

Adding an Assignment

The **Assignment** activity module is used to assign tasks, collect student work and provide grades and feedback. Depending on the type of assignment, students can be asked to complete an assignment by uploading files, including word processing documents and multimedia files (i.e. audio, video, images), by using the **PodLL** online voice recorder, or by typing their submission directly on the Avenue site. There are also offline assignments, for which students do not have to submit anything electronically. These tasks do not require use of a computer to be completed. The grading (and feedback) for all types of assignments appears in the courseware grade book and reminders appear in the course **Calendar**.

The **Assignment** activity module can help teachers communicate deadlines and collect student submissions in one central area. The date and time of each submission is also recorded. Assignments can be rejected if they miss the deadline, although there is flexibility for this in the settings. Teachers can provide students with individual feedback using the learning management system or they can mark up the submissions with feedback and return assignments with their comments inserted.

The **Assignment** activity module can help teachers manage both online and offline assignment tasks. Teachers who ask students to email their written assignments should find the **Assignment** activity module very convenient to use instead. Submissions are collected centrally and they can be downloaded as a single compressed - .ZIP archive.

Assignments with Rubrics

Note: *If you want to use rubrics refer to the **Assignment Rubrics or Assignment Rubrics from Scratch**

Rubrics are mentioned in this document, however there are separate help files for adding an assignment from the Avenue repositories. These detail how to use a pre-built rubric as a template (**Assignment Rubrics**) and another about adding a rubric from scratch (**Assignment Rubric Scratch**).

Using the Assignment Activity to Enhance Learning

Students can work on and submit assignments as follow-ups to activities they did in the face-to-face class. For example, a submission could be the first draft of a writing composition, a PowerPoint presentation, a spoken summary, or even the second draft of a handwritten assignment. Assignments can be individual or group submissions. The group submission could be the product of collaborative in-class (or out-of-class) work. There are many possibilities for blending face-to-face class activities with uploaded assignment submissions.

An **Offline Assignment** integrates the learning management system with classroom-based learning. In this case, the language-learning activities may be done completely offline, e.g. preparing and delivering an in-class presentation or submitting paper-based portfolio tasks, but the assignment communication and grading is provided on the Avenue site.

The **Assignment** tool can be particularly useful for supporting PBLA. It allows individualized, action-oriented feedback. It is a useful way to store examples of students' speaking tasks. It can be used for group-work, which can include peer assessment, and it can be used to store grades and show feedback, even for tasks which are not actually created with the **Assignment** tool.

Action-oriented feedback

Action-oriented feedback consists of comments given to students about specific actions they can take in order to improve in a meaningful way. It is specific to individual students and can be referenced to assessment criteria as well.

Action-oriented feedback puts a focus on steps that can be taken or goals that can be set for the future to help improve. It can also help teachers come up with ideas of things that can be worked on more in future modules and planning.

Action-Oriented Feedback Strategies:

- Use verbs or action statements instead of general comments.
- Start feedback with context, such as "continue doing..." or "next time remember to..."
- Provide feedback orally to the class as a whole.
- Choose a few action-oriented feedback comments that were common among students in the class and ask students to choose one they would like to focus on.
- Keep comments short and to the point, in learner-friendly language.
- Focus on most important elements of overall success and communicative competence rather than specific details.
- Target feedback toward the criteria that were missed or not done clearly/well.

Assignment Feedback modes

Feedback can be delivered to learners through the following modes or technologies, further explained in the other **Assignment** documents:

- Rubrics
- Microsoft Word documents
- Annotated PDFs
- Inline comments annotated directly on the student's submission
- Audio using the PoodLL recorder

Storing examples of speaking tasks

Create a PoodLL **Assignment**, to keep your students' speaking task stored in Avenue. See the document **Adding a PoodLL Voice Recorder Assignment** in Activity Guide 1. Once the assignment is completed, it can then be marked using Action-Oriented feedback, as appropriate.

