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# Competencies and Rubrics

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About this guide

This guide provides information about using Competencies and Rubrics, two of the tools included in Learning Environment 8.1 that together represent a fundamentally new way of assessing and recording learner accomplishments.

Audience

This guide is intended for anyone involved in administering competencies or rubrics, including creating, modifying, reviewing, or approving competencies, creating and maintaining rubrics, or evaluating learner activities.

Some sections of this guide contain information about configuring organization-wide settings, and are intended for site administrators.

**Important** Access to features in the Desire2Learn Learning Environment is dependent on your role and the permissions assigned to it. Depending on your permissions, you may not have access to all of the features described in this guide.

Organization

Most of this guide contains information about competencies; information about rubrics can be found in a separate chapter at the end of the guide. Information about competencies has been divided into a number of chapters, each dealing with a set of related features and tasks.

Related guides

For course instructors, graders and instructional designers:

- Teaching with D2L

For site administrators:

- Site Management
- Desire2Learn Organization Management Environment (DOME) Reference Guide
These guides are available in the Documentation Library on the D2L Community website. (A username and password are required to access this site. Please contact your Account Manager if you require access.)

**Diagram legend**

Diagrams are frequently used in this guide to illustrate sample competency structures and key concepts. The following legend explains what each of the shapes used in these diagrams corresponds to:

- **C** Competency
- **L** Learning Objective
- **A** Activity

*Note* Your organization may use different terms for competencies, learning objectives, and activities.
Introduction to competencies

What are competencies used for?

Competencies are used to track information about the knowledge, skills and abilities the people in your organization acquire as they participate in courses or other learning experiences. The Desire2Learn competency model includes a way of assessing learning outcomes to determine whether a person has really acquired the knowledge, skills or abilities a learning experience was supposed to provide.

A competency can be used to track virtually anything that can be attributed to a person as the outcome of a learning experience. Some examples might include:

- certification to operate a forklift
- the ability to troubleshoot a network
- familiarity with the publishing conventions used in scientific research
- understanding the significance of the printing press in the historical development of democracy
- knowing how to assemble a flute

The types of competencies you decide to model and track will depend on your institution and what you ultimately want to do with the information.

For example, a high school program might use competencies to track general requirements that extended beyond individual courses. Perhaps part of a high school’s mandate is to ensure that learners attain a certain degree of media and advertising awareness before graduating. This school could create a Media Literacy competency and connect it with a number of different courses and extra-curricular activities to provide learners ample opportunities to acquire this competency.

A corporate learning system, on the other hand, might use competencies to track employee job skills, especially ones acquired through programs and seminars offered through internal training. The corporation might then create competencies like “Customer Service: Level 2,” and competency data might ultimately be used for skills gap analysis to help employees plan their professional development and take full advantage of training opportunities available to them.

Your institution may use a different vocabulary to describe these same ideas. What we’ve called “competencies” are also often called proficiencies, learning outcomes, standards, objectives, or skills. All of these terms refer to the same general idea of knowledge and abilities acquired by learners through a learning process.
How does the D2L competency model work?

In D2L’s competency model, a competency is made up of one or more **learning objectives**, and each of these learning objectives is evaluated by one or more **activities**. Learners do not complete competencies directly; they complete individual learning objectives by passing all of the activities associated with that learning objective.

**Learning Objectives**

Learning objectives represent the things a person needs to learn in order to acquire a competency—the skills, abilities or knowledge a person must acquire to become competent in a given domain. For example, to become competent at assembling a flute, a person might have to learn how to identify the parts of a flute and how to assemble these parts into an instrument through which sound could be produced. These, then, would be the two learning objectives that made up the competency “Assemble a Flute.”

A competency could have one learning objective, or six, or fifteen—there’s no limit to the number of learning objectives a competency can have, but every competency must have at least one. (This is because activities can only be attached to learning objectives, not to competencies.)

A more complex competency will contain more learning objectives; for example, fluency in conversational German might be made up of vocabulary knowledge, basic grammar knowledge, pronunciation, understanding spoken words in various dialects, and so on.

A competency like Media Literacy is so broad in scope that it might be made up of multiple **levels** of learning objectives. The highest level might, for example, include something like “Awareness of Advertising Techniques,” which might be broken up into a number of sub-objectives of its own. You can do this inside the learning environment either by creating multiple levels of learning objectives, or by creating sub-competencies (one competency nested beneath another). Media Literacy might be made up of two or three levels of learning objectives, or it might be made up of a number of smaller sub-competencies (each one a competency in its own right; for example, “Awareness of Advertising Techniques” might be a competency on its own, and also a component of Media Literacy).

Learning objectives are often known by other names and your institution might have its own vocabulary. Common alternatives include indicators, criteria, requirements, or learning outcomes. The general idea behind all of these terms is that a learner must demonstrate that they have met each of the associated learning objectives in order to complete the competency.

**Activities**

Activities are used to evaluate Learning Objectives. They are the tests used to measure a learner’s completion of a learning objective, the proof a learner provides to demonstrate what they have learned. You can use more than one activity to evaluate a learning objective; if you do, learners must pass **all** of the activities associated with a learning objective in order to complete it.
Activities can be associated with quizzes, surveys and dropbox folders, or they can exist independently without being tied to any other tool in the learning environment. This gives you the opportunity to use existing tools to assess learning objectives as well as the flexibility to draw on other forms of assessment. For example, take the “Assemble a Flute” competency mentioned earlier. We said that this competency might have two learning objectives: being able to identify the parts of the flute and being able to physically assemble the parts into a whole. You might test the first of these with a quiz, and the second with an in-person demonstration.

Most activities are assessed using rubrics, which need to be created separately before creating activities. Rubrics are a descriptive assessment tool that assigns a specific level or category to a learner’s performance. For example, a simple rubric might contain three possible levels: Good, Satisfactory, and Poor. When evaluating a learner, the grader assigns one of these three levels. (In some special cases, quiz activities can be configured to use a learner’s quiz score instead of a rubric.)

To complete an activity, a learner’s assessment must meet the minimum required level for that activity. When a learner completes all of the activities beneath a learning objective, they attain that learning objective. Once a learner completes all of the learning objectives within a competency, they complete the competency itself.

This means that competencies have no grades or levels of achievement associated with them—they are either complete or they are not. It doesn’t matter if one learner achieves the highest levels on all activities, while another barely meets the minimum thresholds; from the point of view of the competency, both learners are equal. (You can think of competencies as an inventory of the skills or knowledge a person possesses, rather than a measure of how good someone is at something.)

However, you could create two different competencies, one representing basic knowledge and the other expertise. You might even make the basic one a sub-competency of the other, since no one can be an expert without first having been a beginner. This would allow you to distinguish between levels of competence in a single domain.

Activities are the only elements that are actually graded.

Summary

A competency is a structure made up of different elements; the competency, its sub-competencies (if any), its learning objectives and sub-learning objectives (if any), and finally, at the bottom, its activities. Each time a learner completes everything beneath one of these elements, they complete the element. In this way the learner completes the competency from the bottom up by passing each of the activities at the base of the structure.
Are competencies part of course offerings?

You can create competencies inside course offerings or within other types of org units.

If you create a competency as part of a course offering, it will only be accessible within that course offering, just like any other tool in the learning environment. This can be an effective way to ensure that learners master all of the material in a course: you can create a competency to represent the entire course, and create learning objectives to represent each unit. You could then associate each of these units with multiple activities (a test and an essay, say), and learners would be required to pass both the test and the essay for every unit in the course; they would have to learn all the course material in order to complete the course competency. In this way, competencies have an advantage over traditional grading mechanisms based on overall averages, which can mask significant gaps in learner comprehension.

You can also create competencies inside other types of org units, like a department, a semester, or the organization as a whole. This lets you track learners’ achievements beyond the bounds of individual course offerings. Also, when you create a competency outside of a course offering, you can share it with multiple course offerings and use different activities to evaluate the competency’s learning objectives inside each offering. This allows learners to complete the competency in stages over time, working on different learning objectives within different courses, and will be useful if the competency is large or complex and acquiring all the knowledge or skills associated with it will involve a number of different learning experiences. (For more information, see Shared competencies on page 70.)
Getting started

To make use of competencies, you need to create a complete competency structure, with at least one learning objective and at least one activity. The section Managing competencies, learning objectives, and activities (page 19) describes how to create each of these elements, while the section Structure: creating and maintaining links between elements (page 38) describes how to link them together into a hierarchy.

Unless you plan to use quiz activities exclusively, you will need to associate your activities with rubrics. Rubrics must be created before creating activities; you will not be able to save a new activity unless it is associated with a rubric. To learn how to create a rubric, see Creating a rubric (page 76).

Also, if your activities will be associated with quizzes, dropbox folders, or surveys, you need to create the corresponding assessment item before creating the activity. (In fact, it may be easiest to create the activity from within, for example, the quiz while creating and configuring the quiz itself.) The Teaching with D2L guide contains information about creating these assessment items, while the topic Creating an activity from a quiz, dropbox folder or survey (page 26) explains how to create activities from within an assessment item.

Once you have finished creating the competency, make sure the status is set to Approved (see Changing a competency’s status, page 66) and the competency is visible to learners (see Hiding a competency, page 36).

As learners submit work for each of the activities, it must be evaluated using the activity assessment tools and the rubrics you’ve created (see Evaluating activities, page 47). As learners successfully complete activities, you can monitor their achievements using the Competency Results page (see The Results page, page 52).
Accessing competencies

Accessing the competencies area
To access the competencies area within an org unit, click the Competencies link in the navigation bar.

Three views
The main competencies interface has three different views:
- Student view
- Standard Administrative View
- Advanced Administrative View

Users who do not have permission to administer competencies will see the Student view.

Users with permission to administer competencies will see the Standard View by default. Additional permission is required to switch between Standard and Advanced Views.

Permissions vary with org unit. A user might have permission to administer competencies in one org unit and not in another.

Important This guide assumes that you have access to the Standard Administrative View. Many of the procedures inside start from the Competency List page, the main page of the Standard View.

The Competency List page (standard view)

If you have permission to administer competencies, the first page you see when you access the competencies area is the Competency List page. (If you see a page split into two panes with the Competency Home page displayed in the right pane, you have changed your personal settings to display the Advanced view. See Advanced View, page 15.)

The Competency List page is the central page for managing competencies; it lists all of the competencies, learning objectives, and activities available within the current org unit. From here you can create new elements, edit existing elements, create competency structures by linking elements together, access learner results, etc.
The Competency List page

To access the Competency List page

The Competency List page will be displayed automatically when you access the competencies area within an org unit. (To access the competencies area, click the Competencies link on the navigation bar.)

To return to the Competency List page from another page within the Competencies area, do one of the following:

- Click Manage Competencies on the toolbar.
- If Manage Competencies is already selected, click Competency List in the lower section of the toolbar.
- Click the Competencies link in the navigation bar.

To find a competency, learning objective, or activity:

1. Type part of its name or description into the Search For field and click Search.
2. To narrow your search further, click Show Search Options. Additional options will be displayed in the area beneath the Search For field. Select the applicable options and click Search again.
Advanced View

Advanced View is an alternate interface for accessing competencies. The Advanced View interface is split into two panes. The left pane shows a tree view of all competency structures available in the current org unit along with options for displaying “orphans” and searching for specific elements; it is used to navigate quickly to certain pages within the competencies area. The right pane displays the current page.

In terms of functionality, Advanced View and Standard View are equivalent except for two features:

- In Advanced View you gain the ability to view orphans (elements not attached to any parent).
- In Standard View you have access to the Competency Wizard (the Wizard is not available in Advanced View).

With Advanced View you can navigate between elements using a tree structure displayed in a separate pane. The tree structure lets you see an overview of your competency structures, view elements in the context of the structures they belong to, and drill down into a competency’s structure to locate specific elements.
Switching between Standard and Advanced Views

To switch to Advanced View
1. From the Competency List page, click the Settings link on the toolbar.
2. Under Personal Settings, select Advanced View.
3. Click Save.
4. To go to the main page for Advanced View, click the Competency Home link at the top of the page in the right pane.

To switch back to Standard View
1. On the Competency Home page, click Settings.
2. Under Personal Settings, select Standard View.
3. Click Save.
4. To go to the main page for Standard View, click the Competency List link in the toolbar at the top of the page.

The Competency Home page
The Competency Home page will be displayed in the right pane when you first access competencies (if you are using Advanced View).

This page lists all of the tasks related to managing competencies. In Standard View, the same tasks are accessed through the toolbar on the Competency List page.
You can return to the Competency Home page at any time by clicking Competency Home in the top left-hand corner of the right pane.

**How to follow the procedures in this guide when using Advanced View**

The procedures in this guide are written from the perspective of someone using Standard View.

