topics or to manage discussions. By hiding topics, you can control which topics users can access at different times throughout the course. For example, you can create weekly discussion topics for users to reflect on the material covered in each week of the course and make each topic available for one week only.

You can specify start and end dates for when a forum or topic is visible so you can set up visibility ahead of time to match your course's calendar.


Instead of scheduling a topic to disappear as soon as you want the discussion to end, consider locking the topic at that point and keeping it visible for another few days. This allows users to review the discussion after it closes so that they don't miss the last posts added.

Hide a discussion forum or topic

1. On the navbar, click **Discussions**.
2. From the context menu of the forum or topic you want to hide, click **Hide from Users**.

About moderated discussion topics

If a topic requires post approval or moderation, posts only appear to users with permission to approve them. You must manually approve these posts to make them visible to all users. Users with permission to approve posts in a topic can create approved posts automatically.

You can enable and disable post approval from the Properties tab when creating or editing a forum or topic. Once you enable post approval, a  Moderated notification appears beside the forum or topic name.

If a post is not appropriate for the topic and you do not want to approve it, you can do any of the following:

- Leave the post unapproved.
- Edit the post before approving it.
- Delete the post.

Moderate discussions

You must manually approve posts and threads in topics that require approval. Once you approve a post or thread, it is visible to all users. To hide the post or thread, you must unapprove it.

To moderate discussions

1. On the navbar, click **Discussions**.
2. Do any of the following:
 - Beside the post you want to approve, click the **Approve Post** link.
 - From the context menu of the post you want to approve, click **Approve Post**.
 - To approve all posts in a thread, click **Approve All Replies in Thread**.
 - From the context menu of the post you want to unapprove, click **Unapprove Post**.
 - From the context menu of the thread you want to unapprove, click **Unapprove Thread**.

Assessing discussions

Assessment methods available for a discussion

Starting with Brightspace Learning Environment 20.19.09, any grades you enter in Grade Book for discussion grade items are also synchronized back to Discussions. This change ensures data consistency between Discussions and Grade Book.

Note: Currently, Discussion grades are not synchronized when the Discussion tool is updated by the Brightspace API or when Grade Book is exported and imported.

The following calculation methods are available to assess discussions.

| Calculation method | Definition |
|---------------------------------------|---|
| Average post score | This calculation method averages all of the post scores included per user. |
| Maximum post score | This calculation method identifies the highest score of all the post scores included per user. |
| Minimum post score | This calculation method identifies the lowest score of all the post scores included per user. |
| Mode post score - Highest on multiple | This calculation method looks at the frequency of scores on posts, then selects the highest occurrence of a score per user. Once it picks the frequency, the system looks to see if multiple scores occur at that frequency. If not, it assigns that score to the user. If there are multiple scores with the same frequency, it will choose the highest of those scores. For example, if a score of 7 occurs 2 times, a score of 8 occurs 3 times, and a score of 9 occurs 3 times, the system will choose the frequency 3 and the score of 9. |
| Mode post score - Lowest on multiple | This calculation method looks at the frequency of scores on posts, then selects the highest occurrence of a score per user. Once it picks the frequency, the system looks to see if multiple scores occur at that frequency. If not, it assigns that score to the user. If there are multiple scores with the same frequency, it will choose the lowest of those scores. For example, if a score of 7 occurs 2 times, a score of 8 occurs 3 times, and a score of 9 occurs 3 times, the system will choose the frequency 3 and the score of 8. |
| Sum of post scores | This calculation method sums up all the scores on posts within a topic. |