Group -work and Peer Assessment

Peer feedback/assessment is another hallmark of PBLA. Assignment submissions can be shared and viewed by classmates. After seeing each other's work, students can then each upload a file giving feedback to one of their classmates.

However, peer feedback becomes unruly if students all have access to everyone's submissions. Some students may be missed in the process. Dividing students into **Groups** makes this more manageable. It is recommended that **Groups** are defined in the courseware before moving forward with assignment peer feedback. To set up **Groups** in a class see the document **Organizing Users in Groups** in Course Management. Once the students in the **Group** upload their assignments, they can each see each other's work and can upload a file giving feedback to a group-mate.

Note: Another way to facilitate Peer Feedback would be with a **Forum** activity or a **Wiki**, also possibly in **Groups**. These may be easier to administer than using an **Assignment** for this purpose.

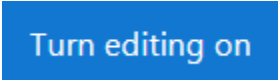
Storing Grades for Offline Assignments

Assessments in PBLA are usually based on real world tasks. These do not always lend themselves to being uploaded as **Assignments** in the courseware. However, teachers may want all the students' **Assignment** marks to be stored in the courseware, so that the gradebook reflects all the assessments, whether they were done as **Assignments** in the courseware or not.

This can easily be achieved. If an **Assignment** is created with no requirement for a submission, it is considered an **Offline Assignment**. Some examples of tasks that might fit this model would be in-class speaking activities, in-class writing, interactions on a field trip, or even other kinds of activities in the courseware such as a **Forum** or **Wiki** entry.

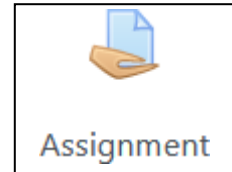
Once the students have completed the task, teachers can give Action-Oriented feedback and marks in the Offline Assignment, as for any other assignment. In this case, the students' work is not stored in the **Assignment** but the marks and the feedback are.

Step-by-Step Instructions for Adding the Assignment Activity



1. On your course, click the **Turn editing on** button.
2. In the topic where the link to the **Assignment** should appear, click on the **Add an activity or resource** link.

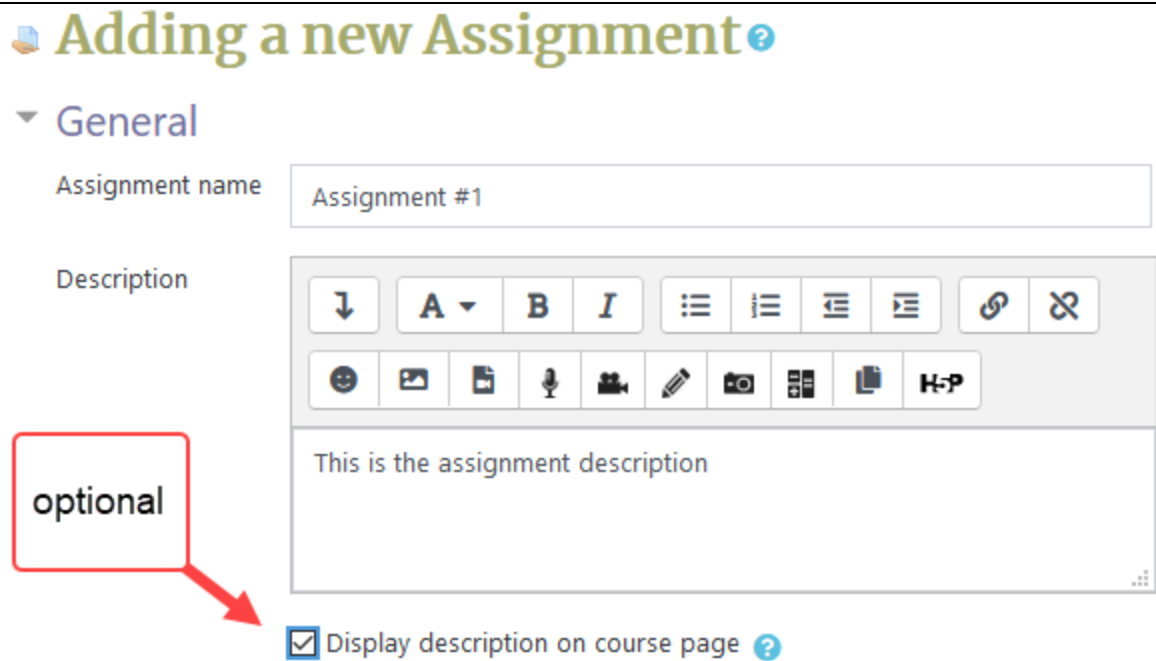
Note: The **Add a new activity or resource** pop-up appears.



