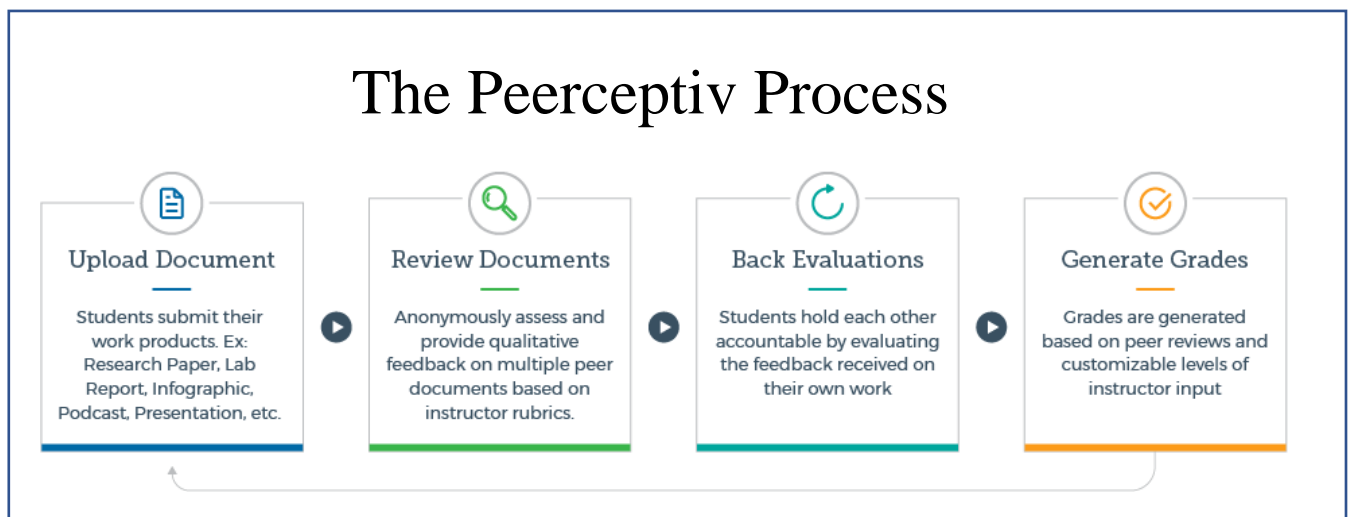


# Getting Started With Peerceptiv

## New Instructor User Manual



Published February 2019

Check the [Peerceptiv Knowledge Base](#) for the latest version.



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## Using Peerceptiv in an LMS

If you are using Peerceptiv within a Learning Management System (LMS), you should first look at the directions for your specific LMS. Read about how to use Peerceptiv in [Canvas](#), [Blackboard](#), or [Brightspace](#). If your institution uses another LMS, please contact [support@peerceptiv.com](mailto:support@peerceptiv.com) for more information.

*It is important that you set up Peerceptiv within your LMS. Otherwise, student lists, assignment visibility, and grade pass back will not run smoothly.*

## Setting Up Your Account

### Creating a Teacher Account

1. **North American and European Users:** Use [go.peerceptiv.com](http://go.peerceptiv.com).  
**Asian Users:** Use [asia.peerceptiv.com](http://asia.peerceptiv.com).

*If you have questions about which server you should use, please contact [support@peerceptiv.com](mailto:support@peerceptiv.com).*

Better Learning Through Peer Collaboration

Our Story

Peerceptiv®

Login **Sign up**

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Email \_\_\_\_\_

Password \_\_\_\_\_

Confirm Password \_\_\_\_\_

Role: **Select Option** ▼

I accept the Peerceptiv Terms And Conditions

SIGN UP

Teachers and TAs should select Instructor. If you need to change your role, you can do that after setting up an account.

