



Learning Environment 10.3 Features Guide

Contents

Overview

About Learning Suite 10.3

Content

- Content Notifications
- Expand and collapse improvements
- Return to Content workflow while editing a quiz, survey, or self assessment activity
- Topic page graphic design and information hierarchy improvements
- Better handling of external links and unsupported file types

Discussions

- Improved Discussions List
- Improved options for rating discussions
- Improvements to Must Post to Participate
- Improvements to discussion statistics
- Data Purge for Email now available
- Discussions Grid View removed
- Shared Forums removed

Quizzes and Surveys

- Add/edit questions first
- New Assessment tab
- IP restrictions now applicable to quiz submission views
- Limiting the availability duration of quiz submission views

Dropbox

- Evaluate non-submissions and system-external submissions

Rubrics

- Student view of rubrics from Content before and after a dropbox folder submission

Overview

About Learning Suite 10.3

Learning Suite 10.3 continues the momentum started with version 10.0 to update the design and interactions of key workflows in frequently used tools. We placed special focus on responding to client feedback and usability testing results. This document provides a summary of the new features introduced in this release.

Content

Changes to the Content tool in this release build upon efforts made in Learning Suite 10.1 and 10.2 to position Content as the central tool for building out a course structure and its materials.

Content Notifications

Instructors can now notify students of changed content when they update or change a file from Content. They can include a custom message with the notification and choose to reset completion tracking for students who have already completed the activity. Students who completed topics will see the word “Updated” beside the completion indicator to indicate they were reset.

Edit HTML File

Carbon Cycle Browse for a Template

Carbon Cycle

If oxygen is the lifeblood of all life forms, carbon is the heart of life. A major portion of the structure of any organism is composed of carbon and its compounds. A carbohydrate, which is the main source of energy for all life forms, contains carbon as the main element. Carbon atoms are everywhere, in plants, animals, ocean air, rock, soil, and it doesn't stay in one place. Various natural and human activities ensure that the carbon atoms are always on the move. Processes such as respiration, photosynthesis and the carbon dioxide exchange keep the carbon moving. But circulation of carbon is not random. It follows a particular pattern, a periodic cycle that is known as the carbon cycle. However the carbon cycle has become out of balance.

Path: /content/SP2012_FNBIOTECH/unit one/ Change Path

☒ Notify students that the content has changed

I've added a list of references to support further exploration of the topic ☒ Reset completion tracking

Update Revert to draft Cancel

Edit HTML File page with “Notify students that the content” has changed option

My Home > Foundations of Biotechn...

BIOTECHNOLOGY

Search Topics

Overview
Bookmarks
Upcoming Events 2

Table of Contents 16
Introduction 1
Organic Molecules 3
DNA 6
Genetic Manipulation 6

Organic Molecules

Module 2 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle and every-day examples of organic polymers. It concludes with a discussion on the impact of organic molecules in biotechnology.

Download Send to Binder Expand All Collapse All

25 % 1 of 4 topics complete

Nutrient Cycles Starts Sep 9, 2013 7:00 AM ✓

Carbon Cycle Starts Sep 16, 2013 7:00 AM Updated

Unit 1: Organic Molecules

Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the Learner is asked to participate in a discussion on the impact of organic molecules in biotechnology.

Updated content alerts for students

Expand and collapse improvements

The Table of Contents now remembers the expanded or collapsed state of modules across sessions, and includes options to **Expand All** or **Collapse All** modules with a single click. This allows students and instructors to switch between an easy-to-scan list of modules, and one displaying full details. They can also collapse completed modules as they progress through a course.