3. Select **Assignment** in the **Activities** tab.

Note: The **Add a new Assignment** page appears.

4. In the **General** section, type the **Assignment name** that the learners will see.
5. Type a description of the assignment in the **Description** text box.
 - To read how to add a video to your instructions, see the section **Adding Video to an Assignment Description**.
 - To read how to add an audio recording to your instructions, see the section **Adding Audio to an Assignment Description**.
6. To display the description on the course home page, select **Display description** on course page.

A screenshot of a web form titled "Adding a new Assignment" with a question mark icon. The form has a "General" section expanded. It contains a text input field for "Assignment name" with the value "Assignment #1". Below it is a "Description" section with a rich text editor toolbar (including bold, italic, list, link, unlink, and other icons) and a text area containing the placeholder text "This is the assignment description". At the bottom of the form, there is a checkbox labeled "Display description on course page" with a question mark icon. A red box with the word "optional" and a red arrow points to this checkbox.

(To keep the page less cluttered this is not recommended)

7. Use the **Additional files** upload area to attach files that will be attached to the **Assignment** description, an answer template, or answer key for example.

Note the maximum file size in the top right corner. In tis example it is 2 GB.



8.

Note: Settings in the **Availability** section are used to control when the activity is available to students.

▼ Availability

Allow submissions from	18	March	2021	00	00		<input checked="" type="checkbox"/> Enable
Due date	25	March	2021	00	00		<input checked="" type="checkbox"/> Enable
Cut-off date	18	December	2020	11	54		<input type="checkbox"/> Enable
Remind me to grade by	31	March	2021	00	00		<input checked="" type="checkbox"/> Enable

Always show description

9. The **Allow submissions** form setting specifies the times and date the Add submissions button appears for the learners. From this point, learners can submit an assignment.

10. The **Due date** setting specifies the time and date that the assignment is due. Any submissions received after this date are marked as late.

Note: The **Enable** check box for both these lines is checked by default, meaning that students will not be able to submit their work before the dates. If it is disabled, students are able to submit an assignment right away.

11. The **Cut-off date** setting specifies the date after which assignments are no longer accepted. Any assignments submitted after this date are not accepted, except with an agreed-on extension.
12. The **Always show description** check box is enabled by default. If disabled, the Assignment description above will become visible to students only at the Allow submissions from date.

▼ **Submission types**

Submission types File submissions [?](#) Online Poodll [?](#) Online text [?](#)

Note: Settings in the **Submission types** section are used to indicate the submission types and the allowable number and size of accompanying files. There are four types. These are **File submissions**, **Online Poodll** and **Online text**.

If **File submissions** is selected, instructors can:

- select the **Maximum number of files that may be uploaded** with the submission.
- choose the **Maximum submission size** of each of these files.
- select the **Accepted file types** that can be uploaded.

