THE SELF- AND PEER ASSESSMENT ASSIGNMENT: DOES IT INCREASE STUDENT ENGAGEMENT IN ONLINE CLASSES? AN EXPLORATORY STUDY

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Abstract

The authors explored the effectiveness of self- and peer assessments (SPA) of assignments within an online classroom environment. The authors found self- and peer assessment tools can be used to increase student engagement in online courses. First, students must be very familiar with using the course management system. The Blackboard SPA tools are somewhat cryptic to use so an "introductory assignment" is mandatory to familiarize students with the interface. Second, students must be motivated to spend extra time creating and submitting assignments as well as reading, evaluating and commenting on fellow students' assignments. Most students do not want to assess and assign points to other students' submissions. Third, the instructor must assist students when technology issues arise. If online technology help is not available in the evening and on weekends, the teacher must be available after hours, as many online students complete assignments in the evenings and on weekends. After this exploratory study was concluded, the researchers decided to eliminate the use of SPA assignments in online classes.

Introduction

Budget cuts and an increasingly competitive environment have made online classes a fact of life for students and faculty at public universities. When faced with the prospect of offering traditional face-to-face (F2F) classes using an online-only medium, many teachers try to use online course management tools to replicate the classroom environment as much as possible. As most experienced online teachers know, this is a recipe for ineffective delivery of information and disinterested students. The researchers contend that it is difficult to effectively duplicate synchronous classroom-delivered content in an asynchronous online environment. Additionally, the use of synchronous tools in an online class to replicate the synchronous classroom environment defeats the purpose of online course delivery – to reach out to place-bound students and professionals to whom flexibility of schedule and ease of access to curriculum is paramount.

This exploratory study discusses the issues that arose when using an online tool in Blackboard Course Management software known as self- and peer assessment (SPA), from both a student

and teacher perspective. We will discuss the results of student surveys as well as anecdotal evidence from the teacher's perspective. Additionally, we will discuss the use of self- and peer assessment assignments online to increase student engagement and boost critical thinking; the technology issues associated with such usage, and the perceived effect on student engagement and learning in an asynchronous online class environment.

The ultimate purpose of this paper is to:
- help teachers understand the advantages and pitfalls of using "cutting edge" technologies in an online environment, and
- alert and inform instructors about the advantages, pitfalls and perceived effectiveness of using self- and peer assessment assignments to improve student engagement and critical thinking in online classes.

Literature Review

There have been a large number of studies regarding the effectiveness of self- and peer assessment methodologies (Pope, 2005, citing Falchikov, 1986, 1988; Boud, 1991, 1995; Hounsell et al., 1996; Dochy et al., 1999; Lapham & Webster, 1999; Roach, 1999). The literature on self- and peer assessment reveals, when assignments are adequately defined, appropriately monitored, and evaluative criteria is understandable and applicable, that students show realistic views of their own work, and can apply consistent evaluation of their peers' academic performance (Stefani, 1994; Dochy, Sergers, & Sluijsmans, 1999). Furthermore, Pope (2005) has explored how increased levels of student stress, while being involved in self- and peer assessment, factor into increased performance.

Pope (2005) found that while females reported higher levels of stress, than men, when anticipating and engaging in self- and peer assessment, both groups responded with higher levels of performance. Therefore, it seems reasonable to conclude that self- and peer assessment, when appropriately applied, increases performance, in spite of increased levels of student stress surrounding the process. Other student focused advantages of self- and peer assessment include giving a sense of ownership to the evaluative process; application of transferrable skills in the areas of evaluation; giving feedback, and promoting consistency and fairness, and learning to treat the assessment and evaluative process as a part of life-long learning (Zariski, 1996; Race, 1998; and Brown, 1996).

Lastly, concerns exist for student assessment bias in the form of over or under-marking. Boud and Holmes (1995), found a slight bias to over-mark, while Haaga (1993) found that when students engage in double-blind reviews, their outcomes were as reliable, or more reliable, than professional peer reviews. Ultimately, any assessment scheme, whether it be peer or instructor generated, can suffer from, or enjoy the same advantages or disadvantages inherent in the grading process.

Studies indicate that self-assessment helps students set goals and learn for themselves as well as allowing them to contribute constructively in collaborative efforts (Hanrahan & Isaacs, 2001). Some studies indicate that self-assessment tends to be more critical than peer assessment (Rudy, D. W., et al.; 2001). Also, self- and peer assessment methods increase efficiency for administrators by minimizing the cost of staff time, as well as increase the effectiveness of students' learning (Pope, 2005, citing Hanrahan & Isaacs, 2001).

Given the bias reduction value to double blind evaluations, the on-line classroom delivery environment should serve as a platform conducive to utilization of self- and peer assessment. Therefore, this paper will explore the veracity and impact of self- and peer assessments employed in on-line classes, delivered through a mid-sized public, masters granting institution, using the Blackboard© course management system.