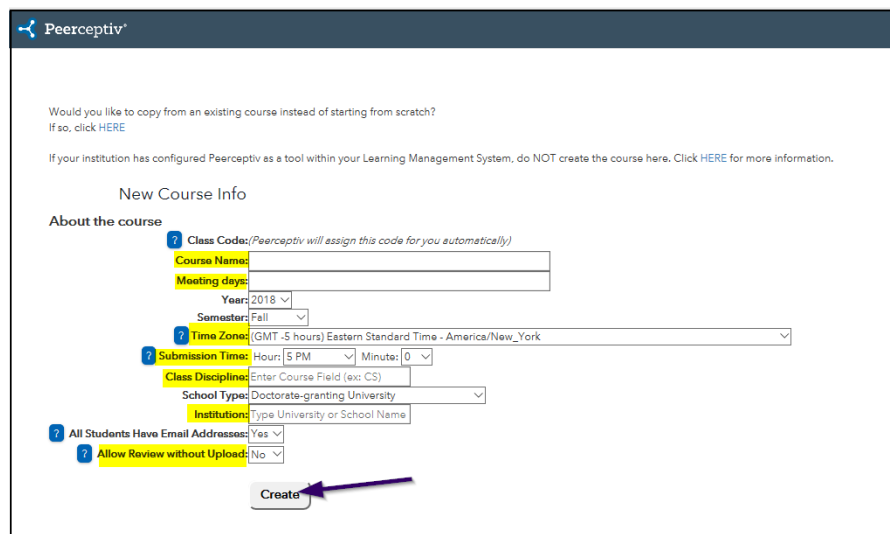
2. Click *Sign Up* if you have not already created an account. Your password should be at least 8 characters in length, and must contain a lowercase letter, a capital letter, a symbol, and a number. Select *Instructor* as your role and accept the terms and conditions.

## Setting Up Your Course

1. Click on *Create New Course*.



2. Set up your basic course information and settings to get started with Peerceptiv.
3. Enter your *Course Name* and *Meeting Days*.

A screenshot of the Peerceptiv 'New Course Info' form. The form is titled 'New Course Info' and has a section 'About the course'. The fields are: 'Class Code' (with a help icon and text 'Peerceptiv will assign this code for you automatically'), 'Course Name' (text input), 'Meeting days' (text input), 'Year' (dropdown menu with '2018' selected), 'Semester' (dropdown menu with 'Fall' selected), 'Time Zone' (dropdown menu with '(GMT -5 hours) Eastern Standard Time - America/New\_York' selected), 'Submission Time' (dropdown menu with 'Hour: 5 PM' and 'Minute: 0' selected), 'Class Discipline' (text input with placeholder 'Enter Course Field (ex: CS)'), 'School Type' (dropdown menu with 'Doctorate-granting University' selected), 'Institution' (text input with placeholder 'Type University or School Name'), 'All Students Have Email Addresses' (dropdown menu with 'Yes' selected), and 'Allow Review without Upload' (dropdown menu with 'No' selected). A blue arrow points to the 'Create' button at the bottom.

4. Choose the correct *Time Zone* and the *Submission Time*. This is the hour and minute when all stages of all assignments in the course are due.

Please do NOT select 12:00 am. Use 11:59 PM instead if you want your assignment to be due at midnight.

5. Enter the *Class Discipline* and *Institution*.
6. **Allow Review without Upload:** This setting defaults to *No*. If this setting is set to *Yes*, students can perform reviews of peer documents without uploading their own submissions. Regardless of the selection for this setting, students are always prevented from uploading a late submission after they've performed reviews.
7. Press *Create*.

You can always view and edit your course settings under the *Course Overview* option on the main menu (the leftmost option).

## Create a New Assignment

Peerceptiv assignment types are Individual Submission, Group Submission (with or without Team Member Evaluation), Instructor Upload (Training), and Team Member Evaluation. Learners can submit written documents, projects, audio files, video files, code, and URLs.

**If you are using Peerceptiv in your LMS, you must first create the assignment in the LMS and then create it in Peerceptiv.** Use [this page](#) to find the How to Use Peerceptiv information for your LMS and then follow those LMS-specific instructions to create the assignment within the LMS. The instructions below go through the Peerceptiv assignment creation process and apply to LMS users after the assignment has been created in the LMS.

### Individual Assignment Recommended Settings

The chart below gives you the recommended assignment settings for an individual assignment. You can read more about the assignment type settings in the knowledge base: <https://peerceptiv.zendesk.com/hc/en-us/articles/360006983353-How-to-Create-an-Assignment>. Once you have created an assignment in Peerceptiv, you can copy it into any other course where you are listed as an instructor.