Submission types File submissions

Maximum number of uploaded files

Maximum submission size

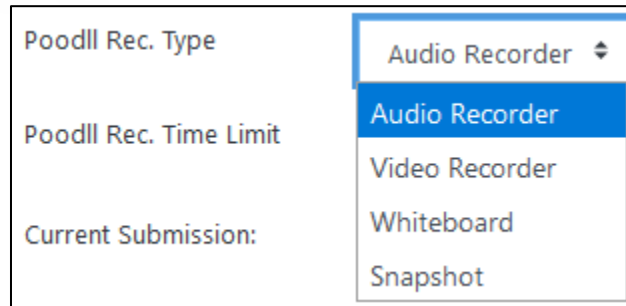
Accepted file types Word document .doc
Powerpoint presentation .ppt

In this example, learners can submit up to 3 files that are smaller than 5.1 MB in Powerpoint and Microsoft Word format.

The **Online PoodLL** option allows students to record spoken words with the online recorder. (Android devices may not support the PoodLL recorder. Use **File submissions** for Android users to access the screen camera to record spoken assignments.)

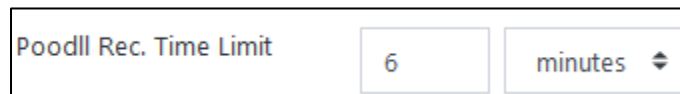
If **Online Poodll** is selected, instructors can:

- select the **PoodLL Rec. Type** from **Audio Recorder**, **Video Recorder**, **Whiteboard** or **Snapshot** image.



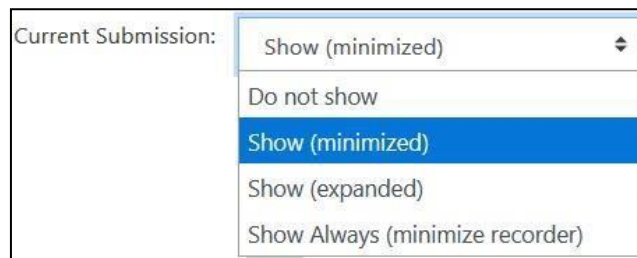
If **Audio Recorder** is selected, instructors can:

- select the **PoodLL Rec. Time Limit** for student recordings in **seconds, minutes, days, months** from the drop-down menu.



If any type of submission is selected, instructors can:

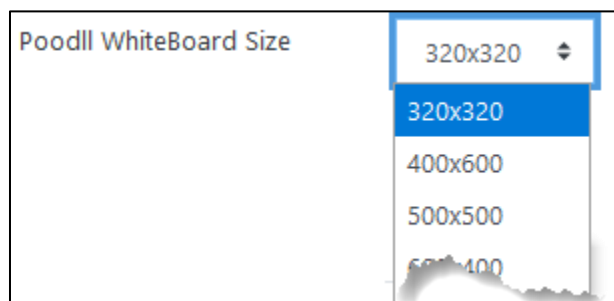
- select the **Current Submission** to choose display options for the current submissions.
Note: These include **Do not show, Show (minimized), Show (Expanded)** and **Show Always (minimize recorder)**.



- set the Active drop-down to **No** prohibits the learners from submitting more recordings.

If **Whiteboard** is selected, instructors can:

- select a **PoodLL Whiteboard Background**
- set a **PoodLL Whiteboard Size**

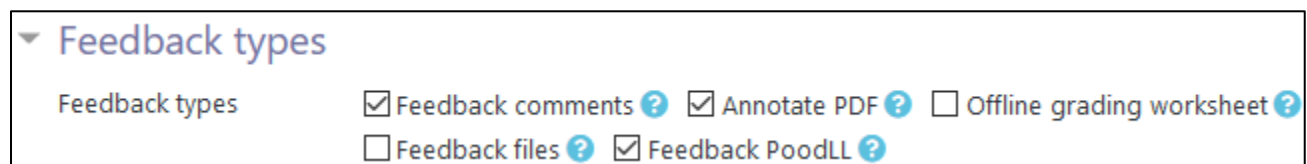


If **Online text** is selected, instructors can:

- set a **Word limit**



Note: Settings in the **Feedback types** section are used to set the following options of leaving feedback: Feedback comments, Annotate PDF, Offline grading worksheet, Feedback files and Feedback PoodLL.