Discussion

The reduction nationally in state-funded support for institutions of higher education, along with the desire to minimize staffing costs, has driven the adoption of online course delivery at state universities. Faculties are required to teach larger class-sizes to effect lower cost content delivery. Traditional class sizes are confined due to physical classroom restrictions, an inherent limitation of synchronous face-to-face content delivery. Teachers are required to do more with the same or fewer resources. The use of online methodologies to deliver course content can help address these issues. However, students are required to meet the same learner outcomes without a physical presence, which makes for some interesting challenges for both teacher and pupil.

The Information Technology and Administrative Management Department at Central Washington University, decided to embrace the use of online curriculum in order to offer classes to professional and place-bound students. The course management software used was Blackboard, which offers multiple tools that can be used by faculty to help provide a rich and

engaging environment for the learner. Numerous faculty members, that use a course management tool avail, themselves of the Discussion Board tool. Discussion Board is an entrenched mechanism, used by faculty to facilitate student participation in online classes at Central Washington University. Blackboard's Discussion Board tool is an interface that provides a forum where students post assignments as well as comment on fellow students' postings. The postings and comments are then assessed by the teacher, often using a rubric called "2 + 2," i.e., submit two original postings regarding a topic assigned by the teacher (the first "2"), and then reply to at least two other students' original postings (the second "2). The idea is to replicate students' classroom discussions concerning the course content.

However, there are multiple issues with using discussion boards in an online class. Too many times, students post replies such as "…great comment," or "…I really agree with you on this," and "…great job!" Teachers must screen for this type of posting. The most significant issue is the use of "copy & paste" postings. This occurs when a student copies another student's reply and uses it as their own, with enough changes to avoid detection. Discussion boards are rife with this type of activity, which defeats the purpose of a discussion board and its attempt to facilitate course discussions online.

Why Self- and Peer Assessment?

The researchers' original intent in implementing SPA mechanisms was to increase the level of participation in online classes. By not using discussion boards, the teacher can prevent students from using "copy & paste" postings within discussion boards, take advantage of an excellent assessment methodology and engage students in critical thinking processes.

Students in this study may have been reluctant to perform self- and peer assessments due to issues such as "distrust of faculty intentions, fear of harming each other's grades, or disrupting collegiality" (Rudy, D.W., et al., 2001). Student comments indicate that many view the peer assessment part of the class as the faculty's attempt to "get the student to do the teacher's work." At a recent seminar, a colleague accused the researcher of using the SPA mechanism in Blackboard to "avoid work." Nothing could be further from the truth.

Technology Issues: What Else is New?

The use of online curriculum is mission-critical to a state-funded university. Blackboard is the Learning Management System used at Central Washington University. The current level of the Blackboard server is 9.1, service pack 10. However, there is a lack of Level 3 technical support

for self- and peer assessment (SPA) issues at Central Washington University. The instructor is the resident expert on the use of Blackboard SPA, but has no direct access to Blackboard's company-provided support team. Additionally, during the summer of 2008, a version of Blackboard was rolled out to students and faculty that had numerous technical issues, including issues with the SPA mechanisms. This caused a university-wide uproar from faculty as the rollout occurred over a summer term, when 99 percent of classes were taught online.

Issues still remain with the SPA mechanism in Blackboard. For example, when a student posts an assignment in the SPA interface, the student must not press the "Enter" key on the keyboard, otherwise Blackboard truncates the remainder of the student's entry. Blackboard does not warn the student about the truncation and allows the student to continue to type input, even though anything typed after the first press of the "Enter" key will disappear and not be readable during the peer assessment portion of the assignment! The researchers asked Blackboard support to address this issue for three years, but nothing has been done, probably because very few teachers are using the SPA mechanism.

SPA mechanisms are foreign to most students at Central Washington University (CWU). A teacher cannot apply SPA methods to groups within Blackboard and there is faculty resistance generally to online classes.

Teaching students how to use the SPA tools in Blackboard is problematic, as the embedded help tools for Blackboard were cryptic and difficult to understand. Additionally, late course enrollments were another issue and had to be addressed within the SPA context. In other words, once the submission window closed, a student did not have anything for the other student to critique. While the late-enrolled student could attempt to participate in the assessment portion of the assignment, an informed and valuable assessment was inherently precluded due to the student's failure to post his/her own submission.

One issue the instructor faced was how much to weigh the SPA assignments. Initially, the assignments were worth 50 percent of the students' final grade. Also, if the student did not complete the entire assignment (both initial posting and assessment postings), the student did not receive credit for the assignment. Many students did not like this requirement, as they were used to getting "partial credit" in other classes. Therefore, the syllabus always stated in bold caps, "LATE ASSIGNMENTS ARE NOT ACCEPTED, REGARDLESS OF REASON." This statement did not preclude many students from asking for extra time to submit assignments.

Being the only professors at the university to use self- and peer assessment, the Blackboard tools component was quite a challenge, in that there was no one with which to discuss these types of issues locally. It was not until the researchers attended an education conference in the summer of 2011 that they were able to share this information with other faculty experienced with these types of issues.

Other Online Issues: Here We Go Again?