The only difference between the two views is in the navigation (the way that you access the pages where tasks are performed). When using Advanced View, you will sometimes need to adjust the first one or two steps in a procedure in the following ways:

- You can access the Edit page for any element either by selecting it from the tree in the left pane, or by using the Search page to find the element and then clicking on its name.
- From the Edit page, you can access the Structure, Results, and Stats pages through toolbar links at the top of the page.
- All other tasks can be accessed from the Competency Home page.

If you cannot determine how to perform a task from Advanced View, you can always switch back to Standard View at any time.

**Browsing elements by hierarchy**

The left pane displays a tree list of all competencies available in the current org unit and their descendants (all the sub-competencies, learning objectives, and activities attached to each competency).

You can drill down through this structure by clicking the expand icon next to By Hierarchy (at the top of the list), and then clicking the expand icon next to any competency, and then one of the elements within that competency, and so on. Each time you click the expand icon next to an element, the list will display all of the children attached to that element.

Click the collapse icon to hide an element’s children.

Click an element’s name to display the Edit page in the right pane.

**Searching for an element**

1. At the bottom of the left pane, select Search.
2. On the Search page in the right pane, type part of the element’s name or description in the Search For field and click the Search button.
3. To narrow your search further, click Show Search Options. Additional options will be displayed in the area beneath the Search For field. Select the applicable options and click Search again.
4. Click an element’s name to open the Edit page.
The View Orphans page

The View Orphans page lists any element not attached to any parent (including competencies).

With the View Orphans page, you can locate orphan learning objectives and activities that will not appear in the left pane’s hierarchy because they are not part of any competency structure.

If you have any orphan learning objectives or activities, you will either want to attach them to a competency structure or delete them. Both of these tasks can be performed from the View Orphans page. You can think of this page as a “clean up” area that helps you catch elements that are floating about in the system without being incorporated into any competency structure.

To access the View Orphans page

- Click the View Orphans node at the bottom of the left pane.

To delete an element

1. Select the element(s) you want to delete using the checkboxes next to each element’s name. To select all elements, select the checkbox at the top or bottom of the list.
2. Click the Delete icon at the top or bottom of the list.

To attach an element to a parent

1. Click the Add Parent icon to the right of the element (in the Actions column).
2. In the pop-up screen that appears, select the checkboxes next to each of the competencies or learning objectives you want to attach the element to.
   You can search for a specific competency or learning objective by typing part of its name or description in the Search For field and clicking Search.
3. Click Add Selected.
Managing competencies, learning objectives, and activities

This section deals with creating, editing, and maintaining the individual elements that make up competency structures (competencies, learning objectives, and activities). A competency structure is made up of the links between these elements. For information about creating and maintaining the structure of a competency, see the section Structure: creating and maintaining links between elements, beginning on page 38.

Creating competencies: an overview

Elements and the links between them

Creating a complete competency structure involves two different tasks: creating the elements that make up the structure (the competency, the learning objectives, and the activities), and linking these elements together into parent-child relationships.

![Diagram showing elements exist independently until they are linked together into a complete structure.]

When creating a competency structure, you can link elements together as you create them or you can create all of the elements independently and link them together later. (Being able to link elements together later allows you to create more complex, overlapping structures—for example, a learning objective attached to two different competencies.)

Process

Creating a competency involves the following steps:

1. Create any rubrics that will be used to evaluate activities.
2. Create any courses items (quizzes, dropbox folders, or surveys) that will be associated with activities.
3. Create the competency element that will sit at the top of the structure.
4. Create and attach learning objectives.
5. Create activities, associate them with their corresponding assessment items (quizzes, dropbox folders, or surveys) and rubrics, and attach them to each of the learning objectives.

Using the competency wizard

You can use the Competency Wizard to create a competency, learning objectives, and activities and link them all together within a single, step-by-step process. The Wizard is an ideal place to begin if you are creating simple, three-tiered structures. (See Creating competencies with the competency wizard, page 27.)

Additional steps

Depending on the complexity of the structure being created and the way it will be used, there may be additional steps involved.

The process will become more involved if you are:

- Using competency Status to establish a formal review process around the creation and release of competencies. (See Status, revision control and workflow, page 62.)
- Sharing a competency across multiple org units and attaching different activities in each org unit. (See Shared competencies, page 70.)
- Creating “nested” structures involving sub-competencies (one competency used as part of the criteria of another) or multi-tiered learning objectives. (See Creating nested structures, page 45.)
- Creating “overlapping” structures in which a learning objective, activity, or sub-competency is attached to multiple parents. (See Attaching an element to multiple parents, page 45.)

Creating a competency

This topic describes how to create a competency element—the element at the top of any competency structure. This is normally the first step in creating a competency structure; however, to complete the entire competency you will also need to create and attach learning objectives (page 22) and activities (page 24).

To create a competency

1. From the Competency List page, click the New link on the toolbar at the top of the page, and then select Competency.
2. On the New Competency page, enter a Name for the competency.
   Tip Use a name that clearly identifies the competency.
The New Competency page

3. Enter a **Description** of the competency. The description will only be visible to learners if they view the competency’s details.

   Click the **HTML Editor** icon to create a formatted description.

4. Select the appropriate settings for the remaining properties:

   **Status**  Determines whether learners are able to see and complete the competency and whether changes can be made to the competency’s definition. The status field may not be available. See *Status, revision control and workflow*, page 62.

   **Make Competency and children visible to learners**  Controls whether learners are able to see the competency and its attached learning objectives and activities. See *Hiding a competency*, page 36.

   **Ready for Versioning**  If set to “Yes,” any time a change is made to the competency’s definition, the existing version will be saved in the database and the version number of the competency will be incremented. This setting may not be available. See *Tracking competency versions*, page 36.

   **Tip**  Leave **Ready for Versioning** set to “No” until the competency definition (the competency and its attached learning objectives and sub-competencies) has been finalized.

   **Allow re-evaluation of learners who have completed this Competency**  Controls whether learners who have completed the competency will have their accomplishment re-evaluated (and possibly revoked) if any changes are made to the competency structure. Depending on the nature of the competency, you may or may not want learners to have to meet new requirements after a change is made.
made. See *Allowing re-evaluation of learners who’ve achieved a competency*, page 60.

**Make Competency Available To** This section will only be visible if you are creating the competency in an org unit above the course offering level. You can share the competency with other org units beneath the current one by clicking **Add Org Units**. See *Shared competencies*, page 70.

5. Click **Save** to save the competency, or **Save and New** to save the competency and create another one.

**Alternative ways to create a competency**

The following table summarizes some alternative ways to create a new competency.

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<th>Advantages</th>
<th>For more information</th>
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<td>See <em>Linking elements (adding a parent or child)</em> page 40</td>
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<tr>
<td>Copy an existing competency</td>
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<td>See <em>Copying competencies, learning objectives, and activities</em> page 34</td>
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**Creating a learning objective**

1. From the Competency List page, click the **New** link on the toolbar at the top of the page, and then select **Learning Objective**.

2. On the New Learning Objective page, enter a **Name** for the learning objective.

   **Tip** Use a name that clearly identifies the learning objective.
3. Enter a **Description** of the learning objective. The description will only be visible if a learner views the learning objective’s details.

   Click the **HTML Editor** icon to create a formatted description.

4. If you want to restrict the types of activities that can be attached to this learning objective, select “Yes” beside **Enforce evaluation method**, then select the types of activities you want to allow.

   **Note** You cannot change this setting once the learning objective is saved.

5. Specify whether the learning objective is **Ready for Evaluation** by selecting “Yes” or “No.”

   **Tip** Select “Yes” unless you have a good reason to do otherwise. Learners will not be able to complete the learning objective if “No” is selected.

   For more information about this setting, see *Suspending re-evaluation of a learning objective* on page 59.

6. Click **Save** to save the learning objective, or **Save and New** to save the learning objective and create another one.

**Alternative ways to create a learning objective**

The following table summarizes some alternative ways to create a new learning objective.
<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>For more information</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Structure page of a Competency, select Add Child &gt; New Learning Objective</td>
<td>The new learning objective will automatically be attached to the competency</td>
<td>See Linking elements (adding a parent or child) page 40</td>
</tr>
<tr>
<td>From the Structure page of an Activity, select Add Parent &gt; New Learning Objective</td>
<td>Creates a new learning objective and automatically associates it with the activity</td>
<td>See Linking elements (adding a parent or child) page 40</td>
</tr>
<tr>
<td>Copy an existing learning objective</td>
<td>If the new learning objective’s properties or associated activities will be similar to an existing one, this will save time</td>
<td>See Copying competencies, learning objectives, and activities page 34</td>
</tr>
</tbody>
</table>

## Creating an activity

### Types of activities

Activities can be attached to a quiz, survey, or dropbox folder, or they can be freestanding “manual assessment” activities.

- **Quiz Activities** are associated with a quiz created in the Quiz tool. The Quiz tool allows you to test students using different types of questions, including true and false, multiple choice, and short and long answer. Quiz activities can be evaluated automatically based on a student’s quiz score or by linking the score to a numeric rubric, or they can be evaluated manually using a rubric.

- **Survey Activities** are associated with a survey created in the Survey tool. Surveys can be used in place of quizzes to test students. Unlike quizzes, surveys do not have a scoring mechanism built in. They are easier to create and complete than a quiz if questions are open-ended and you plan to evaluate the test using a rubric the does not use numeric scores.

- **Dropbox Activities** are associated with a dropbox folder created in the Dropbox tool. The Dropbox tool allows you to evaluate other types of submitted work, such as reports, media presentations, or assignments. Dropbox activities are evaluated using a rubric.

- **Manual Assessment Activities** are not associated with any other tool. They allow you to evaluate work that cannot be physically submitted, such as a LiveRoom presentation, a musical recital, or a number of hours of community service. Manual Assessment activities are evaluated using a rubric.

### Before creating an activity

- If you are going to use a rubric to evaluate the activity, you must create the rubric first (see Creating a rubric on page 76).

- If you are creating a Quiz, Survey, or Dropbox activity, you will also need to create the corresponding quiz, survey, or dropbox folder before creating the activity.
To create a new activity

1. From the Competency List page, click the **New** link on the toolbar at the top of the page.

2. Select the type of activity you want to create (Quiz, Survey, Dropbox, or Manual Assessment).

3. On the New Activity page, enter a **Name** for the activity.

4. If you are creating a Quiz, Dropbox, or Survey activity, use the **Select Existing Item** list to select the assessment item you want to use for this activity (the specific quiz, dropbox folder, or survey).

5. If you are creating a Quiz activity, select the **Evaluation Type** you want to use.
   - Select **Numeric** to use the learner’s mark on the quiz instead of a rubric to determine whether a learner passes the activity.
   - Select **Rubric** to use a rubric to assess the activity. (You can still automatically assess the activity based on the learner’s mark on the quiz as long as you select a numeric rubric in step 6. For more information about numeric rubrics, see *Types of rubrics*, page 74)

6. Select the **Rubric** to be used to assess this activity. (Not applicable if you are creating a Quiz activity and you selected the Numeric evaluation type.)

   For an explanation of rubrics and information about creating them, see the section *Rubrics*, beginning on page 74.

7. Specify the **Achievement Threshold**—the minimum result a learner must achieve to complete or pass the activity—by selecting a rubric level from the drop-down list.

   If you are creating a Quiz activity with a Numeric evaluation type, select a comparison operator (>, <, >=, <=) and enter a percentage. For example, if you select “<” and enter “25,” then a learner will need to attain less than 25% on this quiz to complete the activity.
8. If you are creating a Quiz activity with a Rubric evaluation type, and you selected a numeric rubric in step 6, you have the option to **Manually Evaluate** learners’ attempts instead of automatically assigning rubric levels based on quiz results. Select the **Manually Evaluate** checkbox if you want results to be entered manually, or clear this checkbox if you want rubric levels to be assigned automatically based on quiz results.

9. Click **Save** to save the activity, or **Save and New** to save the activity and create another one.

### Alternative ways to create an activity

The following table summarizes some alternative ways to create a new activity.

<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>For more information</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Structure page of a Learning Objective, select Add Child &gt; New Activity</td>
<td>The new activity will automatically be attached to the learning objective</td>
<td>See [Linking elements (adding a parent or child)](page 40)</td>
</tr>
<tr>
<td>Copy an existing activity</td>
<td>If the new activity uses the same assessment item or rubric, this may save time</td>
<td>See [Copying competencies, learning objectives, and activities](page 34)</td>
</tr>
</tbody>
</table>

### Creating an activity from a quiz, dropbox folder or survey

If you are creating a Quiz, Dropbox, or Survey activity, you can create the activity from within the quiz, dropbox folder or survey itself.