13. The **Feedback comments** setting is used to enable commenting such as traditional comments, uploaded files etc. for each submitted assignment.
14. The **Annotate PDF** setting is used to provide feedback, marked up over the submitted document.
15. The **Offline grading worksheet** setting is used to insert a worksheet with student grades when marking the assignments.

Note: The assignments are not actually submitted to the teacher by the students; the worksheet functions as a placeholder.

16. The **Feedback files** setting is used to enable feedback comments through a teacher created document.
17. The **Feedback PoodLL** setting is used to insert an online voice recorder for teachers to give feedback. Teachers can choose from the four options **Audio Recorder**, **Video Recorder**, **Whiteboard** or **Snapshot** feedback, available in the **PoodLL Recorder** Type Menu

If **Feedback comments** is selected, instructors can:

- select to **Comment inline** to allow instructors to comment in the **Feedback comment field** when assessing assignment.

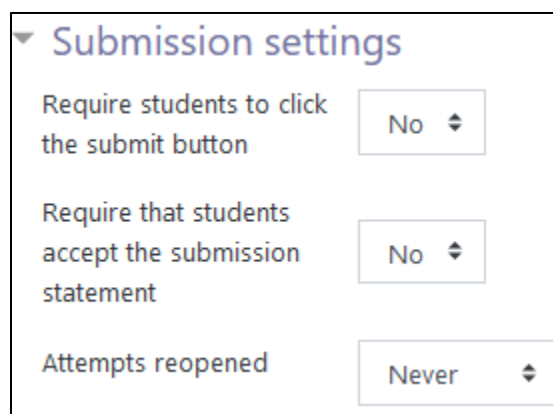
If **Feedback PoodLL** is selected, instructors can:

- select a **PoodLL Recorder type** from: from **Audio Recorder**, **Video Recorder**, **Whiteboard** or **Snapshot** image.
- set a **PoodLL Whiteboard Size**
- show feedback with a **Show download link**
-

Note: Settings in the **Submission settings** section are used to set the options of finalizing of the submission, confirming the integrity of the students' work, and limiting the number of assignment submission times.

18. The **Require students click submit button** setting specifies whether the student submission is final or in draft on uploading. If Yes is clicked, students will have to click a **Submit** button to declare their submission as final, with no changes allowed. If **No** is clicked, assignments will stay in draft form on uploading, and students will be able to make changes to their assignments at any time.
19. The **Require that students accept the submission statement** setting specifies whether a student is required to accept the submission statement. If Yes is clicked, students are required to accept the submission statement (i.e. to declare that their submission is their own work). If **No** is clicked, accepting the submission statement is not required.

Note: No should be clicked if the Require students to click submit button has also been set to **No**.



Submission settings

Require students to click the submit button	No
Require that students accept the submission statement	No
Attempts reopened	Never

20. The **Attempts reopened** setting specifies if and how many times an **Assignment** is allowed to be reopened. If **Never** is clicked, a student submission cannot be reopened by a student. If **Manually** is clicked, a student submission can be opened by a teacher. If **Automatically until pass** is clicked, a student can reopen his/her submission until he/she achieves the minimum passing grade set out in the **Grade book**.
21. Note: If **Never** is clicked, then the **Maximum attempts** drop-down menu (located below the Attempts reopened drop-down menu) remains greyed out. It can be enabled only when **Manually** or **Automatically until pass** is clicked in the **Attempts reopened** drop-down menu
22. Settings in the **Group submission settings** section are used to set the parameters for assignment submissions from students working in groups.
23. The **Students submit in groups** setting specifies whether students are required to participate in a group during the completion of the assignment and then submit it as a "group" assignment.

24. If **No** is clicked, then the **Require all group members submit and Grouping for student groups** drop-down menus remain greyed out. If **Yes** is clicked, the **Grouping for student groups** drop-down menu is enabled, with its default setting of **None**. Click on the drop-down menu to see and choose available groups.