Assignment Wizard		Setting
Name and Description	Assignment Name	Teacher's preference
	Full Assignment Description	Teacher's preference
Assignment Type	Assignment Type	Regular/Individual Submission
	Submission Type	Teacher's preference
	Teacher Grading Only	No
	Anonymous Teacher Reviews	Teacher's preference <b>No</b> allows students to see which instructor or TA completed the review. <b>Yes</b> allows students to know an instructor/TA reviewed the document but not know which instructor/TA.
	Back Evaluate Assignment	Yes

Reviewing	<b>Number of Reviewers</b>	3 (3-6 possible) <ul style="list-style-type: none"> <li>This is the number of student reviewers.</li> <li>With these settings, you can choose to review none, some, or all of the documents.</li> </ul>
	<b>Is Assignment Self Evaluated</b>	Teacher's preference
	<b>Reviewing Style</b>	Assigned One At a Time
	<b>Instructor's Review Is</b>	Just One in the Set <ul style="list-style-type: none"> <li>This assigns equal weight to all reviews.</li> </ul>
	<b>Bonus Review Value</b>	Teacher's preference
Back Evaluations	<b>Back Evaluations</b>	Keep the defaults; Contact Peerceptiv regarding changing them.
Grading Options	<b>Grading Style</b>	Curved
	<b>Grade Curve: Mean Grade Curve: Standard Deviation</b>	Keep the defaults; Contact Peerceptiv regarding changing them.
	<b>Weights: Document Weights: Reviewing Weights: Task</b>	Teacher preference; Keeping the defaults will put equal weighting on the document and reviewing and less on completing the required reviews and back-evaluations.
Late Penalties	<b>Late Review Submission Window Late Review Submission Penalty</b>	Keep the defaults; Allowing late reviews will delay the start of the back-evaluation period.
Deadlines	<b>Assignment Publication Date</b>	Set to a future date. After being created, the assignment can be published immediately or edited to a different date.
	<b>Publication Hour Publication Minute</b>	Teacher preference
	<b>Submission Deadline Review Deadline Back Evaluation Deadline</b>	Teacher preference. Recommended: <ul style="list-style-type: none"> <li>Set the review deadline for 3-7 days after submission.</li> <li>Set the back-evaluation deadline for 2-4 days after reviewing.</li> </ul>

Advanced Settings	<b>Send Email Notifications</b>	Yes
	<b>Hold Grades For Manual Release</b>	Teacher preference <b>No</b> - automatically releases grades upon the end of the back-evaluation period <b>Yes</b> - allows instructor to review grades before releasing to students
	<b>Convert Student Documents to PDFs</b>	Yes
	<b>Reviewer Management</b>	New Random Set of Reviewers For Each Document
	<b>Allowed File Types</b>	Any

## Adding Reviewing Dimensions

### Peer Review Rubrics

Peerceptiv is designed to encourage high-level critical thinking among students. The most significant value of Peerceptiv comes in helping students analyze and revise their work at a higher level of content, organization, and argument structure. Thus, the best writing-related reviewing prompts are focused on the content, organization, and argument structure of a student's work. The research behind Peerceptiv has shown that feedback focused entirely on grammar, vocabulary, and punctuation reduces students' critical thinking and becomes simply a means for editing rather than encouraging critical analysis. You can read more detailed information about creating peer-review rubrics in Peerceptiv [here](#).

In Peerceptiv, dimensions represent the various features of the project that are being peer-reviewed. Commenting Prompts (for qualitative feedback) and Rating Prompts (for quantitative grading) are grouped together into Reviewing Dimensions so students are better able to understand the underlying concept.

Each dimension consists of one Commenting Prompt and one or more Rating Prompts.

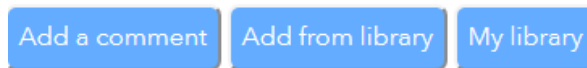
## Adding a Dimension

1. From the Assignment Description screen, click on *Dimensions* and then *Add a Dimension*.



2. On the next page, add a short name for the Dimension, and click the *Add a comment* and *Add a rating* buttons to add each prompt.

In each case, you may add a comment or a rating manually, select them from the Shared Assignment Library (Add from library), or select them from My Library, which includes all prior Commenting and Rating prompts you used in the past.



3. If you click on *Add a Comment* to add a commenting prompt manually, next:
  - a. Enter the complete instructions for what is expected of the student on that dimension.
  - b. Add the required number of comments, typically 1.
  - c. When complete, click the *Create* button and the Commenting Prompt is created.
4. Then, add a Rating Prompt.
  - a. Since there may be more than one Rating Prompt in each Dimension, enter a short name for this rating prompt.
  - b. Then include a complete prompt description to guide the students in their ratings.
  - c. Create your performance level descriptors. You can use any combination of ratings from 1-10.
    - If you wish to exclude a performance level, simply leave it blank.
    - Some instructors leave “middling” performance levels in their rubric with no descriptors. This allows for students to choose a score that is in between two descriptors. For example:

Levels
7 - 7-Every claim has accurate evidence for all important aspects of the claim.
6 - 6
5 - 5-Every claim has evidence, but some of the evidence is not accurate or not comp...
4 - 4
3 - 3-Several claims are missing evidence, or most of the evidence is not accurate.
2 - 2
1 - 1-No evidence is provided for any of the claims.