Discussion boards are an entrenched mechanism for providing and/or improving student participation in online courses at Central Washington University. However, the discussion board tools in Blackboard made it difficult for the instructor to grade and assess student assignments, as there was no built-in rubric/assessment tool at that time. Blackboard has since implemented such a feature.

Study Design

Assignment Weights

IT 301 Information Technology: Security, Privacy and Ethics is a class offered at Central Washington University, with a single prerequisite: junior status. Within this class, quizzes and other assignments are worth 20 percent of a student's final grade. A 1000-work minimum opinion paper (APA format) is worth 30 percent of a student's final grade, and SPA assignments are worth 50 percent of a student's final grade.

The SPA questions require students to answer a question within a set time-window. Once the answer time-window closes, the student must return to the same question and evaluate one or more students' answers. The evaluation process is randomized by the Blackboard system and all students' work, both original submissions and evaluations, remain anonymous to all students. The professor has complete access to student names, submissions and evaluations. Screen capture examples are shown below.

Survey Questions and Responses

There were sixty-three survey respondents (N=63), seventeen survey questions (excluding demographic questions), and demographics indicated by 61 respondents. GPA was between 3.0 and 3.4 was 45.9 percent (28/61). 39.3 percent were juniors (24/61). 54.1 percent were seniors (33/61). 54.1 percent were male (33/61). 45.9 percent were female (28/61). Age 18-21

Table 1: Questionnaire

Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
"It was easy to understand how to complete Self and Peer Assessment assignments."	11.1	11.1	15.9	**57.1**	4.8
"The Self and Peer Assessment assignments were difficult to understand."	11.5	**41**	27.9	14.8	4.9
"Self and Peer Assessment questions require me to think critically."	11.1	12.7	7.9	**54**	14.3
"I did not get much out of the Self and Peer Assessment assignments."	4.9	24.6	21.3	23	**26.2**
"When given a choice, I prefer the instructor to use discussion boards for assignments, rather than Self and Peer Assessments."	4.8	12.9	27.4	22.6	**32.3**
"Self and Peer Assessment assignments helped promote discussion in my online class."	**27.9**	23	21.3	23	4.9
"Evaluating others' assignments has helped me become more engaged in my online class."	18	19.7	**27.9**	**27.9**	6.6
"Most of the comments I received from evaluators	24.6	19.7	**32.8**	23	0

Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
were meaningful."					
"As an evaluator, I was able to provide meaningful comments most of the time."	4.9	4.9	31.1	**49.2**	9.8
"Most of the time, evaluators were fair in awarding points for my assignments."	14.8	21.3	16.4	**41**	6.6
"Student evaluation comments almost always justified the points I was awarded for my submissions."	24.6	26.2	**29.5**	18	1.6
"Evaluating other students' work increases my understanding of the course materials."	14.8	23	23	**31.1**	8.2
"Other students' comments helped me with completing future assignments."	**32.8**	27.9	18	19.7	1.6
"The professor should exercise more control over the evaluation portion of the assignments."	3.3	9.8	21.3	**36.1**	29.5
"Allowing other students in the class to evaluate my answers was not fair."	3.3	19.7	24.6	23	**29.5**
"I was uncomfortable evaluating other students' work."	6.6	**32.8**	23	29.5	8.2
"Students should not have to evaluate other students; that's the instructor's job."	4.9	18	21.3	21.3	**34.4**

was 23 percent (14/61). Age 22-29 was 57.4 percent (35/61). Age 29-39 was 13.1 percent (8/61).

The survey included the following questions and percentage results (N=63). The questions were reordered in the table for purposes of comparison, and to give the reader a sense of the contradictions among answers with questions that ask for the same information but in a different format.

Survey Question Results

We will discuss the results for some of the questions asked in the survey, with focus on those questions that asked similar questions in different ways. For example, the question, "It was easy to understand how to complete Self and Peer Assessment assignments," elicited agreement or strong agreement from a majority of students. When the question was rephrased to "The Self and Peer Assessment assignments were difficult to understand," over 52 percent of student respondents disagreed or strongly disagreed with the statement, appearing to validate the data for these two questions since the results do not appear to conflict based upon the question format or wording.

When respondents were asked to give an opinion of the statement, "Self and Peer Assessment questions require me to think critically," 68.3 percent either agreed or strongly agreed. Compare this with the results of the statement: "I did not get much out of the Self and Peer Assessment assignments," where 49.2 percent either agreed or strongly agreed. There appears to be a contradiction between these results. Perhaps this is due to a difference between the values students place on "critical thinking" versus the impact "critical thinking" has on their opinion of the value of the class. Anecdotally, student feedback from higher-achieving students indicates "critical thinking" is important to them, but more study in this area would be beneficial.

The statement, "Most of the comments I received from evaluators were meaningful" tended to skew to the negative side, with 44.3 percent either disagreeing or strongly disagreeing. 32.8 percent of respondents neither agreed nor disagreed. Only 23 percent agreed with this statement and no respondents strongly agreed. Compare this with the results for this statement: "As an evaluator, I was able to provide meaningful comments most of the time," where 59 percent either agreed or strongly agreed. Obviously the respondents viewed their own contributions as more "meaningful" than those of others. This may be rooted more in human nature and psychology than anything of a quantifiable nature, and contrasts with the literature

context, which indicates students tend to be more critical of their own work than the work of others. In this case, it appears that students think they *provided* meaningful feedback to others, but did not *receive* meaningful feedback.