Note: Settings in the **Notifications** section are used to set up teacher notifications regarding the timing of assignment submissions.

25. The **Notify graders about submissions** setting specifies whether the teacher receives notification messages about assignment submissions. If **Yes** is clicked, the teacher receives a message whenever a student submits an assignment early, on time or late. If **No** is clicked, the teacher will not receive such messages.
26. From the **Notify graders about late submissions** drop-down menu, click **Yes** to enable receiving a message whenever a student submits an assignment late. Click **No** to disable receiving such messages.

Note: Settings in the **Grade** section are used to configure various aspects of grading the submitted assignments.

27. The **Grade** setting specifies how the assignment will be graded. If **None** (the default setting) is clicked, only feedback will be provided. If **Scale: Separate and Connected ways of knowing** is clicked, a student's approach to presenting his or her ideas and how this comes across in his/her submission will be evaluated. If **Point** is chosen, a number (from 1 to 100) can be chosen and the desired maximum number of points on a 100-point numeric scale will be set.

Note: The **Scale: Separate and Connected ways of knowing** option is often used to rate posts in a forum.

28. The **Grading method** setting specifies how the grading will be set up. If **Simple direct grading** (the default setting) is clicked, the advanced grading method is disabled, and marks and summary feedback can be set up. If **Marking guide** is clicked, a comment and mark on each criterion is provided. If **Rubric** is clicked, marking according to pre-set criteria and levels can be set up, and an overall mark is generated at the end

29. The **Grade category** setting shows categories or ways of grouping assignment grades. **Uncategorised** is the default setting.
30. The **Grade to pass** field allows teachers to set the minimum grade required to pass. This setting will affect how grades are displayed in the gradebook and are used for activity and course completion if set up.
31. The **Blind marking** setting hides the identities of students who have submitted assignments.
32. **Use marking workflow** can be used if teachers expect multiple rounds of marking and want to release marks to students only after final marking is done. If set to **yes**, marks will go through a series of workflow stages before being released to students.

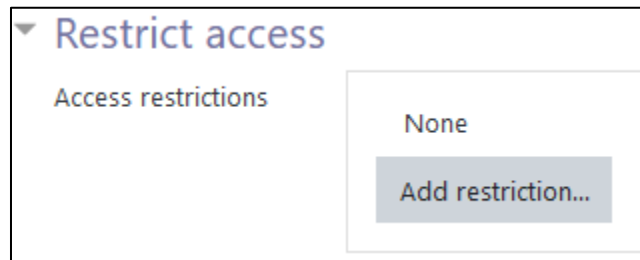
33. Use **marking allocation** can be combined with the **marking workflow** to assign marks to students.

Note: Settings in the **Common module settings** section are common to many Moodle activities and resources.