**Note** If you are going to use a rubric to evaluate the activity, you must create the rubric first (see *Creating a rubric* on page 76).

1. **To create an activity from a quiz, dropbox folder or survey**
   - Do one of the following:

<table>
<thead>
<tr>
<th>For</th>
<th>Do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dropbox activity</td>
<td>On the main dropbox page, click the <strong>Admin</strong> button, and then click the <strong>Edit</strong> icon next to the appropriate dropbox folder.</td>
</tr>
<tr>
<td>A quiz activity</td>
<td>On the main quizzes page, click the name of the quiz.</td>
</tr>
<tr>
<td>A survey activity</td>
<td>On the main surveys page, click the name of the survey.</td>
</tr>
</tbody>
</table>

2. Click the **Activities** tab.
3. Click the **Add Activity** button.
4. Enter the information for the activity.
5. To attach the activity to an existing learning objective, click the **Add** button beside **Associated Learning Objectives**. On the pop-up screen that appears, select the learning objective(s) and click **Insert**.
6. Click **Save Activity**.
7. Click **Go Back to Activities** to return to the activities tab.

![Creating a new activity from within a quiz](image)

Detailed information about quizzes, surveys, and dropboxes can be found in the *Teaching with D2L* guide.

**Creating competencies with the competency wizard**

The wizard allows you to create a complete competency structure, including the competency element, learning objectives, and activities, in a simple, step-by-step process.

The wizard takes you through this process in four steps:

**Step 1:** create the competency element

**Step 2:** create one or more learning objectives attached to this competency

**Step 3:** create one or more activities attached to each learning objective

**Step 4:** review the structure

The wizard is a useful way to create simple, three-level competency structures (Figure 3, left). However, you cannot create more complex structures with nested competencies or learning objectives through the wizard (although you can create part of a complex structure, and then add additional elements afterwards).
Before using the wizard

- Make sure that any quizzes, dropbox folders, and surveys you want your activities to use have already been created.
- Also ensure that any rubrics you want to use to evaluate activities have already been created (see Creating a rubric on page 76).

To create a competency with the Wizard

1. From the Competency List page, click the Competency Wizard link in the toolbar at the top of the page.
2. On the New Competency page, enter information about the competency in the same way you would when creating a competency by itself (see page 20).
3. Click Next to continue, or click Finish to skip to the end without adding learning objectives or activities (skip to step 10).
4. On the New Learning Objectives page, enter information about the first learning objective the same way you would when creating a learning objective by itself (see page 22).
5. To add additional learning objectives, enter the number you want to add in the field beside the Add Learning Objectives link at the top or bottom of the page, and then click the link. The new learning objectives are added to the bottom of the page, where you can enter information for each one.

Note You can add up to nine learning objectives at once. If you need to add more than nine, add the first nine and then add as many more as you need.

To add additional learning objectives, enter the number you want to add and click the link.
6. When you have finished creating learning objectives, click Next to continue, or click Finish to skip to the end without adding activities (skip to step 10).

7. On the New Activities page, enter information about the first activity:
   
a) Enter a Name.
   
b) Select a learning objective (created on the previous screen) to attach the activity to.
   
c) Select the type of activity from the Evaluation Method drop-down list (Quiz, Survey, Dropbox, or Manual Assessment).
   
d) Complete the rest of the information for the activity the same way you would when creating an activity by itself (see page 25).

8. To create additional activities, enter the number you want to add in the text box beside the Add Activities link at the top or bottom of the page, and then click the link. The new activities are added to the bottom of the page, where you can enter their information.

   Note You can add up to nine activities at once. If you need to add more than nine, add the first nine and then add as many more as you need.

   To remove an activity, click the Delete icon in the top right corner of the activity.

9. When you have finished creating activities, click Next.

10. On the Competency Structure page, verify that the structure displayed is correct.

   If you want to make changes, use the Back button to return to the appropriate step, make your changes, and then use the Next button to return to the verification page.

   Caution Do not use the Finish button to return to the verification screen or you will lose any of the elements created in between—for example, if you go back to make a correction to the competency and then click Finish, you will lose all of your learning objectives and activities. If this happens, you can use the Back button and then the Next button to recover the lost elements.

11. To create the competency structure, click Create.
Editing a competency, learning objective, or activity

This section describes how to change the properties of a competency, learning objective, or activity element. For information about making changes to the structure of a competency, see *Structure: creating and maintaining links between elements*, page 38.

To edit a competency, learning objective, or activity
1. On the Competency List page, click the element’s name.
2. Make the appropriate changes.
3. Click Save.

To edit an activity from a quiz, dropbox folder, or survey
1. Do one of the following:

<table>
<thead>
<tr>
<th>For</th>
<th>Do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dropbox activity</td>
<td>On the main dropbox page, click the Admin button, and then click the Edit icon next to the appropriate dropbox folder.</td>
</tr>
<tr>
<td>A quiz activity</td>
<td>On the main quizzes page, click the name of the quiz.</td>
</tr>
<tr>
<td>A survey activity</td>
<td>On the main surveys page, click the name of the survey.</td>
</tr>
</tbody>
</table>

2. Click the Activities tab.
3. Click the name of the activity you want to edit.
4. Make the appropriate changes.
5. Click Save Activity.
6. Click Go Back to Activities to return to the activities tab.

Editing and status
If you are using status and a competency’s status is Approved or Archived, the only properties you will be able to change are Status and Make competency and children visible to learners. To change any other properties, you will first need to change the status and save the competency.

If a learning objective is attached to an Approved or Archived competency, the only property you will be able to change is Ready for Evaluation.

Activities can always be edited.

See *Status settings and their effects* on page 63 for more information.

Editing and re-evaluation
If you change an activity’s Achievement threshold, any learners already assessed will be re-evaluated to determine whether they meet the new threshold.

If you change the Rubric used by an activity (by selecting a different rubric), all learner assessments will be cleared. If the activity is associated with a Quiz and is evaluated automatically, learners will then be re-evaluated based on their quiz results.
In both cases, the rest of the structure above the activity will also be re-evaluated (unless the competency structure the activity belongs to has a status of Draft or In Review).

For a full discussion, see *Making changes and re-evaluation of learner progress*, beginning on page 58.

If you are making a series of changes to the activities attached to a single learning objective, you may want to set the learning objective’s **Ready for Evaluation** property to "No." See *Suspending re-evaluation of a learning objective* on page 59.

**Editing shared competencies**

Most of the properties of shared competencies and their attached learning objectives can only be changed in the competency’s home org unit (the org unit where it is shared from).

Each org unit can independently set the competency’s **Make competency and children visible to learners** property and each learning objective’s **Ready for Evaluation** property—these properties can be changed in any org unit where the competency is shared. Changing these properties will only affect the current org unit.

For more information, see *Shared competencies* on page 70.

**Deleting a competency, learning objective, or activity**

Deleting an element removes it from the system, along with any links it may have had to other elements. It does **not** affect any other elements—deleting an element will **not** delete any elements attached to it.

For example, if you delete a learning objective, any activities attached to it will still exist, but will no longer be attached to a parent (unless they were attached to other learning objectives as well). Similarly, if the learning objective belongs to a competency, the competency will still exist but the link to the learning objective will be removed.

Deleting a competency **element will not** delete the entire structure beneath it, only the top-level element itself; any learning objectives and activities attached to the competency will still exist. To delete an entire competency structure, you will have to select and delete all of the elements in the structure.

![Figure 4: This competency contains two learning objectives, L₁ and L₂. If L₂ is deleted, links to it are also removed, but its activities remain.](image-url)
Elements that cannot be deleted
The following elements cannot be deleted:

- A competency whose status is Approved or Archived (only Draft or In Review competencies can be deleted).
- A learning objective attached to an Approved or Archived competency (this would change the competency’s definition).
- A competency or learning objective that has been shared from another org unit (shared competencies and learning objectives can only be deleted in their home org unit).

On the Delete page, these elements will be disabled and you will not be able to select them. Click the Information icon next to a disabled element to see why it cannot be deleted.

You also will not be able to delete an element if it is part of a relationship that you do not have permission to modify. For example, if you do not have permission to modify links between learning objectives and activities, you will not be able to delete any activities attached to a learning objective.

Deleting and re-evaluation
Deleting elements that are part of a competency structure may cause learner progress to be re-evaluated.

If you delete all children attached to a learning objective or competency, any learners who had previously completed the parent element will have their result changed to Incomplete. This is because an element is only considered complete if all of its children are complete; elements that have no children cannot be completed in the normal course of things. (Note, however, that not all competencies are subject to re-evaluation, depending on their re-evaluation settings; see Allowing re-evaluation of learners who’ve achieved a competency on page 60.)

For more information see Making changes and re-evaluation of learner progress, beginning on page 58.

To delete a competency, learning objective, or activity
1. From the Competency List page, click the Delete icon on the toolbar.
2. On the Delete page, select the element(s) you want to delete using the checkboxes next to each item.
3. Click the Delete Selected button at the top or bottom of the page.
To delete an activity from a quiz, dropbox folder, or survey

1. Do one of the following:

<table>
<thead>
<tr>
<th>For</th>
<th>Do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dropbox activity</td>
<td>On the main dropbox page, click the Admin button, and then click the Edit icon next to the appropriate dropbox folder.</td>
</tr>
<tr>
<td>A quiz activity</td>
<td>On the main quizzes page, click the name of the quiz.</td>
</tr>
<tr>
<td>A survey activity</td>
<td>On the main surveys page, click the name of the survey.</td>
</tr>
</tbody>
</table>

2. Click the Activities tab.
3. Select the checkbox next to each activity you want to delete.
4. Click the Delete icon at the top or bottom of the list of activities.

Caution All learner assessments for the activity will be deleted along with it.

Archiving instead of deleting

If you don’t want a competency to be used any more and your organization is using Status, you can change the competency’s status to Archived.
Archived competencies are old competencies no longer in use. Learners will not be able to see or complete archived competencies. (There is a special permission for viewing archived competencies, so access to archived competencies can be restricted to specific user roles only.)

By archiving a competency, you keep a record of the learners who achieved the competency while it was active. If you delete the competency instead, learner results for that competency will be deleted along with it.

To archive a competency

1. On the Competency List page, click the name of the competency.
2. On the Edit Competency page, set the Status to “Archived.”
3. Click Save.

For more information about Status settings and their effects, see Status, revision control and workflow, beginning on page 62.

Copying competencies, learning objectives, and activities

You can copy a competency, learning objective, or activity to create a new one that is identical with the original.

Copying can save you time if you are creating a new competency that is substantially similar to an existing one. For example, you may have created a competency for playing the Flute, and now want to create one for playing the Clarinet. Both competencies will have very similar structures, descriptions, and so on—only the names and the assessment items the activities link to will be changed. In this case it would be easier to make a copy of the Flute competency rather than to create the Clarinet competency from scratch.

Tip You can also create a copy of a competency if you want to try making changes to it without impacting learner progress. For example, you could make a copy of a competency and try changing the achievement thresholds on some activities to see what impact that would have on learner progress. If you didn’t like the results, you could simply delete the copy. (Be sure to hide the new competency from learners when experimenting with changes.)

Children

If the element you copy has any children (other elements attached beneath it), you have the choice of copying only the element itself (creating another element with the same properties) or copying the structure beneath the element as well.

For example, if you copy a learning objective that has activities attached, you can copy only the learning objective or you can copy the learning objective and all of the attached activities, creating a new set of elements with the same properties and structure as the original.
Quiz, Dropbox and Survey Activities

If you copy an activity that is associated with a quiz, dropbox folder, or survey, the new activity will be associated with the same quiz, dropbox folder, or survey (there will be two activities associated with the same assessment item).

Copying between org units

The Copy command will only allow you to copy an element or structure within a single org unit; that is, you can create a copy of any competency available in the current org unit (including ones that have been shared from other org units), but your copy will also exist in the current org unit. For information about copying between org units, see the section on copying course components in your Teaching with D2L guide.

Copying vs. sharing

When you copy a competency, the new competency will be identical with the first but distinct from it (there will be two different competencies with all the same properties). If you want learners to have access to the same competency in different places, you need to share the competency rather than copying it. See the section Shared competencies on page 70 for more information.

To copy a competency

1. On the Competency List page, click the Copy link on the toolbar at the top of the page.
2. Select Competency.
3. Select the competency you want to copy from the Competency To Copy list.
4. Enter a name for the copy in the New Competency Name field.
5. Select a status for the copy from the New Competency Status list.
6. In the Copy Options section, select the appropriate option:
   - Select Copy entire Competency Structure (including Activities) to copy everything in the competency’s structure.
   - Select Copy entire Competency Structure (excluding Activities) to copy any learning objectives or sub-competencies, but none of the activities. (This is useful if you plan to attach new activities to the copied structure.)
   - Select Copy Competency if you do not want to copy any children.
7. If you chose to copy any children in the previous step, click Next and then use the fields in the New Name column to enter names for the copied children.
8. Click the Copy button.