The question, "Self and Peer Assessment assignments helped promote discussion in my online class," resulted in a more negative set of responses, with 21.3 percent neither agreeing nor disagreeing, while 50.9 percent either disagreed or strongly disagreed. Compare this with the responses for the question, "Evaluating others' assignments has helped me become more engaged in my online class," in which 27.9 percent neither agreed nor disagreed, 34.5 percent agreed or strongly agreed, and 37.7 percent disagreed or strongly disagreed. From this comparison, it appears that, for whatever reason(s), students are firmly wedded to the use of discussion boards in online classes.

There were a few additional questions in the survey in which results were similar. The question, "Most of the time, evaluators were fair in awarding points for my assignments" elicited agreement or strong agreement from 47.6 percent of respondents, while the question, "Student evaluation comments almost always justified the points I was awarded for my submissions" gained primarily neutral to negative results (29.5 percent neither agreed nor disagreed, 50.8 percent either disagreed or strongly disagreed). The difference may be due to the ability of students to distinguish between the concepts of "points awarded" and "comments justifying points awarded," or it may be an anomaly caused by the question wording and/or format.

The following illustrates what the SPA tool format looks like from the student and faculty perspectives.
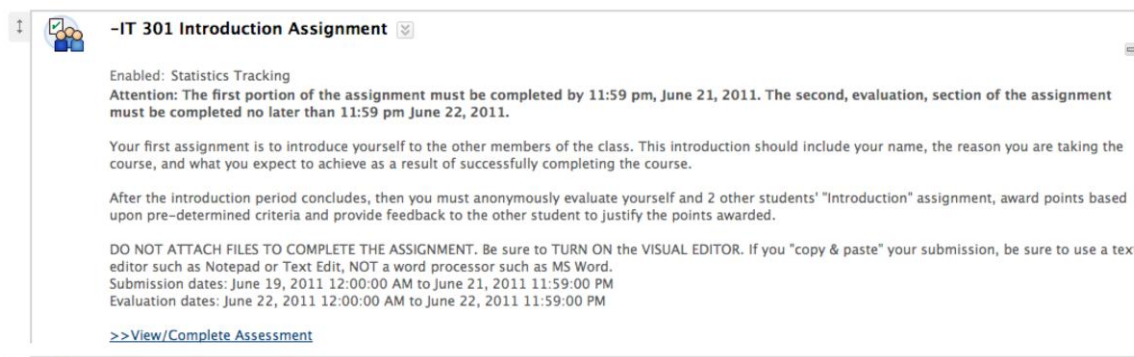
Conclusions

The use of self- and peer assessment tools can be used to increase student engagement in online courses. However, there are several issues that must be considered before attempting to use these tools. First, students must be very familiar with using the course management system. The Blackboard SPA tools are somewhat cryptic to use so an "introductory assignment" is mandatory to familiarize students with the interface. Second, students must be motivated to spend extra time creating and submitting assignments as well as reading, evaluating and commenting on fellow students' assignments. Most students do not want to assess and assign points to other students' submissions. Third, the professor must assist students when technology issues arise. If online technology help is not available in the evening and on

weekends, the teacher must be available after hours, as many online students complete assignments in the evenings and on weekends.

Classroom Application

After this exploratory study was concluded, the researchers decided to eliminate the use of SPA assignments in online classes. Instead, discussion boards were substituted as a mechanism for increasing student engagement in online courses. There were just too many negative issues associated with SPA to justify its use in online courses.

References available upon request

IT 301 Introduction Assignment

Enabled: Statistics Tracking
Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation, section of the assignment must be completed no later than 11:59 pm June 22, 2011.

Your first assignment is to introduce yourself to the other members of the class. This introduction should include your name, the reason you are taking the course, and what you expect to achieve as a result of successfully completing the course.

After the introduction period concludes, then you must anonymously evaluate yourself and 2 other students' "Introduction" assignment, award points based upon pre-determined criteria and provide feedback to the other student to justify the points awarded.

DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" your submission, be sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.
Submission dates: June 19, 2011 12:00:00 AM to June 21, 2011 11:59:00 PM
Evaluation dates: June 22, 2011 12:00:00 AM to June 22, 2011 11:59:00 PM

>>View/Complete Assessment

Figure 1: How the SPA Assignment Appears to the Student on Blackboard

Submission Preview

Assessment Name	–IT 301 Introduction Assignment
Instructions	**Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation assignment must be completed no later than 11:59 pm June 22, 2011.**
	Your first assignment is to introduce yourself to the other members of the class. This introduction should include your name you are taking the course, and what you expect to achieve as a result of successfully completing the course.
	After the introduction period concludes, then you must anonymously evaluate yourself and 2 other students' "Introduction" a award points based upon pre–determined criteria and provide feedback to the other student to justify the points awarded.
	DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" your s sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.
Evaluations to Complete	Peer evaluations: 2 Self evaluate your own assessment submission
Submission	June 19, 2011 12:00:00 AM **until** June 21, 2011 11:59:00 PM
Evaluation	June 22, 2011 12:00:00 AM **until** June 22, 2011 11:59:00 PM