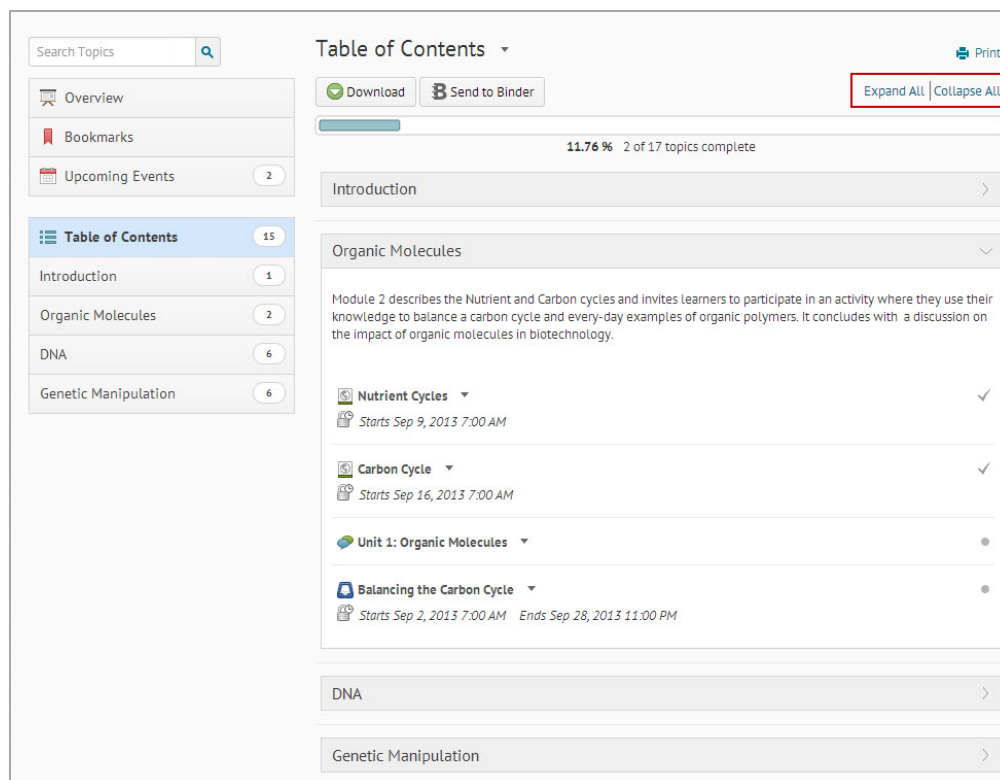


Table of Contents with Expand All / Collapse All controls

Return to Content workflow while editing a quiz, survey, or self assessment activity

When instructors edit a quiz, survey or self assessment in Content, they are now returned to the activity within Content when they click **Save and Close** or **Cancel**. Previously, the instructor was taken out of Content, onto the main page of Quizzes, Surveys, or Self Assessments.

Topic page graphic design and information hierarchy improvements

Graphic design and layout changes were made to topic/activity pages to make them consistent with the Table of Contents view, and to provide visual separation between the main content/activity and the properties and information associated with it.

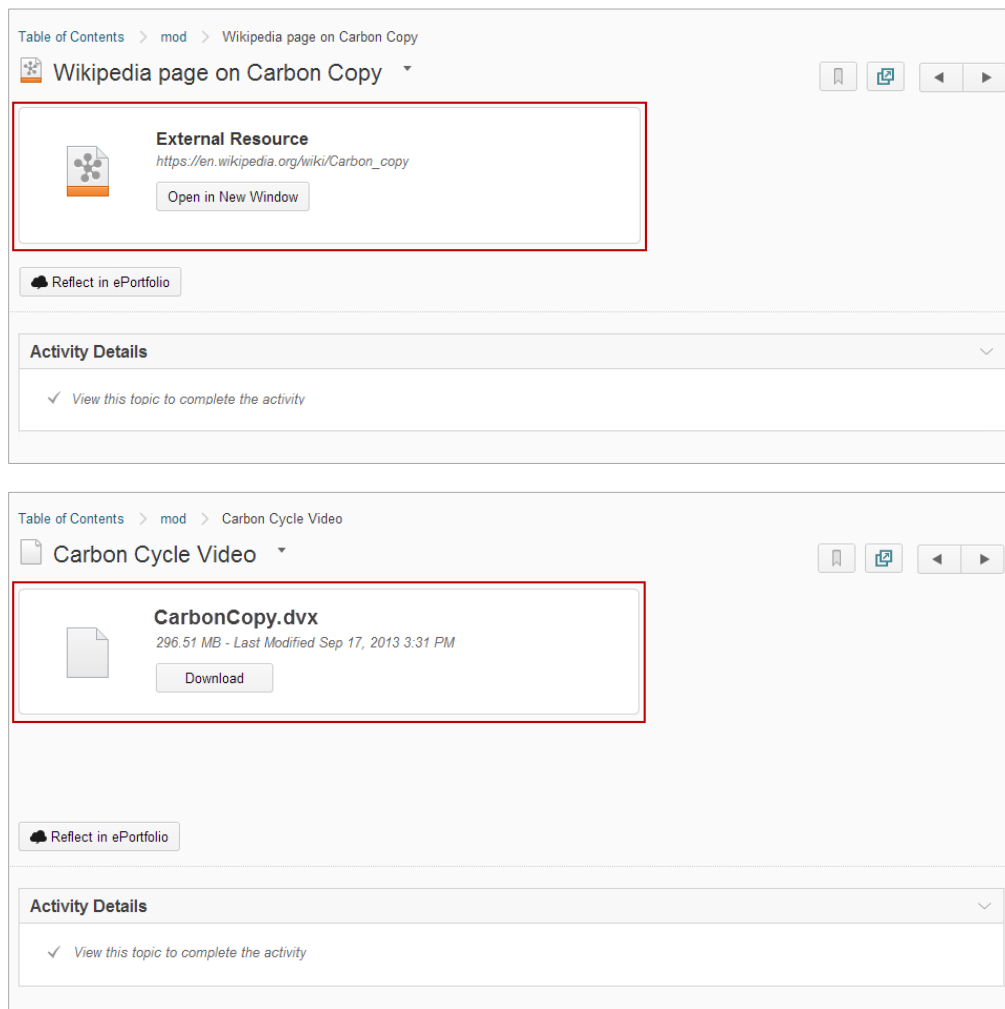
The top screenshot displays the student view of the 'Carbon Cycle' activity. It includes a breadcrumb trail (Table of Contents > Organic Molecules > Carbon Cycle), a title bar with a document icon and navigation buttons, and three main sections: 'Instructions' (with submission guidelines), 'Submissions' (with an upload area and 'Upload'/'Choose Existing' buttons), and 'Activity Details' (showing a task and assessment rubric). A 'Reflect in ePortfolio' button is also present.

