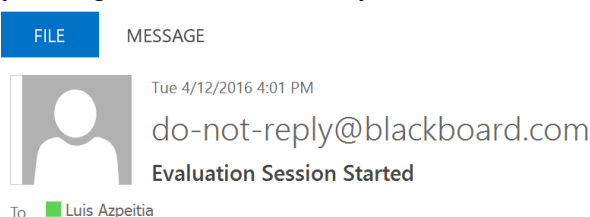


This guide provides detailed instructions on how to evaluate student artifacts for Gen Ed purposes via Blackboard. Evaluations carried through this medium will help facilitate the aggregation of results and improve the logistics of Gen Ed Assessment for all those involved. Please read these instructions before conducting an evaluation session. If you require any assistance please contact the Office of Accreditation and Assessment (OAA) at [assessment@utrgv.edu](mailto:assessment@utrgv.edu).

Steps:

- 1) If selected to participate in a Gen Ed Assessment evaluations, you will be notified via email. To begin your session, click on the “Click here” hyperlink located in the email text. This will prompt you to your log into Blackboard if you have not already done so.



**Aldo Salinas** has just started an evaluation session and has chosen you as a qualified Evaluator. Please click the link to view the submissions and begin evaluating. Your evaluations are due by Tuesday, April 12, 2016. If you have any questions, you may contact Aldo Salinas at [aldo.salinas@utrgv.edu](mailto:aldo.salinas@utrgv.edu). Thanks for your help! [Click here](#) to view your link.



If you have a myUTRGV account, please use your UTRGV email and password to login or use the alternative credentials provided by the system administrator.

Username:

Password:

Unauthorized use is prohibited; usage may be subject to security testing and monitoring; misuse is subject to criminal prosecution; and no expectation of privacy except as otherwise provided by applicable privacy laws.

- 2) Once within the system you will be presented with a homepage similar to the one below. This screen is used to keep track of your progress and select items for evaluation. To begin evaluating, select the artifacts which you wish to review by clicking on the checkboxes adjacent to the Item Name and confirm by then clicking on **Evaluate** button.

The screenshot shows a Blackboard evaluation dashboard. At the top, there is a 'Due Date: 4/12/16 12:00 AM' and 'Evaluation Progress: 0 / 4'. Below this is a table with columns for 'Item Name', 'Student Name', 'Evaluation Status', and 'Evaluation Date'. There are four rows, each representing an 'Appreciation Paper' for a different student ID. Each row has a checkbox on the left. A red box highlights the 'Evaluate' button above the table. At the bottom right, there is a 'Return to Dashboard' button.

Item Name	Student Name	Evaluation Status	Evaluation Date
Appreciation Paper	Student-1030144	--	--
Appreciation Paper	Student-1030094	--	--
Appreciation Paper	Student-1030166	--	--
Appreciation Paper	Student-1030178	--	--

- 3) This will present you with a new window to evaluate individual student artifacts.

The screenshot shows a Blackboard evaluation window titled 'Evaluate Appreciation Paper for Student-1030144'. Below the title is a subtitle: 'To begin evaluating the submission, click Evaluate and use the rubric to grade the submission.' The user is identified as 'Student-1030144'. There are two main sections: 'General Information' and 'Associated Rubrics'. The 'General Information' section includes fields for Title, Description, Course, and Status. The 'Associated Rubrics' section includes a link to 'Gen Ed Critical Thinking 2015' and an 'Evaluate' button. There is also a 'General Comments' section with an 'Add Comment' button.

**Evaluate Appreciation Paper for Student-1030144**  
To begin evaluating the submission, click **Evaluate** and use the rubric to grade the submission.