To copy a learning objective

1. On the Competency List page, click the Copy link on the toolbar at the top of the page.
2. Select Learning Objective.
3. Select the learning objective you want to copy from the Learning Objective To Copy list.
4. Enter a name for the copy in the New Learning Objective Name field.

5. In the Copy Children section, select the appropriate option:
   - Select Copy child Learning Objectives and Activities to copy the entire structure beneath the learning objectives.
   - Select Copy child Learning Objectives to copy any sub-learning objectives, but none of the activities. (This is useful if you plan to attach new activities to the copied structure.)
   - Select Copy Learning Objective if you do not want to copy any children.

6. If you chose to copy any children in the previous step, click Next and then use the fields in the New Name column to enter names for the copied children.

7. Click the Copy button.

To copy an activity

1. On the Competency List page, click the Copy link on the toolbar at the top of the page.
2. Select Activity.
3. Select the activity you want to copy from the Activity To Copy list.
4. Enter a name for the copy in the New Activity Name field.
5. Click the Copy button.

Hiding a competency

To hide a competency from learners, on the Edit Competency page, clear the checkbox labeled Make Competency and its children visible to learners.

Hidden competencies are indicated by the icon.

If you are using competency status, note that Draft, In Review, and Archived competencies will always be hidden from learners, regardless of their visibility setting.

Tracking competency versions

Each competency element has a “Ready for Versioning” property. If this property is set to “Yes,” whenever a change is made to the competency’s definition the system will retain a backup copy of the previous version and increment the version number of the competency by 1 (beginning with version 1). For example, suppose you have a Flute competency that is currently at version 7. If you add a new learning objective to this competency, the system will keep a copy of the old version (before the learning objective was added) and change the Flute competency’s version number to 8.

The competency definition includes everything in the competency structure except activities. Changes that will create a new version include:
• changing a competency's name, description, status, or "Allow re-evaluation of learners who have completed this Competency" setting

• changing the name, description, or "Ready for Evaluation" setting of a learning objective attached to a competency

• adding or removing learning objectives or sub-competencies

You cannot track learning objective or activity versions. In fact, because activities are not part of a competency’s definition, they are not stored along with the previous versions of a competency the way learning objectives are, and changes to activities (including adding and removing activities) will not create a new version of the competency they are connected to.

Currently there is no way to access previous versions of a competency; however, your organization may want to begin tracking competency versions in case functionality is introduced in future releases of the product that provides access to competency versions.

Controlling which types of elements are visible

You can choose which types of elements (competencies, learning objectives, activities) are visible to learners. For example, you might want to provide learners with a simple list of activities to complete by displaying only activities.

To specify which elements are visible to learners

1. From the Competency List page, click the Settings link on the toolbar at the top of the page.

2. In the Org Unit Settings section, under Display to Learner, select the checkbox next to each type of element you want learners to see.

3. Click Save.

Note Activities and learning objectives will only be visible if they are attached to a competency that learners would normally be able to see. Even if you choose to show only activities to learners, you will still need to attach those activities to learning objectives attached to competencies that would otherwise be visible to learners (that is, ones that are not hidden either by the "make competency and children visible to learners" property or because of their status).
Structure: creating and maintaining links between elements

A competency is only complete, and can only be achieved by learners, when it is associated with one or more learning objectives and those learning objectives are each associated with activities. This network of associations is the competency’s *structure*.

Links or associations between elements are *parent-child*, meaning that one element is always *below* the other or *attached to* the other. For example, if an activity is attached to a learning objective, the activity is the *child* and the learning objective is the *parent*.

Because links are always parent-child, a competency structure takes the shape of a hierarchy, with the competency element at the top. In order to complete any element in a competency structure, all of the elements beneath it must first be completed.

The links between elements are managed separately from the elements themselves. This section explains how to add and remove links between elements—how to create and maintain a competency’s structure.

**Rules of composition**

Only certain kinds of links can be created. For example, you can attach an activity to a learning objective, but not to a competency. The following diagram and table summarize the types of links that can be created.

![Diagram](image)

*Figure 5: You can use nested links to create sub-competencies or multiple levels of learning objectives*
## The Structure page

Competencies, learning objectives, and activities all have a Structure page where you can view the other elements they are linked to, add new links, and remove existing ones.

### The Structure page of a learning objective

The Structure page is divided into two sections: Parents and Children.

The **Parents** section lists all of the parents of the current element (if any)—that is, it lists all of the elements the current one is attached to. (Note that it only shows *immediate* parents—the elements the current one is directly attached to—not its parents’ parents or anything higher up in the structure.)

The **Children** section lists all of the children of the current element. Again, it does not show children’s children, only the elements directly attached to the current one.

**Note** Because nothing can be attached to an activity, the Activity Structure page does not have a Children section.

### The Structure page

<table>
<thead>
<tr>
<th>Element</th>
<th>Parents</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>competency</td>
<td>other competencies</td>
<td>learning objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other competencies</td>
</tr>
<tr>
<td>learning objective</td>
<td>competencies</td>
<td>activities</td>
</tr>
<tr>
<td></td>
<td>other learning objectives</td>
<td>other learning objectives</td>
</tr>
<tr>
<td>activity</td>
<td>learning objectives</td>
<td>--</td>
</tr>
</tbody>
</table>
For example, consider the competency structure shown in Figure 6. If you were to view the structure page for C (the competency), the Parents section would be empty while the Children section would list L1 and L2. The Children section would not show any of the activities, since they are not directly linked to the competency.

If you were to look at the Structure page for L2, the Parents section would list C while the Children section would list A2 and A3.

▶ To access the Structure page

- From the Competency List page, click the View Structure icon next to a competency, learning objective, or activity.

OR

1. From the Competency List page, click the name of a competency, learning objective, or activity.

2. In the toolbar on the Edit page, click Competency Structure, Learning Objective Structure, or Activity Structure.

Linking elements (adding a parent or child)

A competency structure is created by linking elements together two at a time. To create the final structure shown in Figure 7, you would have to create two new links, one between the competency and the learning objective, and one between the learning objective and the activity.

You can create the link from either element, by adding the other element as a parent or a child. To create the link between the learning objective and the competency
shown in Figure 7, you could go to the competency’s Structure page and add the learning objective as a child, or you could go to the learning objective’s Structure page and add the competency as a parent.

You can also use the structure page to create a new element and automatically link to it. So you could go to the Structure page of the competency shown in Figure 7 and choose to add a new learning objective as a child; this would prompt you to enter the information about the learning objective and would then create this new learning objective and automatically attach it to the competency.

_Note_ If you are using Competency Status, you will not be able to add or remove links that would change the definition of an Approved or Archived competency. The Add and Remove features will not be displayed on the Structure page of an Approved or Archived competency or of a learning objective attached to an Approved or Archived competency. For more information, see _Status settings and their effects_ on page 63.

▶ **To link two existing elements (to add an existing parent or child)**

1. On the Competency List page, click the name of one of the elements.
2. On the toolbar, click **Competency Structure**, **Learning Objective Structure**, or **Activity Structure**.
3. On the Structure page, click **Add Parent** or **Add Child** to display a list of the types of parents or children that can be added. (If a list is already visible, go on to the next step.)
   - Click **Add Parent** if you want to attach the current element to another, higher element (for example if you are on a learning objective’s page and you want to attach the learning objective to a competency)
   - Click **Add Child** if you want to attach another element beneath the current one (for example if you are on a learning objective’s page and you want to attach an activity to that learning objective)
4. From the list that appears, select **Existing Competency**, **Existing Learning Objective**, or **Existing Activity**.
5. On the pop-up screen that appears, select the element(s) you want to link to using the checkboxes at the left. You can select all displayed elements by selecting the checkbox at the top or bottom of the list. To find a specific element, type part of its name or description into the **Search For** field and click **Search**.
6. Click **Add Selected**. The selected element(s) will appear on the Structure page, showing that the link has been established.

▶ **To create a new element and associate it with an existing one**

1. On the Competency List page, click the name of the existing element.
2. On the toolbar, click **Competency Structure**, **Learning Objective Structure**, or **Activity Structure**.
3. On the Structure page, click **Add Parent** or **Add Child** to display a list of the types of parents or children that can be added. (If a list is already visible, go on to the next step.)
4. Select **New Competency**, **New Learning Objective**, or **New Activity**.

5. In the pop-up screen, enter the information about the new element.

6. Click **Add**.

For more information about creating new elements, see *Creating a competency* on page 20, *Creating a learning objective* on page 22, and *Creating an activity* on page 24.

### To link an activity to a learning objective from a quiz, dropbox folder, or survey

1. Do one of the following:

<table>
<thead>
<tr>
<th>For</th>
<th>Do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dropbox activity</td>
<td>On the main dropbox page, click the <strong>Admin</strong> button, and then click the <strong>Edit</strong> icon next to the appropriate dropbox folder.</td>
</tr>
<tr>
<td>A quiz activity</td>
<td>On the main quizzes page, click the name of the quiz.</td>
</tr>
<tr>
<td>A survey activity</td>
<td>On the main surveys page, click the name of the survey.</td>
</tr>
</tbody>
</table>

2. Click the **Activities** tab.

3. Click the name of the activity.

4. Click the **Add** button beside Associated Learning Objectives.

5. On the pop-up screen that appears, select the learning objective(s) and click **Insert**.

6. Click **Save Activity**.

7. Click **Go Back to Activities** to return to the activities tab.

---

### Removing links (removing a parent or child)

You can remove the link between two elements without deleting either element. (However, if either element is deleted, the link between them will automatically be removed.)

As with creating a link, you can remove a link from *either* of the two linked elements. So if you no longer want a given learning objective to be attached to a given competency, you can either go to the competency’s Structure page and remove the learning objective (listed under Children), or go to the learning objective’s Structure page and remove the competency (listed under Parents).

**Note** If you are using Competency Status, you will not be able to add or remove links that would change the definition of an Approved or Archived competency. The Add and Remove features will not be displayed on the Structure page of an Approved or Archived competency or of a learning objective attached to an Approved or Archived competency. For more information, see *Status settings and their effects* on page 63.
To remove a link

1. On the Competency List page, click the name of one of the elements.
2. In the toolbar on the Edit page, click **Competency Structure**, **Learning Objective Structure**, or **Activity Structure**.
3. On the Structure page, select the checkbox next to each parent or child you no longer want the current element linked to.
4. Click the **Delete** icon at the top of the list.

To remove a link to another element, select the element from the Parents or Children list and click the delete icon.

To remove a link between an activity and a learning objective from a quiz, dropbox folder, or survey

1. Do one of the following:
   - **A dropbox activity**: On the main dropbox page, click the **Admin** button, and then click the **Edit** icon next to the appropriate dropbox folder.
   - **A quiz activity**: On the main quizzes page, click the name of the quiz.
   - **A survey activity**: On the main surveys page, click the name of the survey.
2. Click the **Activities** tab.
3. Click the name of the activity.
4. In the **Associated Learning Objectives** section, click the **Delete** icon next to the learning objective(s) you no longer want the activity attached to. If you select the wrong learning objective by mistake, click the **Restore** icon next to it.
5. Click **Save Activity**.
6. Click **Go Back to Activities** to return to the activities tab.

Viewing the entire structure (viewing all descendants)

The Structure Summary page displays all elements attached beneath the current one. Viewing the Structure Summary page for a competency will show you the complete structure of that competency.
**Note** The Structure Summary page is not available for activities.

If a competency or learning objective is available in multiple org units, you will only see the activities attached within the *current* org unit. There is no way to view all the activities attached in all org units from one location.

**Tip** The Summary View page makes a good base for working with the elements in a competency’s structure. You can right-click (or CTRL-click) on the name of an element and open it in another browser window, then close that window when finished to return back to the base.

---

**To access the Structure Summary page**

1. From the Competency List page, click the name of a competency or learning objective.

2. In the toolbar on the Edit page, click **Competency Structure** or **Learning Objective Structure**.

3. Click the **Structure Summary** tab.
Advanced concepts

Creating nested structures

You can "nest" competencies and learning objectives by attaching one competency beneath another competency, or one learning objective beneath another learning objective. In this way you can create structures with as many levels as you want.

You may want to create nested learning objectives in cases where you have one learning objective that is very broad in scope; by breaking it down into smaller sub-objectives you can provide more opportunities to learners to complete the objective in smaller pieces, and you may be able to more accurately reflect the learning involved in the objective. For example, suppose you have a competency called "Critical Thinking," and one of its associated learning objectives is learning how to "Evaluate Arguments." You might want to break this objective down into smaller sub-learning objectives, like "Distinguish between Inductive & Deductive Arguments," "Identify Premises & Conclusions," "Develop Counter-arguments & Objections," and so on.