The bottom screenshot displays the instructor view of the same activity. It includes the same breadcrumb trail and title bar. The 'Instructions' section has 'Add Instructions...' and 'Add Attachments' links. The 'Activity Details' section is expanded to show settings: 'Required: Automatic', submission instructions, 'Add dates and restrictions...', a 'Published' status, and options for unlimited files, submission retention, and ePortfolio reflection. The 'Assessment' section shows a score of '- / 50' and the same rubric. Below 'Activity Details' are sections for 'Learning Objectives' and 'Completion Summary', each with a right-pointing arrow. A footer note states 'Last Modified 9/16/2013 5:28 PM'.

Examples of updated student and instructor views of a dropbox activity with rubric associations

Better handling of external links and unsupported file types

Improvements were made to support for external links and file types that cannot load in-place as users navigate between topics. External links automatically open in a new tab or window, as well as a placeholder page within Content. This allows tracking of whether the link was visited while maintaining navigation, and accepts the request to open the link externally. If an instructor includes a file that cannot be displayed in-place, we now provide a placeholder page that includes a **Download** option for the file.



Example of external link and unsupported file type topics

Discussions

Learning Environment 10.2 introduced the first set of updates to our Discussions functionality, starting us on a path toward a simpler, more engaging Discussions tool. The 10.3 release of Discussions introduces a number of updates which will further help instructors deliver the pedagogically-sound learning activities they need.

Improved Discussions List

As an ever-increasing number of discussions are created, there is a need to provide high-level information in a more compact, less cluttered manner. Learning Environment 10.3 introduces a new Discussions List which further enforces the notion of “focus on the conversation, not the overhead”.

Welcome to Foundations of Biotechnology

Filter by: [Unread](#) [Unapproved](#) [Hide All Topics](#)


Topic	Threads	Posts	Last Post
General Course Discussion Use this topic to discuss anything and everything related to the course. Please keep in mind the school's policies regarding academic integrity - we encourage collaboration, but plagiarism is not acceptable!	2	5 (3)	Wayne Alasti 44 minutes ago
Course Q&A Use this topic to ask any general questions about the course.	1	4	Negan Aarons 44 minutes ago

Weekly Discussions

This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.

Topic	Threads	Posts	Last Post
Unit 1: Organic Molecules Moderated. Includes assessment. Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on the impact of organic molecules in biotechnology.	3	7 (2) 2	James Musselmann 9 minutes ago
Unit 2: DNA Unlocked: Monday, October 7, 2013 9:00 AM EDT - Friday, October 25, 2013 5:00 PM EDT. Unit 2 gets back to the roots of DNA research, and introduces the learner to some of the founding fathers in the field. After introducing the learner to the history of genetic engineering, Module 3 continues with an explanation of the roles that DNA plays in the life of an organism and concludes with a brief introduction to chromosomes and some of the characteristics of these genetic building blocks.	0	0	

The new Discussions List presents information about your topics in a compact and easy-to-scan format. Quickly scan down the columns to see which topics have unread or unapproved posts, and dive into the conversation with a single click.

Topic	Threads	Posts	Last Post
Unit 1: Organic Molecules ▾ ⚠ Moderated. 📝 Includes assessment. Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on the impact of organic molecules in biotechnology.	3	7 (2) ⚠ 2	 James Musselmann 9 minutes ago


For courses with a very large number of forums and topics, there is now a “Hide All Topics” option which allows you to hide all the topics in your course so you only need show those topics you care about.