Question 1

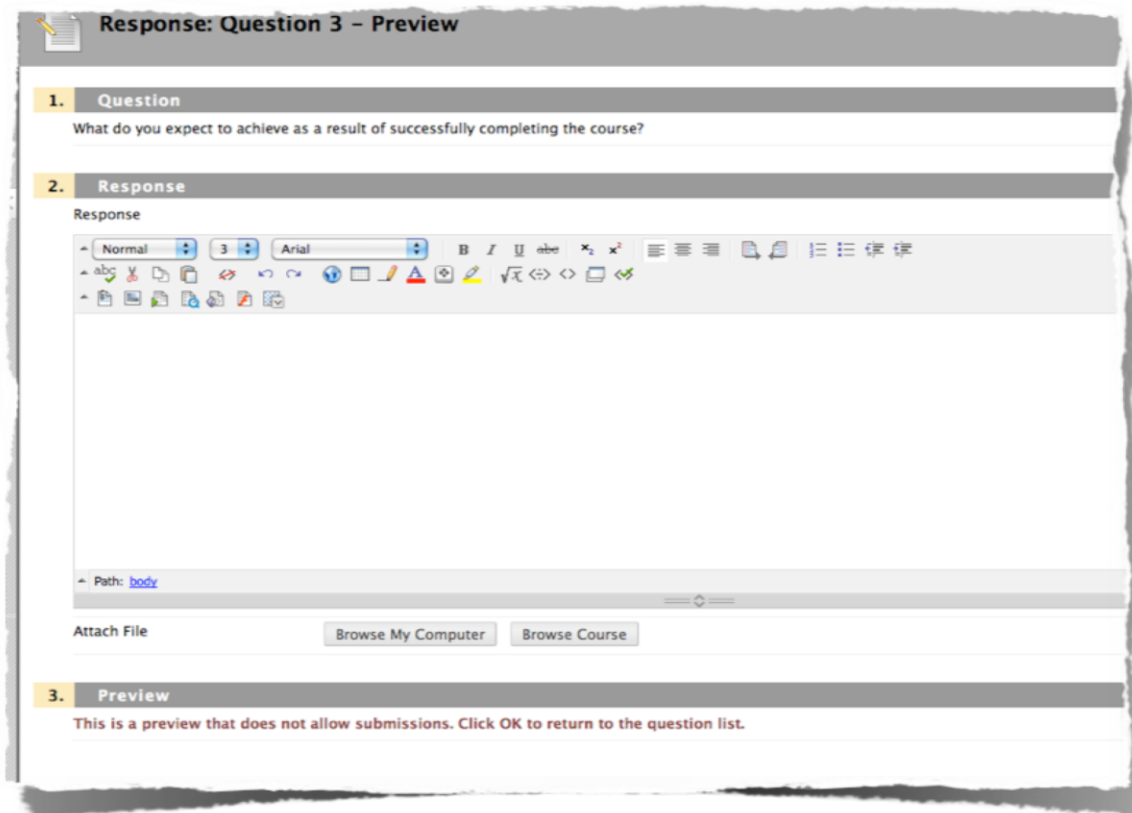What is your name?
Status: Not Completed

Question 2

Why are you taking this course?
Status: Not Completed

Question 3

What do you expect to achieve as a result of successfully completing the course?
Status: Not Completed

Figure 2: The Assignment Submission View from a Student's Perspective

Figure 3: The Student Types the Answer to the Question in the Response Field Shown