If you nest two competencies, the sub-competency will still be considered a competency in its own right; it will have its own definition, its own status, its own visibility settings, and so on. A nested sub-competency will be displayed twice to learners, once on its own and once as a child of its parent competency. Because the sub-competency is also a competency itself, nested competencies are ideal for situations where one competency is a prerequisite for another or where you want to distinguish between different levels of proficiency in a given domain. For example, you might have to complete the competency "Flute (basic proficiency)" as a part of completing "Flute (intermediate proficiency)"; or you might have to complete a standard B.A. in History before completing an Honors B.A.

Attaching an element to multiple parents

You can attach a competency, learning objective, or activity to multiple parents.

This is ideal for situations where, for example, the same learning objective is relevant to two or more competencies. Imagine you have one competency called "Clarinet" and another called "Saxophone." Both of these are reed instruments; in learning to play either, a person will need to learn how to store, maintain, and handle a reed. But once you've learned to do this for one instrument, you know how to do it for the other. Here it would make sense to create a single learning objective, "Store, maintain, and handle reeds," and use it in both competencies. The learner who completes this learning objective in the context of either competency will have completed it for both.

In the case of activities, you can use the same activity to evaluate two or more different learning objectives. In some situations it may be difficult to devise an activity that clearly differentiates between different learning objectives. For example, you might have a "Conversational German" competency that included the learning objectives "Understand German" and "Speak German," among others. A natural activity might be to have the learner actually engage in a conversation in German, yet in this case the activity will test both the learner's ability to understand and speak the language. Here it would make sense to attach the same activity to both learning objectives.
You can do a similar thing by associating multiple activities with a single quiz, dropbox folder, or survey. For example, say you have a competency related to knowledge about the Cuban Missile Crisis. You might break this down into individual learning objectives reflecting the different aspects of the situation that you want learners to understand. Among others, these might include “Khrushchev’s political situation at home,” “America’s relationship with Cuba prior to the crisis,” etc. You might have a single exam for the Cuban missile crisis, but you might still want to make sure that learners know all aspects of the situation before completing the competency. To do this you could create a separate activity for each learning objective, but associate them all with the same quiz (or exam). This way you do not need to create multiple different quizzes, and you can still grade each aspect of the learner’s knowledge (each activity) independently using a rubric. (In this case, you would use one activity to assess all the questions relating to one learning objective, another activity, perhaps with a different rubric, for the next learning objective, and so on.)
Evaluating learners & monitoring progress

Evaluating activities

Activities are the only type of element that is directly evaluated—learners achieve learning objectives and competencies only by being assessed on individual activities. When a learner completes (or passes) all the activities attached to a learning objective, they achieve the learning objective. When they complete all of the learning objectives attached to a competency, they achieve the competency.

Most of the time, activities are evaluated using rubrics. A rubric is a descriptive grading mechanism divided up into various levels of performance. A simple rubric might contain the three levels Good, Satisfactory, and Poor. Quiz activities can be evaluated without a rubric by using the learner’s score on the quiz. All other activities must use rubrics.

Each activity has an achievement threshold, which is the minimum result a learner must achieve in order to pass the activity.

Evaluating an activity consists of assigning a rubric level to a learner. For example, a dropbox activity might employ the sample rubric described above (Good, Satisfactory, Poor), with an achievement threshold of Satisfactory. When evaluating a learner’s submission, the grader would select one of the rubric’s three levels. If the grader selected either Good or Satisfactory, the learner would pass the activity; if the grader selected Poor, they would not.

Evaluating a manual assessment activity

Evaluations for manual assessment activities are entered from the Activity Results page.

To access the Activity Results page

Do one of the following:

- On the Competency List page, click the View Results icon to the right of an activity.
- From any of the main activity pages (Edit Activity, Activity Structure, or Activity Stats), click the Activity Results link in the toolbar.
- From the Structure Summary page of an activity’s parent, click the View Results icon next to the activity. (This will open the Activity Results page in a pop-up window.)
To enter results for a single learner

1. On the Activity Results page, select the learner you want to evaluate by selecting the checkbox next to their name.
2. Click the Evaluate icon at the top or bottom of the list.
   
   Click the HTML Editor icon if you want to format your feedback.
4. Select the appropriate rubric level from the Selection column of the table.
5. Click Save.

The Manual Evaluation screen for a single learner

To enter results for multiple learners

1. On the Activity Results page, select the learners you want to evaluate by selecting the checkboxes next to each learner’s name. To select all learners, check the box at the top of the list.
2. Click the Evaluate icon at the top or bottom of the list.
3. On the Manual Evaluation screen that appears, select the appropriate result for each learner from the Rubric Level column.

Tips:

- You can change everyone on the screen to the same rubric level using the Set All Rubric Levels to list at the top of the page. This will change the Rubric Level for all users on the screen to the specified level. (From there you can change individual learners before saving.)

- You can find a specific learner by typing part of their name or learner ID into the Search For field and clicking Search. Click Show Search Options to narrow your search further. You can then click Clear Search to return to the list of all learners; your settings will be retained.
• You can view learners in a particular group by selecting "Groups" from the View By list, then selecting the group you want to view. This way you can quickly evaluate all learners in the same group. (You can use the Set All Rubric Levels to drop-down list to assign the same rubric level to all group members—ideal for evaluating group assignments.) You can then switch the view back to "Users"; your selections will be retained.

4. To leave feedback for a learner, click the Feedback icon in the Feedback column, enter your comments in the pop-up screen that appears, and click Save.

5. When you have finished evaluating learners, click Save.

The Manual Evaluation screen for multiple learners

Evaluating a quiz activity

Configuring a quiz activity for automatic evaluation

Quiz activities can be configured for automatic evaluation, meaning that the learner’s completion of the activity is determined automatically based on their score on the quiz. Results can be automatically calculated either by using the learner’s percentage score directly or in conjunction with a numeric rubric.

To automatically evaluate a quiz activity without using a numeric rubric, you must set the Evaluation Type of the activity to “Numeric” and then specify an Achievement threshold based on the percentage score for the quiz.

To use a rubric when automatically evaluating a quiz activity, you must set the Evaluation Type to “Rubric,” select a numeric rubric, and ensure that the Manually Evaluate checkbox is empty.

You can configure a quiz activity from the Edit Activity page.

You may also want to turn on the “Automatic Grade” property of the quiz. (Consult your Teaching with D2L guide for more information.)

Note Quizzes can be configure to allow learners to take multiple attempts. In this case, the quiz’s Overall Grade Calculation setting specifies which attempts will count—highest, lowest, average, etc. A quiz activity that is set for automatic evaluation will take its result based on these settings. This means, for example, that if
a quiz is configured to take the average of all attempts as the overall grade, a learner may have completed the activity at one moment, and then not at the next after another attempt is made (if they score lower on the second attempt).

**Configuring a quiz activity for manual evaluation**

Quiz activities can also be configured for manual evaluation, in which case a grader will need to manually assign a rubric level for each learner who attempts the quiz. This is useful in cases where judgment is required in assigning a grade, for example if the quiz includes long answer (essay) questions.

To configure a quiz activity for manual evaluation, the **Evaluation Type** must be set to “Rubric” and the **Manually Evaluate** checkbox must be selected. (If the activity uses a *text only* rubric, this checkbox will be selected automatically.)

You can configure a quiz activity from the Edit Activity page.

You cannot manually evaluate a quiz activity that has been configured for automatic evaluation.

▶ **To manually evaluate a quiz activity**

1. On the Quiz List page, click the **Grade Quiz** icon next to the quiz.
2. Click the **Overall Grade** link for the learner you want to evaluate.
3. In the Activities section at the bottom of the Overall Results page, locate the activity and click **Expand Evaluation**.
4. Select a rubric level from the **Selection** column of the table.
5. Click the **Save** button at the top of the page.

**Tip** From the Overall Results page, you can quickly view a learner’s individual responses by selecting an attempt from the **Attempt** list at the top of the page.

**Evaluating a survey activity**

1. On the Survey List page, click the **Survey Results** icon next to the survey.
2. Click the **Overall Results** link for the learner you want to evaluate.
3. In the Activities section of the Overall Results page, click **Expand Evaluation** beneath the activity.
4. Select a rubric level from the **Selection** column of the table.
5. Click **Save**.

**Tip** From the Overall Results page, you can quickly view a learner’s individual responses by selecting an attempt from the **Attempt** list at the top of the page.
You can evaluate a survey activity from the Survey Results screen by viewing the learner’s Overall Results.

**Evaluating a dropbox activity**

1. On the main dropbox page, click the name of the dropbox folder.
2. Click the **Leave Feedback** link for the learner you want to evaluate. (If you have already left feedback, this link will be changed to **Feedback Left**. Clicking **Feedback Left** will take you to the same page as **Leave Feedback**.)
3. In the Activities section at the bottom of the page, click **Expand Evaluation** beneath the activity.
4. Select a rubric level from the **Selection** column of the table.
5. Click **Save**.
You can evaluate dropbox activities from a dropbox folder’s Leave Feedback page

The Results page

From the Results page, you can see which learners have completed a competency, learning objective or activity, and which ones haven’t. (If your organization is using manual re-evaluation, you will also use the results page to initiate re-evaluation of an element after changes have been made.)

The Results page will list all users enrolled in the current org unit with the “Can be evaluated” permission.

The Activity Results page also shows the Achievement Threshold for the activity and the learner’s evaluation.
The Activity Results page

To access the Results page

Do one of the following:

- On the Competency List page, click the View Results icon next to a competency, learning objective, or activity.
- From the Edit or Structure pages, click Competency Results, Learning Objective Results, or Activity Results on the toolbar. (For example, from the Edit Learning Objective page, you can click Learning Objective Results on the toolbar to view results for the learning objective you are editing.)
- On the Structure Summary page, click the View Results icon next to any child element. (This will display the Results page in a pop-up window.)

Icons used

The Completed column on the Results page shows whether a learner has completed the current element or not:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>Incomplete</td>
</tr>
<tr>
<td>✗ *</td>
<td>Incomplete by manual override</td>
</tr>
<tr>
<td>✓</td>
<td>Complete</td>
</tr>
<tr>
<td>✓ *</td>
<td>Complete by manual override</td>
</tr>
<tr>
<td>✓ 🛡️</td>
<td>Completed in another org unit (learning objectives only)</td>
</tr>
</tbody>
</table>
The icons at the top of the list of learners can be used to email selected learners and to override results (these actions will apply to all selected learners):

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not yet assessed (activities only)</td>
</tr>
</tbody>
</table>

Override and mark Complete/Incomplete

Send email

Evaluate learners (manual assessment activities only)

Clear overrides

A close-up view of the action icons on the Results page

Overriding results

You can override a learner’s result for any competency, learning objective or activity, and manually set it to Complete or Incomplete. An override will always take precedence over a learner’s actual result; if you override an activity, the system will ignore the learner’s actual assessment; if you override a learning objective or a competency, it will ignore the number of children the learner has achieved.

You might use the override feature to mark a learning objective as Incomplete if you deemed a learner had completed it unfairly, or to mark a competency as Complete if a learner presented alternative evidence that they had met the requirements of the competency (perhaps through prior experience or coursework at another institution).

Override results are displayed with a red asterisk (*).

<table>
<thead>
<tr>
<th>Last Name, First Name ▲</th>
<th>Mark Complete</th>
<th>Mark Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catcher, Frank</td>
<td>✅</td>
<td>✗</td>
</tr>
</tbody>
</table>

Results entered by manual override

- **To override a learner’s result**
  1. On the Competency Results, Learning Objective Results, or Activity Results page, select the learner or learners whose results you want to override.
  2. Click the **Mark Complete ✅** or **Mark Incomplete ✗** icon at the top of the list.

- **To clear an override**
  1. On the Results page, select the learner or learners whose overrides you want to clear.
  2. Click the **Clear Override 🍃** icon at the top or bottom of the list.
Monitoring progress

Monitoring progress from the Results page

The View Competency Results page shows you the Student View of competencies from the perspective of a single learner; from here you can see an overview of the competencies, learning objectives, and activities the learner has completed just as they would see it.

Because this page represents the student’s view, competencies not visible to students (either because they are hidden or because of their status) will not be displayed.

To access the View Competency Results page

1. Go to the Results page for a competency, learning objective, or activity.
2. Click the name of the learner whose results you want to see. The View Competency Results page appears in a pop-up window.