New ▾ More Actions ▾

Filter by: Unread Unapproved

▾ Hide All Topics

Welcome to Foundations of Biotechnology ▾
 ▾ Hide Topics

Topic	Threads	Posts	Last Post
General Course Discussion ▾	2	5 (3)	 Wayne Alessi

Discussions List Subscriptions Group and Section Restrictions Statistics

⚙ Settings ⓘ Help

New ▾ More Actions ▾

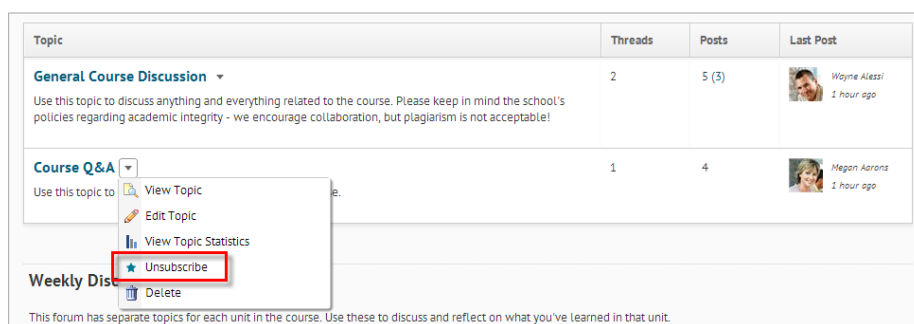
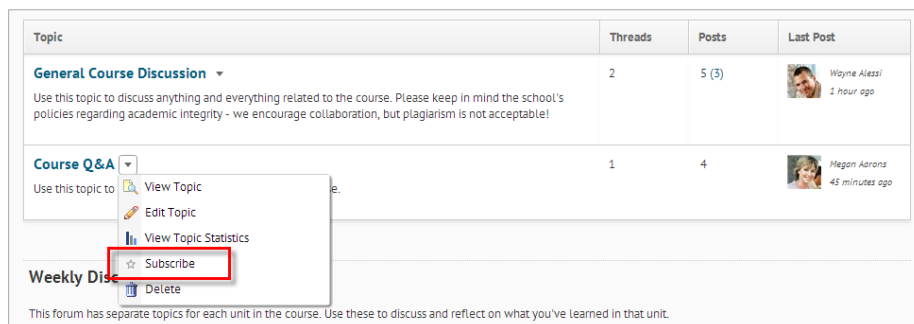
Filter by: Unread Unapproved

> Show All Topics

Welcome to Foundations of Biotechnology ▾
 > 3 Unread Posts (9 total) - 2 topics
 Last post 44 minutes ago by Megan Aarons

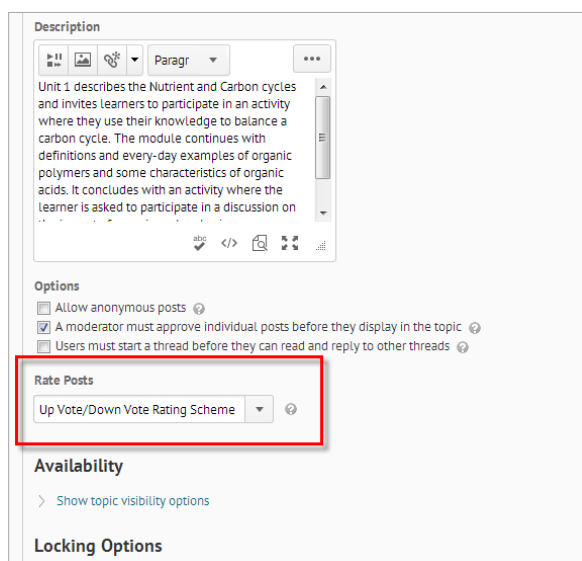
Weekly Discussions ▾
 This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.
 > 2 Unread Posts (7 total) - 2 topics
 Last post 9 minutes ago by James Musselmann

To further reduce confusion, the ability to subscribe to a forum or topic has been moved into the forum or topic's context menu, along with all other actions for that forum or topic.



Improved options for rating discussions

Learning Environment 10.3 includes some much-needed updates to how Discussions uses ratings. The most visible update is that now you can set ratings on a per-topic basis, rather than for the entire course.



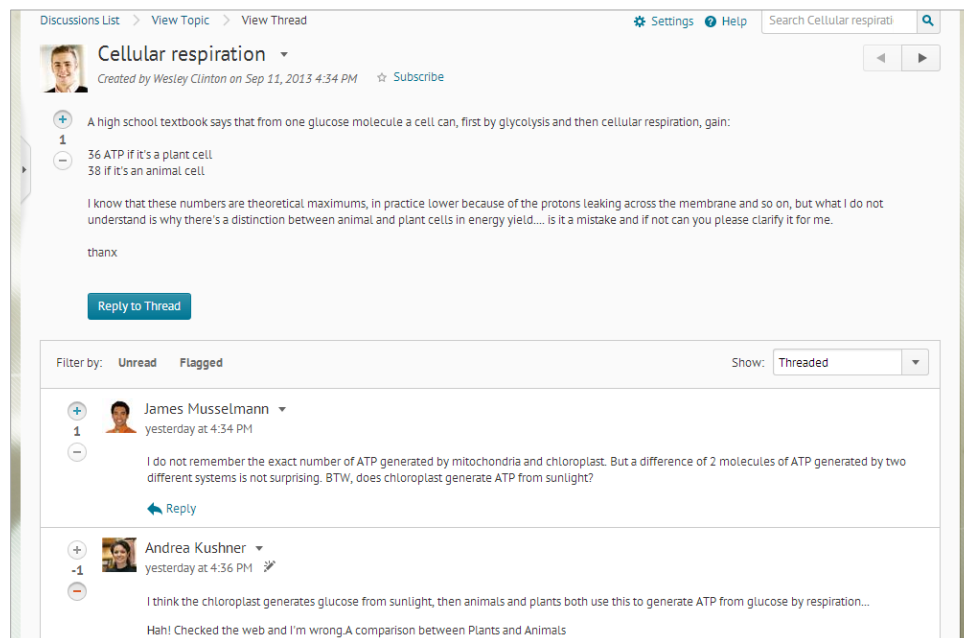
Learning Environment 10.3 also introduces two new rating schemes for discussions based on voting (in addition to the existing 5-star rating scheme). The first new scheme allows the class to vote posts up and down, giving each post a cumulative score.