Configure a topic for assessment

1. On the navbar, click **Discussions**.

2. From the context menu of the topic you want to configure for assessment, click **Edit Topic**.
3. In the **Assessment** tab, configure your topic for assessment by doing any the following:
 - If you want your assessments to count toward the learner's Final Grade, and you want the learner to see their assessment score and feedback in the Grades tool, associate the topic to a numeric grade item. Use the **Grade Item** drop down list to attach an existing numeric grade item or click **New Grade Item** to create a new numeric grade item. Note that you can only associate numeric grade items with discussion topics.
 - Give the topic a **Score Out Of** to evaluate the overall score of the learner's contributions to the topic.
 - Click the **Add Rubric** button to attach one or more existing rubrics, or click the **Create Rubric in New Window** link to create a new rubric for the topic. You can assess one or more rubrics for each learner in the course, and learners can view completed, published rubrics in Class Progress, Grades, Content, Discussions, and User Progress.
 - If you want to score individual posts, select the **Allow assessment of individual posts** check box, then select your calculation method to allow assessment of individual posts in the topic. When this check box is not selected, you can give a single overall score to the learner for their participation.
 - If you want to score all the posts within a topic, select the **Allow assessment of individual posts** check box, and then select the **Sum of post scores** calculation method.
 - If you select **Allow assessment of individual posts**, the **Include unassessed posts in the calculated topic score as zero** check box becomes available. When you select this check box, the system automatically assigns a score of zero to individual posts that you have not yet evaluated, and the overall score for the learner is calculated from the score of all posts, including those not evaluated with a score of zero. Selecting this check box does not affect the **Sum of post scores** option. If you do not select the **Include unassessed posts in the calculated topic score as zero** check box, posts without a score are ignored and do not factor into the overall score.
4. Click **Save and Close**.

Align learning outcomes to discussion topics

You can align learning outcomes to discussion topics, enabling you to map discussion topic activities to a learner's demonstration of learning outcomes in a discussion. By viewing the learning outcomes that align to discussion topics, learners can understand what they need to demonstrate in discussion topic activities.

Note the following:

- To use learning outcomes, your administrator must define a scale for your organization that measures achievement in a course. For example, achievement levels might include the following: Does Not Meet Expectations, Meets Expectations, and Exceeds

Expectations. In addition, you must import learning outcomes into a course using Lessons.

- The language term used to describe learning outcomes in your organization depends on the value set by an administrator. For example, the **Standards** tab in a discussion topic might be labeled as **Competencies**, **Expectations**, **Objectives**, or **Learning Outcomes**.
- Adding a rubric to a discussion topic is optional; it is not required for assessing learning outcomes in a discussion thread.

To align learning outcomes to a discussion topic

1. From the navbar, click **Discussions**.
2. Create or edit a discussion topic.
3. Click the **Learning Outcomes** tab.
4. Click **Add Outcomes**.
5. Select the learning outcomes you expect learners to demonstrate in the discussion topic, and click **Add**.
6. Click **Close**.

Assessing discussion threads against learning outcomes

You can assess discussion threads against learning outcomes aligned to a discussion topic. This allows you to easily assess learner progress against learning outcomes in Discussions. Learners can view the results of your assessment, making it easier for them to understand their progress against a learning outcome, and locate areas for improvement.

When you assess a discussion thread, a section for measuring learning outcomes displays. Using the scale defined by an administrator, you measure the learner's achievement in each learning outcome, for example, Does Not Meet Expectations, Meets Expectations, or Exceeds Expectations.

After you publish the assessment of the discussion thread, the learner navigates to the discussion topic and views the assessment.

Note the following:

- To use learning outcomes, your administrator must define a scale for your organization that measures achievement in a course. In addition, you must import learning outcomes into a course using Lessons. For more information, see [Align learning outcomes to discussion topics](#).
- The language term used to describe learning outcomes depends on the value set by an administrator. For example, the **Standards** tab in a discussion topic might be labeled as **Competencies**, **Expectations**, **Objectives**, or **Learning Outcomes**.
- Adding a rubric to a discussion is optional; it is not required for assessing learning outcomes.
- Learners cannot view your assessment of learning outcomes in a discussion thread until you publish it.

To assess a discussion thread against learning outcomes, see [Assess users in discussion threads](#).

Assess users in discussion threads

To assess users in discussion threads

You can assess learners' participation in discussion topics from within threads for topics to which you've added an assessment. In the **Assess Post** pop-up, you can view the post you are assessing, along with any attached rubrics and fields to add in personal feedback.