Monitoring progress from the User Progress tool

From the User Progress tool, you can view a summary of the competencies a learner has completed within the current org unit. If you access the User Progress tool from an org unit above the course offering level (e.g. department, organization), you can see the learner’s completion of competencies within that org unit (including competencies created in that org unit and shared with others beneath it) as well as each of the course offerings below that org unit in the organization’s hierarchy.
The Competency User Progress screen summarizes a learner’s completion of available competencies within a single org unit.

**Note** To see a user’s competency progress for a course offering, you must be enrolled in the course offering with the permission “Manage Competencies” and the user must be enrolled with the permission “Can be evaluated.” To see progress for another type of org unit (e.g. organization, department) you must be enrolled in that org unit with the “Manage Competencies” permission; the user whose progress you want to view does not need to be enrolled in that org unit.

To view the Competency User Progress screen

1. Do one of the following:
   - For a course offering (or any org unit other than the organization), click the Classlist link on the navbar, locate the user in the classlist, and click the View Progress icon next to their name.
   - For the organization, click the Manage Users link in My Admin Tools, locate the user, and click the View User Progress icon for that user.

2. Scroll down to the Competencies section. If you see a ☑ icon in the top left corner of the section, click the icon to expand the section.

3. If you accessed the page through a course offering, click the View Competency Progress link to view the learner’s progress for that course offering.
   
   Otherwise, click the View Competency Progress link for the course offering you to view or the View Competency Progress in current Org Unit link to view progress for the current org unit (if it is something other than a course offering)

The Competencies section of the User Progress tool, when accessed from a higher org level (e.g. organization, department).
Viewing activity statistics

To view the Activity Stats page, do one of the following:

- On the Competency List page, click the View Stats icon next to an activity.
- From the Edit Activity, Activity Structure, or Activity Results page, click the Activity Stats link on the toolbar.
Making changes and re-evaluation of learner progress

Many of the changes that can be made to competency structures, activity properties, rubrics, quizzes associated with activities, etc. will have an impact on learner results. For example, if you change the achievement threshold of an activity and learners have already been assessed, the system will need to examine each learner to determine whether they meet the new threshold and then update their results accordingly.

This process is called re-evaluation; this section looks at a number of features and considerations surrounding it.

Changes that trigger re-evaluation

In general, any time you make a change that alters the criteria required to achieve an activity, learning objective or competency, learners will be re-evaluated. This includes the following:

- adding an activity, learning objective, or sub-competency to a competency’s structure
- removing an activity, learning objective, or sub-competency from a competency’s structure
- changing an activity’s achievement threshold
- selecting a different rubric for an activity to use (note that this will erase all assessments for that activity)
- deleting a quiz, survey, or dropbox folder associated with an activity
- changing a quiz associated with an automatically evaluated activity (adding, removing, or modifying questions)—this will cause the grades to be recalculated, which may change the activity results as well
- deleting a student’s quiz attempt, survey attempt, or dropbox folder submission after it has been assessed
- removing a competency previously available in an org unit (“unsharing” a competency with an org unit)
Re-evaluation and status

If your organization is using Competency Status, only Approved competencies will be re-evaluated. Changes made to a Draft, In Review, or Archived competency will not trigger a re-evaluation until the competency’s status is changed to Approved.

If your organization is not using Competency Status, re-evaluation will always take place when applicable changes are made.

Suspending re-evaluation of a learning objective

You can use a learning objective’s **Ready for Evaluation** setting to prevent it from being re-evaluated. If Ready for Evaluation is set to “No,” you will be able to add new activities to the learning objective and edit or remove existing activities without triggering a re-evaluation.

This is useful if you are making a series of changes to the activities beneath a learning objective. You can set Ready for Evaluation to “No,” make all of your changes, and then set it back to “Yes.” This way, rather than triggering a re-evaluation after each change, re-evaluation will happen only once when Ready for Evaluation is set back to “Yes.”

Note, however, that this also suspends normal evaluation of the learning objective (meaning that learners will not be able to complete the learning objective while Ready for Evaluation is set to “No”).

The Ready for Evaluation setting can be changed on the Edit Learning Objective page.

**Tip** This will be most beneficial if you are editing activities attached to a shared competency (a competency that is available in multiple org units), since re-evaluation will extend to all learners in all org units where the competency is available, potentially placing a heavy strain on the server.

Manually initiating re-evaluation

If your organization is using Manual Re-evaluation, changes that normally trigger re-evaluation will not automatically start the re-evaluation process; instead, you will have to manually initiate re-evaluation. (Check with your site administrator if you are not sure whether your organization is using Manual or Automatic Re-evaluation.)

If a competency, learning objective, or activity is out of date and in need of re-evaluation, a notice will appear on the Results page along with a **Re-evaluate** button.
A notice appears at the top of the Results page when re-evaluation is required

This notice will appear on the Results page of all elements affected by a change. For example, if an activity’s Achievement threshold is changed, the notice will appear on the Results page of the activity and all of its parents, all the way up to the competency.

To initiate re-evaluation

1. Go to the Results page of any activity, learning objective, or competency element affected by a change.
2. Click the Re-evaluate button.
   
   Note Re-evaluation requests are stored in a queue and processed in sequence. Depending on the number of requests already in the queue, there may be a lengthy delay before your request is processed and your learners are re-evaluated.

Allowing re-evaluation of learners who’ve achieved a competency

In some cases you may want learners to keep a competency once they’ve achieved it, regardless of any changes made afterwards. This happens with university degrees, for example; whatever happens to the degree requirements after graduation, a graduate’s degree is not reassessed or revoked.

The competency property Allow re-evaluation of learners who’ve achieved this Competency controls whether learners who’ve completed the competency should be exempt from re-evaluation, or whether their completion of the competency should be re-evaluated if the competency is ever changed.

You can change this setting on the Edit Competency page or set it when creating a new competency.

Note Learning objectives attached to the competency will still be re-evaluated where necessary, regardless of this setting. The setting only affects completion of the competency element itself.
## Information for administrators

### Choosing between manual and automatic re-evaluation

The re-evaluation process examines the accomplishments of all users enrolled in an org unit with the “Can be evaluated” permission. Depending on the number of users included, this process may be resource-intensive.

You can configure your system to automatically re-evaluate learner progress every time an applicable change is made, or you can disable this feature and require users to manually initiate re-evaluation on out-of-date elements. Using manual re-evaluation allows users to control when the re-evaluation process takes place. This will help you to manage server load if you instruct users at your organization to postpone re-evaluations to non-peak times.

### Disabling automatic re-evaluation

The DOME variable `d2l.Tools.Competencies.Settings.AutomaticReeval` controls whether re-evaluation takes place automatically within your organization.

For more info about accessing the DOME and setting variables, see the *Desire2Learn Organization Management (DOME) Reference Guide*. 
Status, revision control and workflow

- **Note** Competency Status is optional and may be disabled in your organization. If you are not sure whether your organization is using Competency Status, contact your site administrator.

**Overview**

With the Status feature you can:

- Implement and enforce workflow around the creation, use, evaluation and retirement of competencies.
- Provide revision control that prevents competencies from being modified while learners are working towards completing them.

When Status is enabled, each competency will have one of four statuses: Draft, In Review, Approved, or Archived. Each status is associated with a permission; users will only be able to see the competencies with statuses matching their permissions. If you only have permission to see Draft competencies, you will not be able to see competencies with any of the other statuses, and if a competency’s status is changed from Draft to In Review, you will no longer be able to see it.

When different user roles are set up for each status permission, the status property can be used to route competencies to the appropriate users—for example, changing a competency’s status from Draft to In Review will remove it from the list of those users whose job it is to create new competencies and make it appear in the list of users whose job it is to review and approve them.

Competency Status also provides revision control in that each status places certain restrictions on what can be done with a competency and how it behaves; for example, you can add a new learning objective to a Draft competency but not to an Archived one. This is intended to help keep incomplete and in-progress competencies separate from ones that learners are actively working to complete, and to prevent changes from being made to competencies once they have been approved. Full details can be found in the section “Status settings and their effects,” below.

**Learning objectives and activities**

Status can only be set for competency elements (not learning objectives or activities) and applies to the entire structure beneath the competency, including any attached learning objectives and activities. So if a user can only see Approved competencies, they will not be able to see a learning objective attached to a Draft competency since the Draft status applies to the entire structure.
Note Sub-competencies have their own status; the status of a competency does not apply to its attached sub-competencies (if any).

If status is disabled

If status has been disabled for your organization, all competencies will be visible to all users (unless they are explicitly hidden), and there will be no restrictions on when competencies can be edited or evaluated.

Status settings and their effects

Each of the four status settings imposes different restrictions on what can be done with a competency and how it behaves. These restrictions are summarized in the following table and discussed below.

<table>
<thead>
<tr>
<th></th>
<th>Draft</th>
<th>In Review</th>
<th>Approved</th>
<th>Archived</th>
<th>No Status*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will it be visible in the student view?</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Can learners complete it?</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Can the definition be changed?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Can activities be added, removed, or edited?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Will changes trigger a re-evaluation?</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*The No Status column represents the system’s behavior if Status is disabled

Will it be visible in the student view?

Only Approved competencies will be visible in the student view. (The student view is displayed to users who have the "See Competencies" permission but not the "Manage Competencies” permission.)

Tip You can hide an Approved competency from learners with the "Make competency and its children visible to learners” property on the Edit Competency page. For more information see Hiding a competency on page 36.

Can learners complete it?

Learners will only be able to complete Approved competencies.

Although instructors or graders may be able to assess activities attached to a competency whose status is not Approved (depending on their permissions), the learner’s completion of learning objectives or the competency itself will not be evaluated. Only when the competency’s status is changed to Approved will learner results be calculated, taking these activities into account.
Can the definition be changed?

The competency definition includes the competency and all of its learning objectives; it does not include activities.

When a competency’s status is Approved or Archived, its definition cannot be changed. This is part of the IMS RDCEO specification that the D2L competency model is based on; once a competency is approved (or “published”), it is not supposed to be changed. This means that for Approved and Archived competencies, you cannot edit the competency element or any of its learning objectives, and you cannot add or remove learning objectives or sub-competencies. (You can still add and remove activities because they are not considered part of the definition.)

Note Some competency and learning objective settings can still be changed even when the competency’s status is Approved or Archived. On the Edit Competency page, “Make competency and its children visible to learners” and “Status” can be changed, while on the Edit Learning Objective page the “Ready for Evaluation” setting can be changed.

Can activities be added, removed, or edited?

Because activities are not part of the competency definition, you can add, remove, and edit activities even when the associated competency’s status is Approved.

Will changes trigger a re-evaluation?

Making changes to a competency will often impact the requirements learners must meet to complete the competency. If learners have already been assessed for some activities, then the changes you make may require them to be re-evaluated to update which activities and learning objectives have been completed by each learner in the aftermath of these changes. This re-evaluation may or may not apply to the competency itself, depending on its settings.

Only Approved competencies will be re-evaluated. However, if a competency’s status is changed from Approved to one of the other settings, changes are made, and the status is switched back to Approved again, a re-evaluation will be triggered at that point.

For more information about re-evaluation, see Making changes and re-evaluation of learner progress, page 58.

Status effects and nested competencies

Nested competencies are ones that include a sub-competency (one competency attached to another), as shown in Figure 8. Because two different competencies are involved, this has special implications for Status.
With nested competencies, both the top-level competency and the sub-competency have their own status settings. For example, in Figure 8, C₁’s status might be Approved while C₂’s might be Draft.

**Changes to the definition**

The sub-competency, while part of the definition of the top-level competency, also has its own definition. Whether changes can be made to the definition of the sub-competency depends only on the status of the sub-competency.

For example, in Figure 8, whether you can remove L₂ from C₂ depends *only* on the status of C₂. If C₂’s status is Draft, then you can remove L₂, *even if* C₁’s status is Approved (and even though this will, in effect, change the definition of C₁ as well). However, you would not be able to remove C₂ from C₁.

If, on the other hand, C₁’s status were Draft and C₂’s status were Approved, you would *not* be able to remove L₂ from C₂, but you *would* be able to remove C₂ from C₁.

**Re-evaluation of learner progress**

If changes are made to a Draft sub-competency, while the top-level (or parent) competency is Approved, these changes will *not* cause a re-evaluation of the top-level (parent) competency.

In Figure 8, if C₂’s status is Draft and L₂ is removed, C₁ will not be re-evaluated. Only when C₂’s status is changed to Approved will C₁ be re-evaluated based on the changes made.

**Visible in the student view**

In our example once again, if both C₁ and C₂ are Approved, then learners will see the full structure of C₁ and they will also see C₂ listed on its own. (This is because a sub-competency is also a competency in its own right.)

If C₁ is Approved and C₂ is Draft, learners will see C₁, L₁ and the activity beneath L₁, but nothing else.