The screenshot shows a discussion thread titled "Cellular respiration" created by Wesley Clinton on Sep 11, 2013 at 4:34 PM. The thread has a 5-star rating (indicated by a blue star icon and the number 5). The main post contains a high school textbook quote about ATP production from glucose and asks for clarification on the distinction between animal and plant cells. Below the main post, there are two replies. The first reply by James Musselmann has a -3 rating (indicated by a red star icon and the number -3). The second reply by Andrea Kushner has a 5-star rating (indicated by a blue star icon and the number 5). A "Reply to Thread" button is visible below the main post.

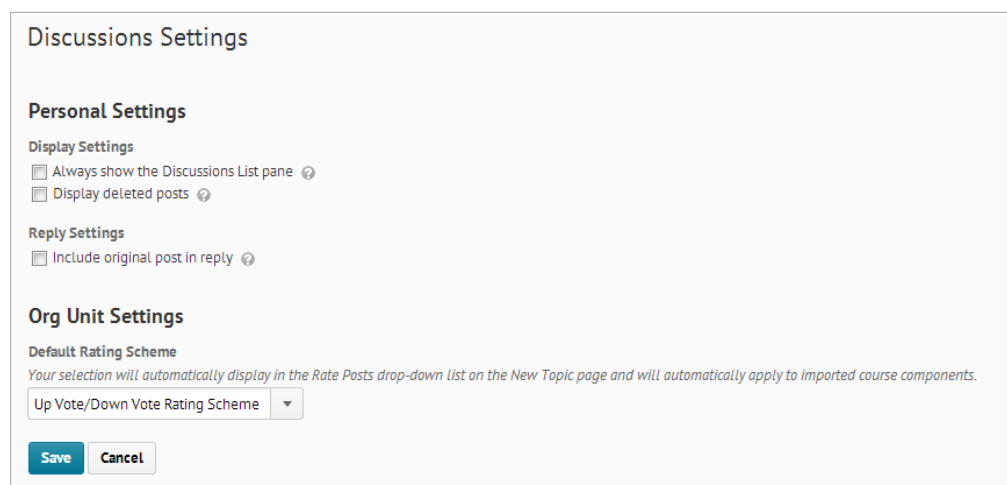
The second new rating scheme allows the class to only vote posts up as a way to show agreement or approval.

This screenshot shows the same discussion thread, but with different ratings. The main post still has a 5-star rating. The first reply by James Musselmann now has a 0 rating (indicated by a blue star icon and the number 0). The second reply by Andrea Kushner still has a 5-star rating. The "Reply to Thread" button is still present below the main post.

In both schemes, your vote displays along with the cumulative score for that post. You can also configure it to show only your vote for cases where you don't want students to see the cumulative score.



To make it easier for instructors to use these new rating schemes, they can set a default rating scheme in Discussions Settings that apply for all newly created topics and any topics imported to the course without a rating scheme set.



If an instructor wishes to change the rating scheme in the middle of a discussion, they are free to do so, and all rating data is preserved in case they decide to switch back.

These new rating schemes are great for running activities like a Q&A or a class-curated FAQ; simply create a topic with one of the two new rating schemes, and use the "Highest Rated Thread" sort option in the topic to show popular questions at the top of the page.

Similarly, when viewing a thread, use the “Highest Rated Reply” sort option to bring the most popular answers to the top.

The first screenshot shows a thread titled "Cellular respiration" by Wesley Clinton. At the top right, a dropdown menu is set to "Sort by: Highest Rated Thread". Below the thread title, there is a summary of the post and a table of statistics:

Unread	Replies	Views	Unapproved
0	4	13	0

The second screenshot shows a thread titled "Carbon Cycle Affected by Greenhouse Gas Emissions?" by Johnson Aronson. At the top right, a dropdown menu is set to "Show: Highest Rated Reply". Below the thread title, there is a summary of the post and a list of bullet points:

- Animal cells and Plant cells contain mitochondria!
 - However, animal cells contain many more mitochondria than plant cells
- Animal cells get most of their ATP from mitochondria
- Plant cells get most of their ATP from the chloroplast

Improvements to Must Post to Participate

The 10.0 release of Discussions introduced the ability to force students to create a thread before being able to read and reply to other student's posts. The 10.3 release of Discussions introduces two improvements to this feature.