**Evaluation Overview: –IT 301 Introduction Assignment**

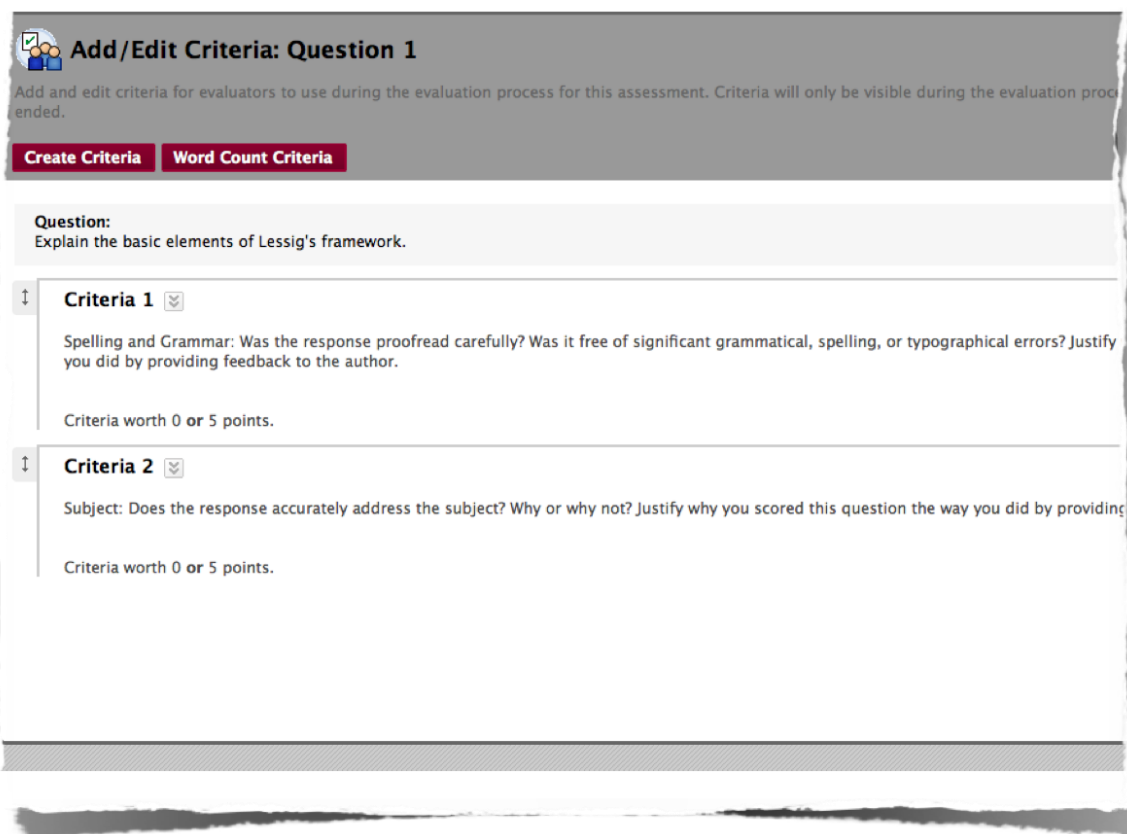|	
Assessment Name	–IT 301 Introduction Assignment
Questions	3
Instructions	**Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evalu assignment must be completed no later than 11:59 pm June 22, 2011.** Your first assignment is to introduce yourself to the other members of the class. This introduction should include your you are taking the course, and what you expect to achieve as a result of successfully completing the course. After the introduction period concludes, then you must anonymously evaluate yourself and 2 other students' "Introducti award points based upon pre–determined criteria and provide feedback to the other student to justify the points awarde DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" y sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.
Evaluations to Complete	Peer evaluations: 2 Self evaluate your own assessment submission
Evaluation End Date	June 22, 2011 11:59:00 PM

Evaluations

Click on a name below to begin an evaluation. The names may be anonymous. Evaluations can be modified or reviewed until the end date for evaluation.

Name	Status	Points Allocated
User 0 This is only an example.	Not Started	0/70
User 1 This is only an example.	Not Started	0/70
User 2 This is only an example.	Not Started	0/70