If C₁ is Draft and C₂ is Approved, learners will see C₂ by itself and the rest of its structure, but not C₁ or L₁.
Status effects and overlapping competencies

Two competencies overlap when they share a common learning objective (that is, when the same learning objective is attached to both of them). In Figure 9, C₁ and C₂ overlap because L₁ is attached to them both.

![Figure 9: overlapping competencies](image)

If C₁ and C₂ have different Status settings, this has repercussions for what can and cannot be done to L₁ and the structure beneath it.

If a learning objective is attached to multiple competencies and any parent competency is Approved or Archived, then you will not be able to edit its properties or add or remove other learning objectives beneath it.

For example, in Figure 9, if either C₁ or C₂ were Approved or Archived, you would not be able to edit L₁, L₂, or L₃, and you would not be able to remove L₂ or L₃ from L₁ or attach another nested learning objective beneath any of them.

Changing a competency’s status

- **To change a competency’s status**
  1. On the Competency List page, click the competency’s name.
  2. Select a new status from the Status list.
  3. Click Save.
Making changes to an Approved competency

When a competency’s status is Approved, there are a number of changes that cannot be made—you cannot change the properties of the competency or attached learning objectives, and you cannot add new learning objectives or sub-competencies or remove existing ones.

If you need to make these changes, you will first have to change the competency’s status to Draft or In Review. Here are the steps involved:

1. Go to the Edit Competency page for the competency element at the top of the structure, change the Status to “Draft” or “In Review,” and save.

   Learners who have been working on the competency will no longer be able to see it, and you can now make the changes you want to make.

2. Make any changes you need to make.

   For example, if you want to make changes to the description of an attached learning objective, you can now go to the Edit Learning Objective page, edit the description, and save.

3. Return to the Edit Competency page and change the Status back to “Approved.” Save the competency.

4. If any changes were made that require a re-evaluation of learner progress, learners will be re-evaluated at this point (when the competency is saved).

   If your organization uses manual re-evaluation, you will need to manually initiate this re-evaluation: go to the Competency Results page for the competency and click Re-evaluate Now.
Note Not all changes will require learners to be re-evaluated. Changing the description of a learning objective, for example, has no affect on learner achievement and will not trigger a re-evaluation. See Changes that trigger re-evaluation on page 58 for more information.

Information for administrators

This section contains information relevant to deciding whether or not to use the Status feature in your organization, and, if so, how to use status permissions to implement a workflow process.

Deciding whether to use Status

There are two main reasons to enable the Status feature:

- You can use permissions associated with each status setting to implement a workflow process around creating, reviewing, approving, and archiving competencies.
- Each status setting automatically imposes restrictions on what can and cannot be done to a competency and how it behaves; this is designed to help prevent competencies from being edited while learners are working to achieve them, and to prevent learners from seeing competencies while they are being created or modified.

If Status is disabled, you lose the ability to use a competency's status to separate “draft” or “in progress” competencies from “live” ones that learners are actively using. However, you can use the competency setting “Make competency and its children visible to learners” and the learning objective setting “Ready for Evaluation” to achieve similar effects.

If competencies are typically created within a single course offering, learner enrollment and course start and end dates can also be used to prevent learners from accessing competencies before they are finished—as with any other tool used inside a course offering. Also, if competencies are typically created within a single course offering by one person, you may not have any use for the workflow functionality that comes with status.

However, if competencies are created and tracked at a higher org level (perhaps they are organization-wide) and shared across multiple course offerings, if learners work toward them gradually over time, and especially if you have a formal workflow process surrounding the competency lifecycle that involves multiple different users, then you stand to benefit from using status.

Disabling Status

The DOME variable d2l.Tools.Competencies.Settings.UseStatus controls whether status is enabled for your organization.
For information about accessing the DOME and setting variables, see the *Desire2Learn Organization Management (DOME) Reference Guide*.

**Caution** Changing the value of this variable has important repercussions for all existing competencies and any learners working towards their completion. It is strongly advised that this value be set once during installation and not changed.

**Disabling Status and “Not Ready” competencies**

If status is disabled, any existing competencies that previously had a status of Draft, In Review, or Archived (before the change) will appear in the learning environment as “Not Ready,” indicated by the icon.

Not Ready competencies will be hidden from learners, and learners will not be able to complete them (that is, these competencies will not be evaluated as learners complete activities). This allows instructors and others responsible for managing individual competencies to decide how to configure these competencies now that status has been turned off. (For example, an instructor might want to clear the ”Make competency and its children visible to learners” property to prevent learners from seeing the competency, now that the status will no longer handle this automatically.)

To clear the Not Ready flag, a user must open the Edit Competency screen and save the competency. The first time a Not Ready competency is saved, the Not Ready flag will be cleared (and the icon will disappear).

There is no way to manually mark a competency as “Not Ready.”

**Using competency permissions to support workflow**

There is a user security permission associated with each status. These permissions only apply to users who have access to the administrative interface (controlled by the permission “Manage Competencies”; users who do not have this permission will see the Student view, where only Approved competencies and their children are displayed).

In the administrative interface, users will only be able to see the competencies whose status they have permission to see. For example, if a user only has permission to see In Review competencies, then on the Competency List page they will see:

- competency elements whose status is In Review
- learning objectives and activities attached to In Review competencies
- “orphaned” learning objectives and activities (that is, ones that are not attached to any competency—all users will see these elements since they have no status)

In addition, there is a separate permission, ”Set Competency Status,” that controls whether a user is able to change the status of a competency.

Using these permissions together you can establish a workflow process that controls which users have access to competencies at each stage in their lifecycle, and who has the authority to move a competency forward to the next stage (or bump it back to a previous one) by changing the status.
Shared competencies

Overview

When a competency is shared across multiple org units, learners can complete the competency and its associated learning objectives in different org units; no matter which org unit a learner completes a learning objective in, it is the same learning objective everywhere, and once it has been completed in one org unit, it will be completed in all the others. The same holds true of the competency itself.

Because learners can complete individual learning objectives in each org unit where a competency is available, they will be able to work towards the completion of the competency gradually over time by completing individual learning objectives as they enroll in different course offerings.

When a competency is shared, only the definition becomes available in each org unit. (A competency’s definition is everything in the competency structure except activities.) Each org unit, then, can create its own activities and attach them to the shared learning objectives.

Some org units might not attach activities to a given learning objective at all. For example, if you had a large-scale Mathematics competency, a learning objective related to arithmetic might be assessed in one course offering, while a learning objective related to algebra might be assessed in another. By sharing a competency, you can let each course offering assess only those learning objectives relevant to their curriculum.

Also, since each org unit attaches its own activities, you can use shared competencies to provide alternative ways for learners to complete a learning objective. Suppose you have a learning objective called “Musical Theory” that is part of a music competency. One course offering might assess a learner’s knowledge of musical theory using a series of quizzes, while another might assess the same learning objective using dropbox assignments. Learners whose learning style is less suited to test situations would be able to complete the learning objective using dropbox assignments by enrolling in the corresponding course offering.

As long as a learner completes all of the activities attached to a learning objective within a single org unit, they complete the learning objective everywhere. (You cannot complete parts of a learning objective by completing some activities here and some there.)
Sharing a competency with other org units

A competency can only be shared with org units *beneath* the one in which it is created. For example, if you create a competency inside the English Department org unit, you can share it with any course template or course offering beneath that department, but you cannot share it with a course offering inside the Math Department. Competencies created inside course offerings cannot be shared because course offerings are always at the bottom of the organization hierarchy (there are no other org units beneath them).

To share a competency

1. On the Competency List page, click the competency’s name to open the Edit Competency page.
2. In the **Make Competency Available To** section, click **Add Org Units**.
3. Select either the org unit you want to share the competency with or a common ancestor of a collection of org units you want to share it with. (For example, if you want to share it with all departments in the Arts faculty, select the Arts faculty.)

To find an org unit:

- Type part of its name or code into the **Search For** box at the top of the page and click **Search**. Be sure to search *before* selecting an org unit—all selections will be cleared when you click the Search button.
- Click **Show Search Options** to view org units of a certain type only (for example, only departments).

4. Choose an option from the **Options** column:

- Select **This Org Unit** to share the competency with the selected org unit itself (for example, the English department).
- Select **All Descendants** to share the competency with all org units (of all types) beneath the selected org unit in the organization hierarchy (for example, all org units beneath the Arts faculty, including departments, course templates, and course offerings).

- Select **All descendants of type** to share the competency with all org units of a specific type beneath the selected org unit (for example, all course offerings beneath the Arts faculty). Select the appropriate type of org unit from the list beneath this option (for example, “Course Offering”).

For course offerings, there are no options in the **Options** column because course offerings are at the bottom of the hierarchy and have no descendants.

5. Click **Insert**.

The pop-up screen closes and the selected org units appear in the **Make Available To** section of the Edit Competency page.

6. Click **Save**.
To stop sharing a competency

1. In the **Make Competency Available To** section of the Edit Competency page, click the **Delete** icon next to the org unit or set of org units you no longer want to share this competency with.

   If you delete a row accidentally, click the **Restore** icon to add it back.

2. Click **Save**.

Making a competency unavailable in its home org unit

You may not want to actually use a competency in the org unit where it’s created; in many cases, you will only create it there so that it can be shared with other org units where it will be used. In such cases, when you share the competency by making it available to the other org units, you will also want to make it **unavailable** to its home org unit. This will prevent the competency from appearing in the Student view in its home org unit, and will prevent it from being evaluated within that org unit (which will help to reduce server load if the competency ever needs to be re-evaluated in response to changes that are made).

**Tip** If you are not planning to use activities to assess the competency in its home org unit, make it unavailable.

To make a competency unavailable in its home org unit

1. In the **Make Competency Available To** section of the Edit Competency page, clear the checkbox next to **Current Org Unit**.

2. Click **Save**.

Editing and deleting shared competencies

The following table describes the locations where a shared competency can be edited (in various ways) and deleted.

<table>
<thead>
<tr>
<th>If you share a competency, can you</th>
<th>in its home org unit?</th>
<th>in the org units it’s shared with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delete the competency or its learning objectives</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Edit the competency</td>
<td>Yes</td>
<td>Only the property “Make competency and its children visible to learners”</td>
</tr>
<tr>
<td>Edit its learning objectives</td>
<td>Yes</td>
<td>Only the property “Ready for Evaluation”</td>
</tr>
<tr>
<td>Add or remove learning objectives</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Add or remove sub-competencies</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If you share a competency, can you</td>
<td>in its home org unit?</td>
<td>in the org units it’s shared with?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Attach the competency beneath another competency</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Add or remove activities</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The competency property **Make competency and its children visible to learners** and the learning objective property **Ready for Evaluation** can be set independently within each org unit.

If these properties have never been modified within an org unit, they will automatically synchronize with the settings in the home org unit. However, once one of these properties is changed in an org unit other than the home org unit, it becomes completely independent from the settings in the home org unit.

For example, say you have a competency that was created inside the English Department org unit and shared with the course offering English 135. As long as you do not change the competency’s visibility property within English 135, it will automatically update to match the setting inside the English Department; if the competency is hidden in the English Department, it will also be hidden inside the course offering. If you change the setting inside the course offering, however, then it will no longer be linked to the setting in the English Department. So if you hide the competency inside the course offering for some reason, and then make it visible again, and then you hide it within the English Department, it will not automatically be hidden inside the course offering because the settings are no longer linked.
Rubrics

Rubrics are an assessment mechanism used to evaluate activities. A rubric consists of a set of levels arranged from highest to lowest, where each level reflects a certain standard of learner performance. For example, a simple rubric might contain three levels: Excellent, Good, and Poor.

Each rubric level is associated with a statement of the criteria that graders look for in work of that caliber. For example, the level Good would have a criteria statement describing what “good” work looked like in a specific context; if the rubric were used to evaluate essays, it might explain that “good” work should be free of significant grammar problems and show a thorough understanding of the subject matter. This helps learners understand what is expected of them and also helps to guide graders in assigning the appropriate level to a learner’s work.

When learner work is assessed using a rubric, the grader decides which of the rubric’s levels best matches the learner’s work. A grader using our sample rubric would assign a level of Excellent, Good, or Poor to each learner.

This section explains how to create and maintain rubrics. To learn how to associate a rubric with an activity, see Creating an activity on page 24. Information about grading activities using rubrics can be found in the section Evaluating activities, beginning on page 47.

Types of rubrics

There are two types of rubrics you can create: numeric and text only. The only difference between the two is that numeric rubrics have a percentage range associated with each rubric level. If our sample rubric (Excellent, Good, Poor) were numeric, it might look like this:

<table>
<thead>
<tr>
<th>Range</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>75—100</td>
<td>Excellent</td>
</tr>
<tr>
<td>50—74</td>
<td>Good</td>
</tr>
<tr>
<td>0—49</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Because of these percentage ranges, numeric activities can be used with quiz activities to automatically assign a rubric level to each learner based on their score on a quiz.