First, instructors can now set posting restrictions at the forum level, which will then apply to all topics within that forum. This is great for situations where instructors are making use of group topics - now the option only has to be set once, rather than on each topic individually.

Weekly Discussions ▾

Must post first.

This forum has separate topics for each unit in the course. Use these to discuss and reflect on what you've learned in that unit.

▾ Hide Topics

Topic	Threads	Posts	Last Post
Unit 1: Organic Molecules ▾ ▲ <i>Moderated.</i> Unit 1 describes the Nutrient and Carbon cycles and invites learners to participate in an activity where they use their knowledge to balance a carbon cycle. The module continues with definitions and every-day examples of organic polymers and some characteristics of organic acids. It concludes with an activity where the learner is asked to participate in a discussion on the impact of organic molecules in biotechnology. <i>You must start a thread and have it approved before you can read and reply to other threads</i>			
Unit 2: DNA ▾ 🔒 <i>Unlocked: Monday, October 7, 2013 9:00 AM EDT - Friday, October 25, 2013 5:00 PM EDT.</i> Unit 2 gets back to the roots of DNA research, and introduces the learner to some of the founding fathers in the field. After introducing the learner to the history of genetic engineering, Module 3 continues with an explanation of the roles that DNA plays in the life of an organism and concludes with a brief introduction to chromosomes and some of the characteristics of these genetic building blocks. <i>You must start a thread before you can read and reply to other threads</i>			

Second, we have introduced a new permission: **Override Must Post to Participate Restrictions**. When a role is granted this permission, they can read and reply to a topic without first having to create a new thread. This is great for TA-type roles that need to be keeping an eye on the discussion, but who shouldn't have full permission to manage Discussions.

Improvements to discussion statistics

Discussion statistics are a great way for instructors to see what's happening in their discussions at a high level. In the 10.3 release of Discussions, statistics will now call out the number of threads created and replies posted separately:

First Name ▲, Last Name	Number of Posts				
	Threads	Replies	Read	Unapproved	Scored
Aldo Calle	2	8	30	1	0
Alexa Ewald	3	5	22	0	0
Andrea Kushner	5	12	43	2	0
Bryan Krach	0	2	10	0	0
Cesar Bentley	1	1	3	0	0
Chloe Shields	1	12	28	5	0
Chung Bartram	0	0	0	0	0
Della Evert	1	2	8	0	0
Fred Simmer	6	20	55	0	0

This is very helpful when instructors are running activities where students must compose a certain number of original threads and then reply to other student's threads.

Discussion statistics has also been updated to include information about the voting-style rating schemes.

Forum/Topic Title	Number of Posts					Post Ratings		
	Threads	Replies	Pinned	Unapproved	Scored	Up	Down	Star
[-] Welcome to Foundations of Biotechnology	0	0	0	0	0			
..... General Course Discussion	0	0	0	0	0	122	78	
..... Course Q&A	0	0	0	0	0			3.5
[-] Weekly Discussions	0	0	0	0	0			
..... Unit 1: Organic Molecules	0	0	0	0	0	15	0	
..... Unit 2: DNA	0	0	0	0	0	42		

Note Statistics for ratings no longer appear rolled up at the forum level.

Data Purge for Email now available

Email messages can consume a significant amount of storage space. To help deal with this concern, we've introduced new Data Purge plugins for Email. These plugins will automatically archive and purge email messages older than six months, allowing clients to reclaim a significant amount of storage.

Discussions Grid View removed

The Grid View in Discussions is deprecated and is no longer available. This allows you to focus on a single, unified view of Discussion, and no longer requires you to support two separate and very different views of Discussions.

Shared Forums removed

In order to streamline workflows and reduce confusion among first-time users, the existing Shared Forums tool has been removed in Learning Environment 10.3. Existing Shared Forums will be migrated to standard discussions residing at the level from which they were shared.

For clients who wish to continue sharing forums, this can easily be accomplished by creating a forum or topic at the level you wish to share it from, then linking to it from anywhere in the system using options like custom navbar links, shared homepage widgets, global news items, etc.

For more information on how to share forums without the Shared Forums tool, please see the Learning Environment Upgrade Guide 10.3.

Quizzes and Surveys

Both Quizzes and Surveys have undergone usability improvements in their tab structure and the contents within tabs to make creation and management more intuitive, allowing you to complete these tasks faster. You can now create and manage the most important and commonly-used information in the initial tabs, and gradually take advantage of more advanced options in the latter tabs.