User: Student-1030144 Return to Listing 1 of 4 >

**General Information** [Alignments](#)

Title: Appreciation Paper  
Description: Turn in your appreciation paper here by 3/31  
Course: ENGL-2314-01-Spring2016 (53130.201620)  
Status: In Progress

**Associated Rubrics**  
[Gen Ed Critical Thinking 2015](#)  
Evaluate

**General Comments**  
Add Comment

**Sample Information**  
Student: Student-1030144  
Submission Date: 3/31/16 11:23 PM  
Submission Text  
Related Files: [appreciation paper 1.docx](#)

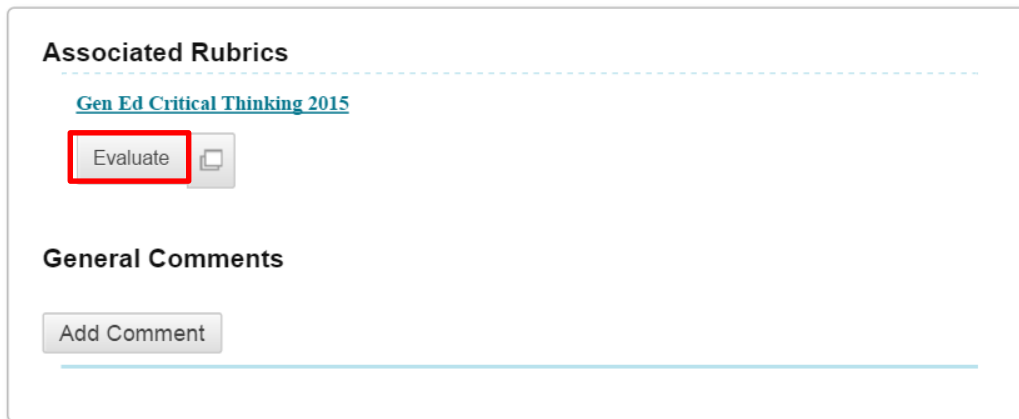
- 4) Download the artifact for review by clicking on the filename located next to Related Files under the **Sample Information** section.

**Sample Information**

Student Student-1030144  
Submission Date 3/31/16 11:23 PM  
Submission Text  
Related Files [appreciation paper 1.docx](#)

- 5) You will also need to open the rubric screen in the **Associated Rubrics** section to record your scores. You have two options to record scores: **(1) List View**, **(2) Grid View**.

**Option 1 (List View):** Click on the **Evaluate** button located under associated rubrics to display the list view.



The screenshot displays the 'Associated Rubrics' section of a Blackboard interface. At the top, the title 'Associated Rubrics' is followed by a dashed line. Below this, the rubric name 'Gen Ed Critical Thinking 2015' is shown in blue text. Underneath the rubric name, there is a button labeled 'Evaluate' with a small icon to its right; this button is highlighted with a red rectangular box. Below the 'Evaluate' button, the 'General Comments' section is visible, featuring an 'Add Comment' button and a horizontal line for text input.

Show Descriptions  Show Feedback

**Explanation of issue** --

**Advanced** 4 (20%) points

**Competent** 3 (15%) points

**Developing** 2 (10%) points

**Beginning** 1 (5%) points

**Evidence** --

**Advanced** 4 (20%) points

**Competent** 3 (15%) points

**Developing** 2 (10%) points

**Beginning** 1 (5%) points

**Influence of context and assumptions** --

**Advanced** 4 (20%) points

**Competent** 3 (15%) points

**Developing** 2 (10%) points

**Beginning** 1 (5%) points

**Student's position** --

**Advanced** 4 (20%) points

**Competent** 3 (15%) points

**Developing** 2 (10%) points

**Beginning** 1 (5%) points

**Conclusion and related outcomes** --

**Advanced** 4 (20%) points

**Competent** 3 (15%) points

**Developing** 2 (10%) points

**Beginning** 1 (5%) points

Raw Total: 0.00 (of 20.0)  
Change the number of points out of 20.0 to:

Feedback: Students will not see this feedback unless you set the rubric grading score to be visible to the students.

abc

Cancel **Save Rubric**


- The list view will display multiple choice sections to record one value per rubric criterion. To take full advantage of the list view, be sure to check the **Show Descriptions** and **Show Feedback** checkboxes located on the top portion of the list view.