If your topic is moderated, you must approve posts before you can assess them. To assess individual posts, you must edit the topic to enable the **Allow assessment of individual posts** check box in the **Assessment** tab.

1. On the navbar, click **Discussions**.
2. On the **Discussions List** page, click the topic you want to assess.
3. Depending on your view settings, do one of the following:
 - In Reading view, instructors can assess an individual learner while viewing all of a learner's posts together on one screen. Click the context menu beside a thread name and select **Assess Student**.
 - In Grid view, instructors can select either the thread or reply for a post. Click the **More Actions** button and then select **Assess** to assess the individual learner.
4. In the popup dialog box, do any of the following:
 - If assessment of individual posts is enabled and you are in Reading View, enter a score in the **Score** column beside each post you want to assess. If assessment of individual posts is enabled and you are in Grid View, add the assessment in the **Post Score** field.
 - If assessment of individual posts is not enabled, enter a score in the **Topic Score** field. This score is the assessment you are providing to the learner for participation in the topic.
 - Complete each rubric, choosing a level and entering feedback for each criterion. The Total calculates automatically based on the rubric criteria, or you can manually enter the Total and override the calculation. Note that the calculated or chosen Total is automatically populated in the **Topic Score** field. To return the Topic Score to the calculated score from the rubric, click **Clear Override**.
 - If learning outcomes are aligned to the discussion topic, using the scale defined by an administrator, assess the learner's progress against each learning outcome. For example, achievement levels might include the following: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations. For more information, see [Assessing discussion threads against learning outcomes](#).
 - In the **General Feedback** field, enter feedback comments.
5. Click **Save Draft** to retain the assessment results and publish at a later time. Click **Publish** to immediately release the assessment results to the learner in Assignments, Discussions, Grades, Content, and User Progress simultaneously.

Retract and re-publish assessments of discussions

You can retract published assessments from learner view if you need to re-assess discussion posts. This option is available for individual users, or you can use the bulk retract and publishing features for larger numbers of users or the entire class.

1. Navigate to **Discussions**.
2. From the context menu of the topic you want to assess, click **Assess Topic**.
3. Select the check-box next to a learner's name and click **Publish Feedback**, or **Retract Feedback**.

Note: Use the **Status** column to view information on when feedback was published, if a topic has not been evaluated, or if feedback is currently saved as a draft.

Assign scores to users from the Assess Topic page

To assign scores to users from the Assess Topic page

You can assess users from inside a discussion topic while reading posts, or from the **Assess Topic** page. When assessing users from the **Assess Topic** page, you can see topic scores for all users and view all of a user's posts together on one screen.

Assessable topics display an **Includes assessment** icon beside the topic name on the **Discussions List** page. If you select the **A moderator must approve individual posts before they display in the topic** setting, you must approve posts in the topic before you can assess them.

To assess individual posts, you must edit the topic to enable the **Allow assessment of individual posts** check box in the **Assessments** tab.

1. On the navbar, click **Discussions**.
2. From the context menu of the topic you want to assess, click **Assess Topic**. If the **Score** column is empty on the **Assess Topic** page, click **Manage Columns**, select the **Score Value** check box, and click **Save**.
3. Do one of the following:
 - In the **Users** tab, click **Topic Score** for the name of the user you want to assess.
 - In the **Assessments** tab, click the name of the user you want to assess.
4. In the **Topic Score Details** window, do any of the following:
 - If **Allow assessment of individual posts** is enabled, enter a value in the **Score** column beside each post you want to assess.
 - If **Allow assessment of individual posts** is not enabled, assign a value in the **Topic Score** to reflect the learner's participation in the whole topic.
 - Complete each rubric with a level and feedback for each criterion.
 - In the **General Feedback** field, enter any comments that you have.
5. Click **Save Draft** to retain the assessment results and publish at a later time. Click **Publish** to immediately release the assessment results to the learner in Assignments, Discussions, Grades, Content, and User Progress simultaneously.