Add/edit questions first

In the past, users creating quizzes and surveys had to navigate to the last tab to create or edit questions.

Edit Quiz - Pop Quiz ▾

Properties Restrictions Attempts Objectives Submission Views Reports Setup **Layout/Questions**

This quiz is empty.

Add/Edit Questions

Save and Close Save Cancel

Edit Survey - End of Term Survey ▾

Properties Restrictions Objectives Reports Setup **Layout/Questions**

This survey is currently empty.

Add/Edit Questions

Save and Close Save Cancel

Now users can begin adding questions from the first tab, and not the last.

New Quiz ▾

Properties Restrictions Assessment Objectives Submission Views Reports Setup

General

Name *

Category

no category [add category] ?

Quiz Questions

This quiz is empty.

Add/Edit Questions

Edit Survey - 44 ▾

Properties Restrictions Assessment Objectives Reports Setup

General

Name *

44

Category

no category [add category] ?

Feedback

☐ give instant feedback ?

Anonymous

☐ make results anonymous ?

Survey Layout

This survey is currently empty.

Add/Edit Questions

New Assessment tab

For Quizzes, all information related to quiz assessment such as associated Grade Items, Rubrics, and Attempts are now combined into a new Assessment tab. For Surveys, the ability to associate Rubrics is now moved to the Assessment tab.

The screenshot shows the 'Edit Quiz - Pop Quiz' interface with the 'Assessment' tab selected. The tab is highlighted with a red box. The interface includes several sections: 'Assessment' with a 'Grade Item' dropdown set to 'None' and an '[add grade item]' link; 'Auto Export to Grades' with an unchecked checkbox; 'Student View Preview' with a '- / -' dropdown; 'Rubrics' with an 'Add Rubric' button and a 'No rubrics selected.' message; 'Automatic Grade' with an unchecked checkbox; 'ePortfolio Artifacts' with an unchecked checkbox; 'Attempts' with 'Attempts Allowed' set to '1' and an 'Apply' button; and 'Overall Grade Calculation' with a dropdown set to 'Highest Attempt'. At the bottom are 'Save and Close', 'Save', and 'Cancel' buttons.

Edit Quiz - Pop Quiz

Assessment

Grade Item
None [add grade item] ?

Auto Export to Grades
☐ Allow automatic export to grades ?

Student View Preview
- / - ▼

Rubrics
Add Rubric
No rubrics selected.
[\[Create Rubric in New Window\]](#)

Automatic Grade
☐ Allow attempt to be set as graded immediately upon completion ?

ePortfolio Artifacts
☐ Allow users to add the result of this quiz to their ePortfolio ?

Attempts

Attempts Allowed
1 ▼ Apply
Optional Advanced Attempt Conditions will appear if a number of attempts from 2 to 10 is applied.

Overall Grade Calculation
Highest Attempt ▼

Save and Close Save Cancel

New Quiz Assessment Tab

The screenshot shows the 'Manage Surveys' dialog box with the 'Assessment' tab selected. The 'Assessment' section includes a 'Rubrics' subsection with an 'Add Rubric' button and the text 'No rubrics selected.' Below this is a link '[Create Rubric in New Window]'. At the bottom are three buttons: 'Save and Close', 'Save', and 'Cancel'.

New Surveys Assessment tab

IP restrictions now applicable to quiz submission views

Now the same IP restrictions which apply to students taking a quiz can apply to a quiz's submission view: the view of quiz information, such as the user's score and optional question and answer information, after the user has submitted a quiz. This extends the security feature, providing additional protection of question & answer information once a quiz is submitted.

You can add IP restriction on submission views by clicking **Add Additional View** in the Submission Views tab and creating an additional view with the **IP Restriction** check box selected. This selected check box will apply the same IP address restrictions used for quiz completion to quiz submission view.

The screenshot shows the 'Add View' dialog box. The 'View Properties' section has a 'Name' field with the text 'Questions Answered Incorrectly' and a 'Message' text area containing the text: 'Your quiz has been submitted successfully. Below, you can examine the questions which you responded to incorrectly, as well as the correct answers.' The 'View Restrictions' section has a 'Date' field with '9/9/2013' and '4:17 PM', and a location 'Canada - Toronto'. At the bottom, the 'IP Address' section has a checked checkbox for 'IP Restriction (IPv4)'.

Setting IP address restrictions on students' quiz submission view

Limiting the availability duration of quiz submission views



Previously, quiz submission views (which can include the user's score and optional question & answer information), had a starting availability date and time that ended at a defined date and time. As a result, students submitting their quizzes at different times would have unequal access duration to the quiz's submission view. However, in version 10.3, when you want to create the same limited availability of the quiz submission view for all students, you can set a length of time in minutes the view is available in the Limited Duration area, and the starting availability now begins at time of an individual's submission.