- The **Show Descriptions** checkbox will allow you to view the description associated with each value for all rubric criterion, while the **Show Feedback** checkbox will allow you to record comments pertaining to your scores.

- To enter a score, simply click on the radio button located next to the value you wish to assign. To enter comments, click on the text box you wish to record and type your response.


- A tabulator towards the bottom of the screen will record the amounting total. You can override this value by entering a new number in the box provided in this section.

- Once you have completed your scoring, hit the **Save Rubric** button to record results.

**Option 2 (Grid View):** To enable the grid view, click on the popup button located on the right side of the evaluate button . The grid view works similar to list view and allows you to record both scores and comments. To begin scoring, click on the box containing the value you wish to assign for each criterion. Once activated, your selection will become highlighted and you will be prompted with a textbox to record comments. Once more, a tabulator at the bottom may be overridden by simply entering a different numerical value. When you are done scoring, click on the **Save** button to record your entry.

**Associated Rubrics**

[Gen Ed Critical Thinking 2015](#)

Evaluate 

**General Comments**

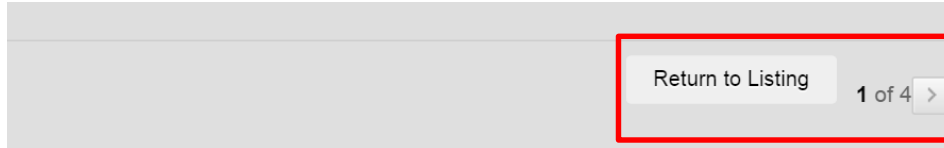
Add Comment

	Advanced	Competent	Developing	Beginning
Explanation of issue	<p>Points: 4 (20%)</p> <p>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p> <p>Feedback:</p>	<p>Points: 3 (15%)</p> <p>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</p>	<p>Points: 2 (10%)</p> <p>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</p>	<p>Points: 1 (5%)</p> <p>Issue/problem to be considered critically is stated without clarification or description.</p>
Evidence	<p>Points: 4 (20%)</p> <p>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</p>	<p>Points: 3 (15%)</p> <p>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</p> <p>Feedback:</p>	<p>Points: 2 (10%)</p> <p>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</p>	<p>Points: 1 (5%)</p> <p>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact without question.</p>
Influence of context and assumptions	<p>Points: 4 (20%)</p> <p>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p> <p>Feedback:</p>	<p>Points: 3 (15%)</p> <p>Identifies own and others' assumptions and several relevant contexts when presenting a position.</p>	<p>Points: 2 (10%)</p> <p>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p>	<p>Points: 1 (5%)</p> <p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p>
Student's position	<p>Points: 4 (20%)</p> <p>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p>	<p>Points: 3 (15%)</p> <p>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p>	<p>Points: 2 (10%)</p> <p>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</p>	<p>Points: 1 (5%)</p> <p>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p>
Conclusion and related outcomes	<p>Points: 4 (20%)</p> <p>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>	<p>Points: 3 (15%)</p> <p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Points: 2 (10%)</p> <p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Points: 1 (5%)</p> <p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>

When you have completed scoring for the current artifact, hit the save button to finalize your entry.

Exit Save

6) Once your entry is saved, the screen will once again display the evaluation pane. Your evaluation score will now be displayed on the right side of the screen. If you selected more than one artifact for evaluation and wish to continue scoring, click on the next arrow to move on to the next artifact and repeat the process from step four. If you wish to continue your evaluation session at another point in time, simply log out of Blackboard using the logout button located on the upper right hand corner of the screen.



**Associated Rubrics**


[Gen Ed Critical Thinking 2015](#)

**Description**

Goal: Gen Ed Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. VALUE Rubric Critical Thinking Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Score**

15.00 out of 20

Evaluate 

**General Comments**

Add Comment



7) To resume your evaluation session, use the initial hyperlink used in your contact email to return to the navigation homepage. Please note that you can distinguish the status of your assigned artifacts by looking at the “**Evaluation Status**” column.