Link a discussion assessment to a grade item

To link a discussion assessment to a grade item

When you link a discussion topic's score to a numeric grade item in your grade book, your users' scores automatically transfer to the grade book. This enables you to factor the topic score into users' final grades for the course.

You must publish the score in order for Brightspace Learning Environment to update the grade item in the grade book. This prevents the display of inaccurate grades before you finish assessing users. When you publish the topic score, Brightspace Learning Environment updates the grade item in the grade book, and makes the grade visible to learners in Discussions, Content, and User Progress. Any additional changes you make to a user's score automatically updates in the grade book. Note that you can only link numeric grade items to discussion topics.

1. On the navbar, click **Discussions**.
2. From the context menu of the topic you want to assess, click **Assess Topic**.
3. On the **Assess Topic** page, do one of the following:
 - To publish scores for specific users, select the **Draft** check box in the **Status** column beside each user whose score you want to release. Click **Save**.
 - To publish scores for all users, click **Publish All Scores**. Click **Yes**.

Link a discussion topic to a learning objective

Associate a topic with learning objectives to measure a user's mastery of skills, abilities, and knowledge. You can use a rubric to evaluate a user's success at meeting the learning objective.

You must have learning objectives created before you can link them to discussion topics.

1. On the navbar, click **Discussions**.
2. From the context menu of the topic you want to associate with learning objectives, click **Edit Topic**.
3. In the **Objectives** tab, click **Associate Learning Objectives**.
4. Browse or search for the learning objectives you want to associate with the discussion topic.
5. Select the check boxes beside the learning objectives you want and click **Add Selected**.

Add an assessment to a discussion topic with a learning objective

1. On the navbar, click **Discussions**.
2. From the context menu of the topic that contains the learning objective you want to associate with an assessment, click **Edit Topic**.
3. In the **Objectives** tab, from the context menu of the learning objective you want to evaluate, click **Add Assessment**.
4. Do either of the following:

- To attach one or more existing rubrics, click the **Select Rubric** button.
 - To create a new rubric for the topic, click the **Create Rubric in New Window** link.
5. Select your **Criteria** from the drop-down list.
 6. If you want to make the activity required, select **The activity is required to complete learning objective**. Then select a level for the rubric from the **Threshold** drop-down list.

Displaying rubric scores on the Assess Topic page

When the Assess with Embedded Rubrics feature is on, the View Options menu becomes available on the Assess Topic page.

The default option is Show Topic Score. This option displays only the Topic Score links. Rubrics and rubric scores do not appear on the Assess Topic page. This option provides a single list of topic scores that instructors can use for visual comparison across learners.

The Show All Scores option displays the learners' topic scores and rubric scores. This option provides the same view as when the Assess with Embedded Rubrics feature is disabled.

Restore deleted discussions

In order to restore deleted forums and topic, you must have the Delete and Restore Forums and Topics permission enabled. If the forum you restore contains one or more topics, you will be given the option to also restore the forum's associated topics.

In order to restore deleted threads and posts, you must have the See Deleted Posts permission and Display deleted posts option on the Settings page enabled. If the post you restore is a reply to another post, and the other post was also deleted, both posts are restored.

1. On the navbar, click **Discussions**.
2. Do one of the following:
 - To restore a deleted forum or topic, on the **Discussions List** page, from the **More Actions** button, click **Restore**. Click **Restore** beside the forum or topic you want to restore.
 - To restore a deleted thread or post, click the **Restore <Thread/Post>** link in the thread or post you want to restore.

About D2L

A global leader in EdTech, D2L is the creator of Brightspace, the world's first integrated learning platform.

The company partners with thought-leading organizations to improve learning through data-driven technology that helps deliver a personalized experience to every learner, regardless of geography or ability. D2L's open and extensible platform is used by more than 1,100 clients and almost 15 million individual learners in higher education, K–12, healthcare, government, and the enterprise sector—including Fortune 1000 companies.

The company has operations in the United States, Canada, Europe, Australia, Brazil, and Singapore. www.D2L.com

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