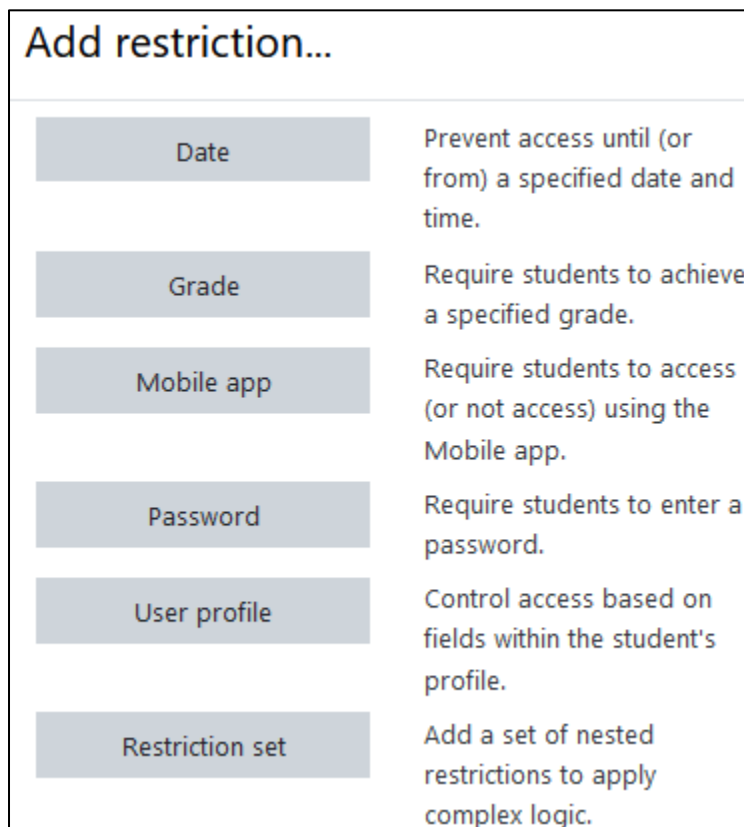
34. The **Availability** setting is used to Show/Hide the activity. This is identical to using the Show/Hide icons when the Turn editing on function is enabled on a course home page.
35. The **ID Number** setting sets an ID number for advanced use of the grade book. (This is not used in the LINC courseware.)
36. The **Group mode** setting enables the use of groups. (More information is available in the Groups documentation in the **Stage 3 Course Management** section.)

37. The **Grouping** option enables the use of groupings (a collection of groups).

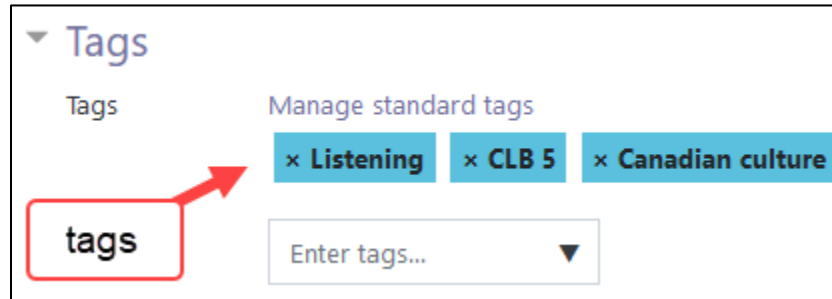
Note: Settings in the **Restrict access** section can be used to limit access to the activity. (More information is available in the **Conditional Release** section of the **Stage 3 Course Management** section.)



38. Click on the **Add restriction...** button to display the **Add restriction** pop up.



39. The **Tags** sections can be used to add keywords to the assignment.



40. Click on the **Save and return to course** button to view the assignment from the course menu.



41. Click on the **Save and display** button to save view the Assignment screen.

Assignment #1

This is the assignment description

update the assignment settings

Hidden from students	No
Participants	1
Submitted	0
Needs grading	0
Due date	Thursday, 25 March 2021, 12:00 AM
Time remaining	96 days 5 hours

View all submissions
Grade

Note: If you intend on using a rubric, you will see these options.

It is recommended that you use the documents **Assignment from Scratch** or **Assignment Rubrics** in this section. Do not select **Create a new grading for from a template**.

<p style="margin: 10px 0;">Define new grading form from scratch</p>	<p style="margin: 10px 0;">Create new grading form from a template</p>
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Assignment video

[Assignment Video](#)

<<https://youtu.be/S4VqOEAsijk>>

Assignment Resources

[Moodle documents: Assignment module](#)

<http://docs.moodle.org/39/en/Assignment_module>

[Moodle documents: Assignment settings](#)

<http://docs.moodle.org/39/en/Assignment_settings>

[Moodle documents: Using Assignment](#)

<http://docs.moodle.org/39/en/Using_Assignment>

[Moodle documents: Assignment FAQ](#)

<http://docs.moodle.org/39/en/Assignment_FAQ>

[LearnIT2Teach documents: New HTML 5 Help](#)

<<http://learnit2teach.ca/wpnew/help/new-html-5-help>>