Figure 4: This is what the Student Sees when Starting the Peer Evaluation Process
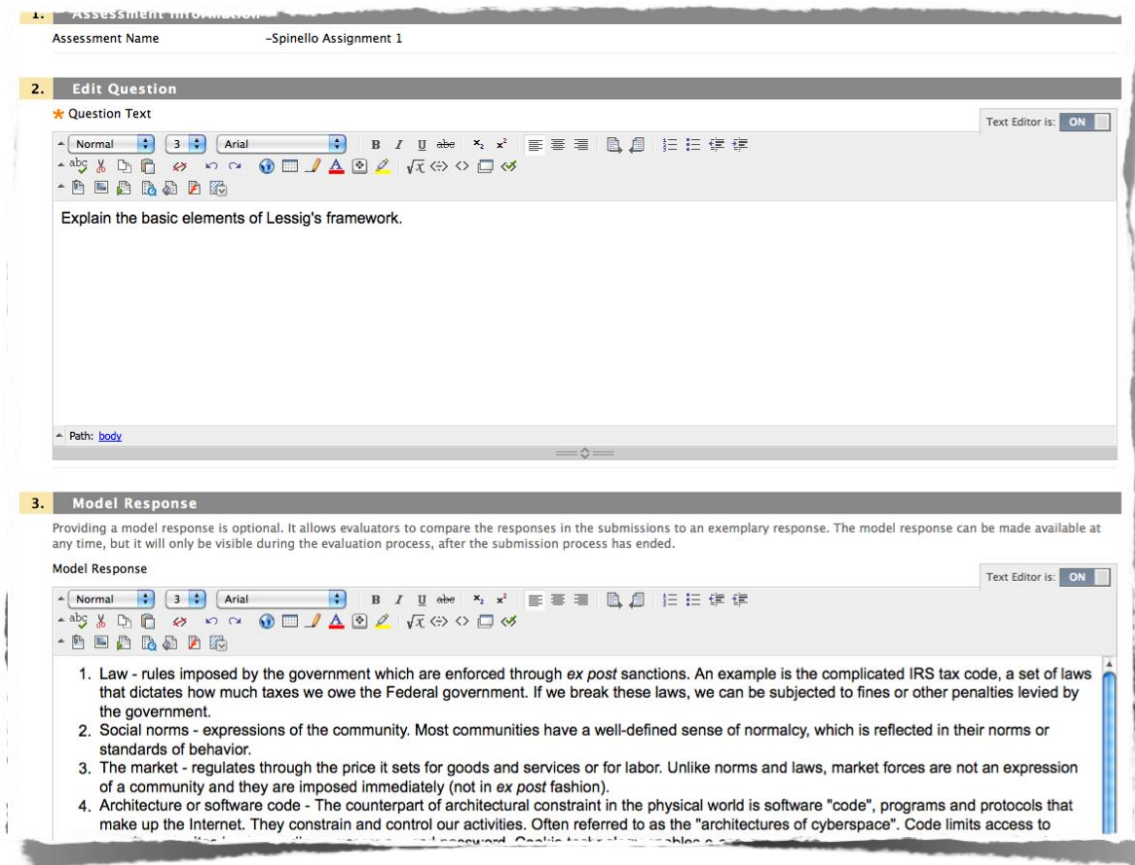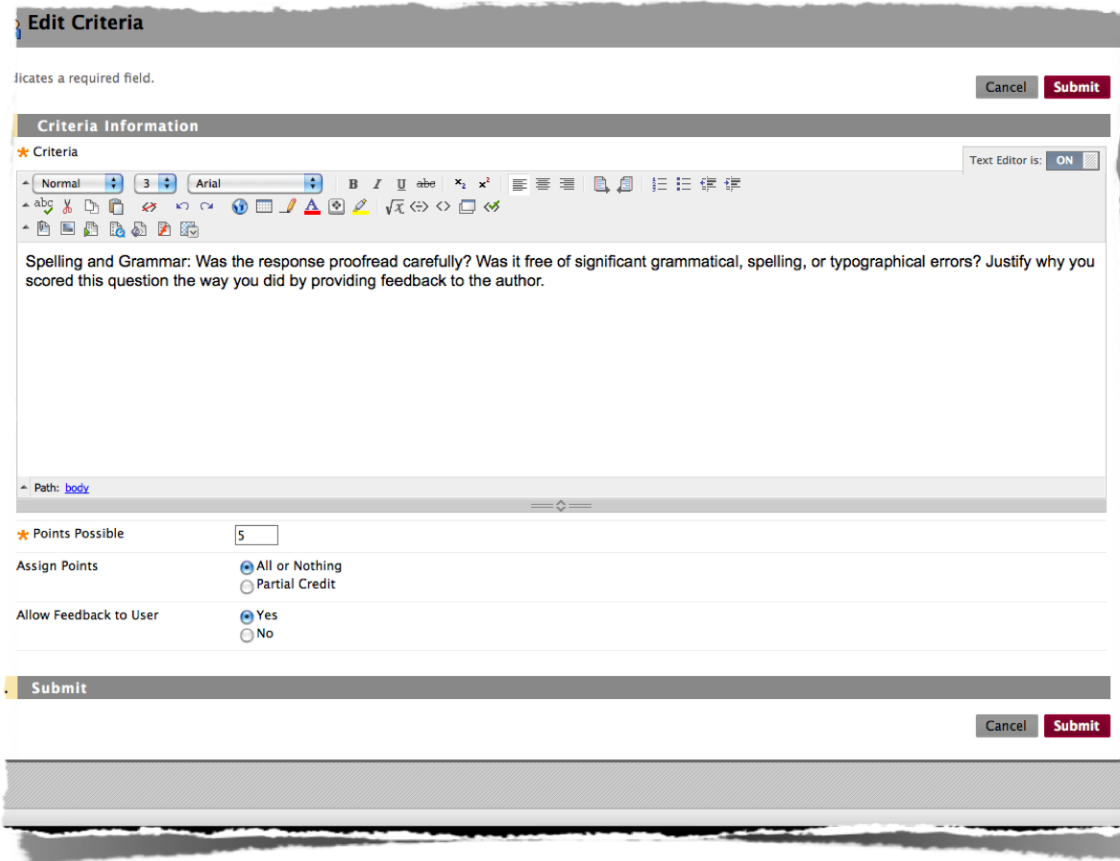
Figure 5: The Teacher Adds or Edits Questions in the Upper Window, and Provides a Model Response for the Peer Evaluators Below

Figure 6: The Teacher Adds or Edits Evaluation Criteria in the Window

Edit Criteria

dicates a required field.

Cancel **Submit**

Criteria Information

★ Criteria

Text Editor is: **ON**

Normal | 3 | Arial | **B** *I* U abc x₂ x²

abc

Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, spelling, or typographical errors? Justify why you scored this question the way you did by providing feedback to the author.

Path: body

★ Points Possible   5

Assign Points   ◉ All or Nothing
                        ○ Partial Credit

Allow Feedback to User ◉ Yes
                        ○ No

Submit

Cancel **Submit**

Figure 7: The Edit Windows Used by the Teacher to Edit Evaluation Criteria. Notice that Points can be Changed, Partial Credit can be Allowed and Feedback to the User can be Provided.