You can use a numeric rubric with other types of activities as well, but you will have to select a level manually, just as you would with a text only rubric.
You can also use text only rubrics with quiz activities, but you will have to manually enter results for each learner—you will not be able to have the system do it for you automatically.

If you want to use your rubric to automatically evaluate quiz activities, it must be a numeric rubric. In all other circumstances, it doesn’t matter which type of rubric you use.

The Rubric List page

The Rubric List page is the first page you will see when you access the rubrics tool within an org unit. It is used to create and manage rubrics.

The Rubric List page shows all rubrics created within the current org unit as well as any rubrics created elsewhere and shared to the current org unit. Rubrics are arranged under subheadings that list the org unit in which the rubric was created. (For example, if you are inside a course offering, you will see rubrics created within that course offering in one section, and rubrics created at the department level and shared to that course offering in another section.)

To access the Rubric List page
• Click the Rubrics link in the navigation bar
Creating a rubric

1. On the Rubric List page, click the **New** link in the toolbar at the top of the page.
2. Select the type of rubric, **Text and Numeric** or **Text Only**.
   Choose **Text and Numeric** if you want to use the rubric to automatically evaluate quiz activities.
3. On the New Rubric page, enter a name for the rubric in the **Rubric Name** field.
4. Click **Save**.
5. Click **Create Level** to display the New Level page where you can add levels to the rubric.
6. In the **Level** field, enter a name for the first rubric level. A rubric level’s name might be something like “Excellent,” “A+,” or something more verbose like “Marginal performance: barely meets acceptable standards.”
   If you’re creating a text only rubric, the first level is the **highest** level. Levels are always added to a text rubric from highest to lowest, so the first level will be the highest and the last will be the lowest.
   If you’re creating a text and numeric rubric, however, the first level is the **lowest** level. It will automatically have a **Start %** of 0. After you create this “zero level,” you can add additional levels in any order you want; they will automatically be arranged based on their Start %. (See Step 9.)
7. In the **Criteria** field, enter a description of the performance expected from learners in order to attain this level. The criteria will be visible to all learners who have access to activities associated with this rubric.

Click the **HTML Editor** icon if you want to format your criteria statement.

8. If you want to automatically provide feedback to learners who achieve this level, enter comments in the **Associated Feedback** field. A learner who receives this level will see these comments.

Click the **HTML Editor** icon if you want to format your feedback.

**Tip** You might use this field to describe common errors found in work of this level, provide tips to help learners improve their work and achieve a better result next time, or offer a congratulatory message for work well done.

9. If you are adding levels to a **Text and Numeric** rubric, each level must be associated with a percentage range. Enter the bottom end of this range in the **Start %** field. For example, if you want to associate this level with the range from 65% to 75%, enter 65.

**Note** The first level added will automatically have a Start % of 0.

10. Click **Save and New** and repeat steps 6-9 for the remaining levels.

Each time you save a level, it is added to the Rubric Info area at the left of the screen.

11. When you have finished creating the last level, click **Save**.

12. To return to the Rubric List page, click **Rubric List** on the toolbar at the top of the page.
Editing a rubric

Note If a rubric is in use by an activity, you cannot edit it or any of its levels, add new levels, or remove existing ones.

To edit a rubric
1. On the Rubric List page, click the rubric’s name.
2. Make the appropriate changes.
3. Click Save.

To edit a rubric level
1. On the Rubric List page, click the level’s name.
   If the level is not visible, click the expand icon next to the rubric that the level belongs to.
2. Make the appropriate changes.
3. Click Save.

To add a level to an existing rubric
1. On the Rubric List page, click the New Rubric Level icon to the right of the rubric.
2. Enter the information for the new level.
3. Click Save.
   Note If this is a text only rubric, the new level will automatically become the lowest level for this rubric (until another level is added), because levels are always added in descending order. You cannot insert levels into the middle of a text only rubric. (With a numeric rubric, the levels will automatically be sorted based on Start %.)

To remove a level from a rubric
1. On the Rubric List page, click the rubric’s name.
2. In the Rubric Info section at the left of the screen, select the level(s) you want to remove.
3. Click the Delete icon at the top or bottom of the list of levels.
   Note You cannot remove the lowest level from a numeric rubric (the level with a Start % of 0).
Sharing a rubric with other org units

Sharing a rubric with another org unit allows users enrolled in that org unit to use the rubric to assess activities. By sharing a rubric, you can easily use a consistent assessment scale across numerous course offerings.

A rubric can only be shared with org units beneath the one in which it is created. For example, if you create a rubric inside the English Department org unit, you can share it with any course template or course offering beneath that department, but you cannot share it with a course offering inside the Math Department. Rubrics created inside course offerings cannot be shared because course offerings are always at the bottom of the organization hierarchy (that is, there are no other org units beneath them).

Rubrics shared with another org unit will be available inside that org unit just as if they had been created there, except that they can only be edited or deleted from within their home org unit. For example, if you create a rubric within the English Department org unit and share it with the course offering English 235, the rubric will appear on the Rubric List page inside English 235, and graders will be able to use it to assess activities within that course offering. However, they will not be able to edit or delete the rubric; this could only be done from within the English Department org unit.

To share a rubric with other org units

1. On the Rubric List page, click the rubric’s name to open the Edit Rubric page.
2. In the Make Rubric Available To section, click Add Org Units.
3. Select either the org unit you want to share this rubric with or the parent of a collection of org units you want to share it with. (For example, if you want to share it with all departments in the Arts faculty, select the Arts faculty.)
To find an org unit:

- Type part of its name or code into the Search For box at the top of the page and click Search. Be sure to search before selecting an org unit—all selections will be cleared when you click the Search button.

- Click Show Search Options to view org units of a certain type only (for example only departments)

4. Choose the appropriate option from the Options column:

- Select This Org Unit to share the rubric with the selected org unit itself (for example the English department)

- Select All Descendants to share the rubric with all org units (of all types) that appear beneath the selected org unit in your organization hierarchy (for example all org units beneath the Arts faculty, including departments, course templates, and course offerings)

- Select All descendants of type to share the rubric with all org units of one specific type beneath the selected org unit (for example all course offerings beneath the Arts faculty). Select the appropriate type of org unit from the list beneath this (for example, "Course Offering")

For course offerings, there are no options in the Options column because course offerings are at the bottom of the hierarchy and have no descendants.

5. Click Insert. The pop-up screen closes and the selected org units appear in the Make Available To section of the Edit Rubric page.

6. Click Save.

To stop sharing a rubric

1. In the Make Rubric Available To section of the Edit Rubric page, click the Delete icon next to the org unit or set of org units you no longer want to share this rubric with.

   Note If the rubric is in use by an activity in an org unit, you will not be able to remove it from that org unit; the delete icon will be disabled.

   If you delete a row accidentally, click the Restore icon to add it back.

2. Click Save.

Copying a rubric

Copying a rubric creates a new rubric based on the existing one. The new rubric will have all of the same properties and levels as the original. If the original has been shared with other org units, the copy will also be shared with the same org units.

You might copy a rubric if you want to use the same scale to assess a different kind of activities (for example, essays and quizzes) but want to provide different criteria for each type of activity. In this case you could create the rubric for assessing quizzes and then copy it and change the criteria for evaluating essays.
When copying a rubric, the new rubric will be created within the same course offering. To learn how to copy rubrics between org units, see the section on copying course components in your Teaching with D2L guide.

**To copy a rubric**
1. From the Rubric List page, click the Copy link on the toolbar.
2. Select the rubric you want to copy from the Rubric To Copy list.
3. Enter a name for the new rubric in the New Rubric Name field.
4. Click Copy.
5. Once the copy is complete, the Edit Rubric page appears for the new rubric. Here you can make changes to the new rubric, or link to any of the rubric’s levels by clicking on a level’s name in the Rubric Info section at the left.

**Re-ordering rubrics**

You can control the order in which rubrics are listed. The order selected will be used on the Rubric List page and elsewhere in the learning environment any time rubrics are selected from a list (for example, on the New Activity page).

**Note** You can only control the order of rubrics created within the current org unit. Rubrics shared from other org units will be listed in the order they appear in their home org unit.

**To re-order rubrics**
1. On the Rubric List page, click the Re-Order Rubrics link on the toolbar.
2. In the Sort Order box for each rubric, enter the position on the list where you want the rubric to appear: the lower the number, the closer to the beginning of the list. (For example if you enter ‘5’ for one rubric and ‘3’ for another, the latter will appear first in the list.) Rubrics with the same Sort Order number are sorted alphabetically.
3. Click Save.
   - The rubrics are displayed in their new order.
4. Click the Rubric List link on the toolbar to return to the Rubric List page.
Deleting a rubric

You can delete a rubric as long as it is not being used by any activities. When a rubric is deleted it is removed from the system and cannot be recovered.

To delete a rubric

1. On the Rubric List page, click the **Delete Rubrics** link on the toolbar.
2. Select the rubric(s) you want to delete using the checkboxes next to each rubric. You can also select individual rubric levels.
   
   **Note** Rubrics that are currently in use cannot be deleted and you will not be able to select them. Click the **View Associations** icon next to a rubric to see a list of activities currently using it.
3. Click **Delete Selected**.

Alternatives to deleting—retiring a rubric

If you cannot delete a rubric because it is still in use by an activity, but don’t want it to be used with any new activities, you can select the property **Don’t allow new associations with Rubric** on the Edit Rubric page.

If this property is selected, the rubric will not be appear in the list of available rubrics when creating or editing activities.

Viewing rubric statistics

1. On the Rubric List page, click the **View Stats** icon next to a rubric.
2. On the Rubric Stats page, select an activity from the **Select Activity** list.
Glossary

**achievement threshold**  The minimum result required in order to pass or complete an activity.

**activity**  A demonstration performed by a learner and evaluated by a grader, used to assess a learner's achievement of a learning objective (often in conjunction with other activities). One of the three types of elements that make up a competency structure.

**child**  The lower of two items connected in a hierarchical relationship. See *parent*, *descendants*.

**common ancestor**  In a hierarchy of related items, an item that appears somewhere in the hierarchy above a collection of other items.

**competency definition**  Everything in a competency's hierarchy except activities; i.e. the competency element itself and all learning objectives and sub-competencies (if any). An important concept in understanding competency status (when a competency is Approved, the definition cannot be changed), shared competencies (only the definition is shared), and versioning (only the definition is saved when the version changes). Part of the IMS RDCEO specification on which the D2L competency model is based.

**competency element**  The top-level item in a competency hierarchy, where properties of the competency are set and to which learning objectives are attached. One of the three types of elements that make up a competency structure.

**competency structure**  All of the items in a competency hierarchy (including learning objectives, activities, and any sub-competencies and their associated items).
descendants  In a hierarchy of items, all of the items attached beneath a given item (including the item’s children, its children’s children, and so on). See child.

element  Generic term used to refer to any of a competency, learning objective, or activity; often used in contexts where the type of element does not matter.

evaluation  The act of assigning a student a result for an activity by selecting a rubric level from a rubric. Also, the process in which the system checks a learner’s completed activities to update completion of learning objectives and competencies.

home org unit  The org unit in which a shared competency or rubric is shared from (where it originates or resides).

learning objective  A goal or an intended outcome of a learning experience, completion of which contributes to acquiring competence in a domain. One of the three types of elements that make up a competency structure.

nested competencies and learning objectives  A structure in which one competency is attached to another (creating a sub-competency) or one learning objective is attached to another.

overlapping competencies  A situation where two or more competency structures share a common learning objective or sub-competency.

parent  The higher of two items connected in a hierarchical relationship. See child.

re-evaluation  A process in which the system checks the activities completed by all learners within an org unit to update completion of learning objectives and competencies in response to changes made to an existing competency structure or related quizzes, dropbox folders, surveys, or rubrics.

rubric  A descriptive grading mechanism used to evaluate activities. Composed of multiple levels.

rubric level  One of a number of possible results that can be assigned to a learner to evaluate their performance on an activity. A collection of rubric levels makes up a rubric.

shared competencies and rubrics  A competency or rubric created in one org unit that is made available for use in other org units.

status  The property of a competency that controls who can see it, whether it can be edited, and whether learners can complete it. Status is optional and may not be in use in all organizations.
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Appendix A: Revision History

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<td>Second (Aug 2, 2006)</td>
<td>Updated the Creating Activities section to include descriptions for the types of activities that can be created, when they are used, and how they are assessed.</td>
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<tr>
<td>Third (Nov 6, 2006)</td>
<td>Corrected page numbers in Index.</td>
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