Add View


View Properties

Name *
Questions Answered Incorrectly

Message

 Para... 

Your quiz has been submitted successfully.
Below, you can examine the questions which you responded to incorrectly, as well as the correct answers.




View Restrictions

Date

9/9/2013 4:17 PM
Canada - Toronto

IP Address

☒ IP Restriction (IPv4) 

Limited Duration

☒ Limit the amount of time (in minutes) for which this view is available after the quiz is submitted

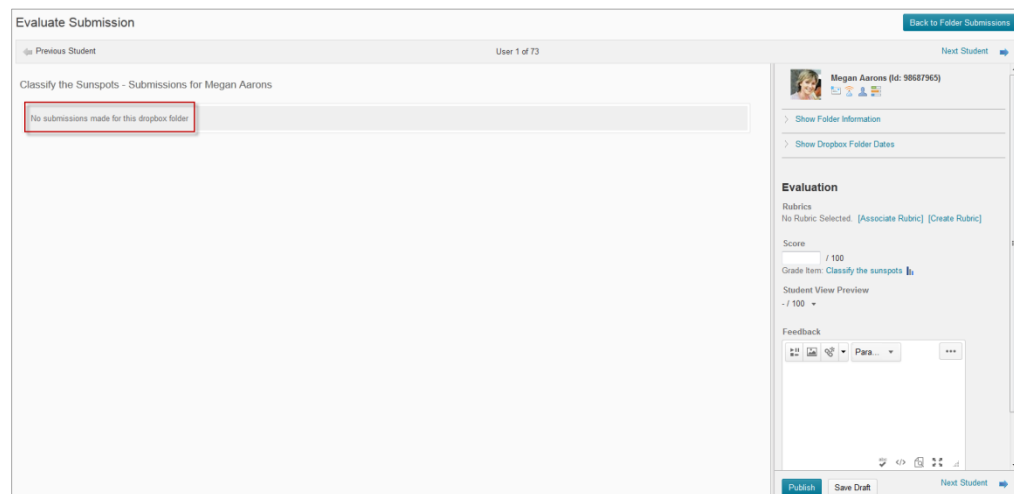
30 minutes

Setting the availability duration of students' quiz submission view

Dropbox

Evaluate non-submissions and system-external submissions

It is now possible to evaluate a student from Dropbox even if no submission was made to the dropbox folder. This supports the cases in which an instructor wants to assign a student a comment and a grade after the due date has passed, or the submission occurs outside of Learning Environment. Currently this feature is only available from Dropbox, but we plan to implement this feature for Content's Dropbox Completion Summary in a future release.



Evaluate a student's dropbox folder non-submission

Rubrics

Student view of rubrics from Content before and after a dropbox folder submission

Now students submitting to a dropbox folder from Content can access the dropbox folder's evaluation rubrics before submission, and also access completed rubrics after their evaluations are published.

Rubric Assessment

Rubric Name: Argumentative Essay Evaluation Rubric

Criteria	Level 1 50 points	Level 2 60 points	Level 3 70 points	Level 4 80 points
Thesis	- thesis is weak and lacks an arguable position	- thesis is somewhat clear and arguable	- thesis is a clear and arguable statement of position	- thesis is exceptionally clear, arguable, well developed, and a definitive statement
Quality of Information	- limited information on topic with lack of research, details or accurate examples	- some aspects of mini-essays is researched with some accurate examples to support arguments	- mini-essay is well researched in detail with accurate & critical examples to support arguments	- mini-essay is exceptionally researched, extremely detailed and accurate with critical examples / evidence to support arguments

Close

Activity Details

Task: Submit to complete this assignment

Due Nov 15, 2013 6:00 PM Ends Nov 22, 2013 6:00 PM

Assessment

Argumentative Essay Evaluation Rubric

Student View of a rubric before submitting to a dropbox folder

Rubric Evaluation Results

Rubric Name: Argumentative Essay Evaluation Rubric

Criteria	Level 1 50 points	Level 2 60 points	Level 3 70 points	Level 4 80 points	Score and Feedback
Thesis	- thesis is weak and lacks an arguable position	- thesis is somewhat clear and arguable	- thesis is a clear and arguable statement of position	- thesis is exceptionally clear, arguable, well developed, and a definitive statement	60 points
Quality of Information	- limited information on topic with lack of research, details or accurate examples	- some aspects of mini-essays is researched with some accurate examples to support arguments	- mini-essay is well researched in detail with accurate & critical examples to support arguments	- mini-essay is exceptionally researched, extremely detailed and accurate with critical examples / evidence to support arguments	70 points

Close

Activity Details

Well done! You have completed the assignment

Due Nov 15, 2013 6:00 PM Ends Nov 22, 2013 6:00 PM

Assessment

81.25 / 100 81.25 %

Argumentative Essay Evaluation Rubric

Level Achieved: Level 4

Student view of a completed rubric