☐	Style and Format: Do the style, layout, and formatting of the response follow the defined structure? ⊞ View Details	Sample Criteria
☐	Diction: Does the response demonstrate correct, fresh, and precise use of words? ⊞ View Details	Sample Criteria
☐	Conclusion: Did the response include a justified conclusion? ⊞ View Details	Sample Criteria
☐	Did the author provide his/her name? ⊞ View Details	What is your name?
☐	⊟ Hide Details Depth of Response: Does the response provide an in-depth evaluation of the problem? Criteria worth 0 **or** 5 points.	Assume that you are a lawyer working pro bono on the appeal for Bidder's Edge. What arguments would (Used multiple times)
☐	Depth of Response: Does the response provide an in-depth evaluation of the problem? ⊞ View Details	Sample Criteria
☐	Rationale and Conclusion: Did the response include a justified rationale and conclusion? ⊞ View Details	Does Hamidi's speech deserve First Amendment protection? Should he be allowed to send these messages
☐	Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, ⊞ View Details	Explain the basic elements of Lessig's framework.
☐	Composition: Does the composition of the response contain a central idea, detailed elaboration, and ⊞ View Details	Sample Criteria
☐	Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, ⊞ View Details	Assume that you are a lawyer working pro bono on the appeal for Bidder's Edge. What arguments would (Used multiple times)
☐	Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, ⊞ View Details	Sample Criteria
☐	⊟ Hide Details • 0 to 10 = Weak answer • 11 to 20 = Adequate answer • 21 to 30 = Strong answer Be sure to provide constructive feedback on why you awarded full or less-than-full points.	In your estimation, which of the moral frameworks (not Lessig's frameworks) presented in chapter 1 o

Figure 8: The Teacher can Select Saved Evaluation Criteria from this Interface

★ Indicates a required field.

Cancel   Submit

1.   Assessment Information

Provide a name, instructions for the assessment, and dates for the submission process. Submission dates must be before evaluation dates. Points possible is the total number of points for all criteria in the assessment.

Name | -IT 301 Introduction Assignment | ☑ Update Grade Center Column Name

Instructions   Text Editor is: ON

[toolbar: Normal | 3 | Arial | B I U abe x_2 x^2 ≡ ≡ ≡ ...]

Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation, section of the assignment must be completed no later than 11:59 pm June 22, 2011.

Your first assignment is to introduce yourself to the other members of the class. This introduction should include your name, the reason you are taking the course, and what you expect to achieve as a result of successfully completing the course.

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DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" your submission, be sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.

▲ Path: body

Points Possible   70

Submission Dates   Start Date | 06/19/2011 | 📅 | 12:00 AM | 🕐
                                             Enter dates as mm/dd/yyyy. Time may be entered in any increment.

                          End Date | 06/21/2011 | 📅 | 11:59 PM | 🕐
                                             Enter dates as mm/dd/yyyy. Time may be entered in any increment.

2.   Self and Peer Evaluation Options

Evaluation dates must be after submission dates. Anonymous evaluation hides the names of the submitters and the evaluators. Evaluation results can optionally be shown to the user who submitted the assessment, but if the evaluation is anonymous, submitters will not see evaluators' names. Specify the number of submissions each evaluator should evaluate. Submissions will be distributed among evaluators based on this number. Specify 0 submissions to evaluate if this assessment is only for self evaluation.

Evaluation Dates   Start Date | 06/22/2011 | 📅 | 12:00 AM | 🕐
                                             Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Figure 9: The Teacher can Input the Assignment Content and Configure Assessment Information (Next Half of Interface Shown in Next Graphic)

.../2011 | 12:00 AM |

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

| End Date | 06/21/2011 | | 11:59 PM | |

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

2. Self and Peer Evaluation Options

Evaluation dates must be after submission dates. Anonymous evaluation hides the names of the submitters and the evaluators. Evaluation results can optionally be shown to the user who submitted the assessment, but if the evaluation is anonymous, submitters will not see evaluators' names. Specify the number of submissions each evaluator should evaluate. Submissions will be distributed among evaluators based on this number. Specify 0 submissions to evaluate if this assessment is only for self evaluation.

| Evaluation Dates | Start Date | 06/22/2011 | | 12:00 AM | |

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

| | End Date | 06/22/2011 | | 11:59 PM | |

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Allow Anonymous Evaluation	⦿ Yes ○ No
Allow Self Evaluation	⦿ Yes ○ No
Show Evaluation Results to Submitter	⦿ Yes ○ No
✱ Number of Submissions to Evaluate	2 (Excluding Self Evaluation)

3. Options

Date restrictions and availability apply to the content item. They are not tied to the dates for the submission and evaluation processes.

Make the assessment available	⦿ Yes ○ No
Track number of views	⦿ Yes ○ No
Choose date restrictions	☐ Display After [ ]

Enter dates as mm/dd/yyyy

| | ☐ Display Until [   ] |

Enter dates as mm/dd/yyyy

4. Due Date

Submissions are accepted after this date, but are marked **Late**.

| Due Date | ☐ [   ] [   ] |

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Figure 10: Second Portion of Assessment Input and Configuration. Notice the Evaluation Options.