- d. Select the relative weighting for each Rating Prompt.
  - The default is 1 for all Rating Prompts.
  - If you set the weight of a prompt to 2, for example, that Rating Prompt will be worth twice as much as any that are set to 1.
  - Use weighting to convert a points-based rubric to a Peerceptiv one.
- e. Click *Create* when finished.
- f. You may change the order of the Rating Prompts by dragging and dropping them on the screen in the desired order.

## Writing Effective Rating Prompts

Rating prompts are a way to quantitatively assign a value to a particular aspect or skill in the document. While the commenting prompt can be general, the rating prompt is best when it is as specific as possible. For this reason, we recommend including several rating prompts in one dimension. See Prompts A, B, and C in the example below.

*The best rating prompts focus on only one aspect of the dimension, are expressed in learner-friendly language, and have clear differences between levels. This increases the likelihood that learners will understand what they are being asked to assess and rate accurately.*

- **Focus on only one aspect of the dimension:** This helps learners pay close and thoughtful attention to one element of the document. Notice the difference between these example rating prompts.

Example of a Bad Rating Prompt for a Content Dimension:

<b>Prompt A:</b> Content Rating Prompt:
7: Explanations and background information are clear and thorough. 5: Explanations and background information are mostly clear and thorough. 3: Explanations or background information is sometimes clear and thorough. 1: Explanations and background information are not clear and thorough.

Example of Two Good Rating Prompts for a Content Dimension:

<b>Prompt B:</b> Explanations Rating Prompt:	<b>Prompt C:</b> Background Information Rating Prompt:
7: Explanations are clear and thorough. 5: Explanations are mostly clear and thorough. 3: Explanations are sometimes clear and thorough. 1: Explanations are not clear and thorough.	7: Background information is clear and thorough. 5: Background information is mostly clear and thorough. 3: Background information is sometimes clear and thorough. 1: Background information is not clear and thorough.

In Prompt A, students are evaluating the explanations and background information at the same time. They may have to decide how to rate a situation

where there is a clear, thorough explanation but not enough background information. In B and C, those two aspects are divided into separate prompts.

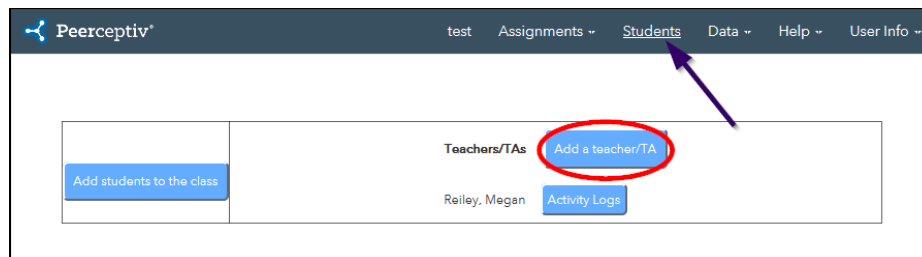
- **Use learner-friendly language:** The words used in the rubric should be ones that your students understand and are familiar with. While this varies greatly among programs, here are some guidelines for learner-friendly language in any context:
  - *Only use words and phrases that you know your students know.* Define them in class and provide examples.
  - *Use descriptors regarding frequency, depth of knowledge, or levels of performance to help students distinguish between ratings.*
  - *Discuss the rubrics in class* and do not “hide” them in Peerceptiv. The default is to make them visible once the assignment is published.
- **Have clear differences between levels:** Clear differences between levels help students to accurately and reliably rate the quality of each dimension or aspect.
  - Avoid using only descriptors like “excellent,” “fair,” and “poor” with no explanation as these terms are subjective.
  - Use objective language rather than subjective language whenever possible.

## Adding People to a Course

You do *NOT* need to add instructors or students to a course if you are using it in an LMS because they will be automatically populated. The directions below are for instructors using the Peerceptiv site outside of an LMS.

### Add Another Instructor or TA to a Course

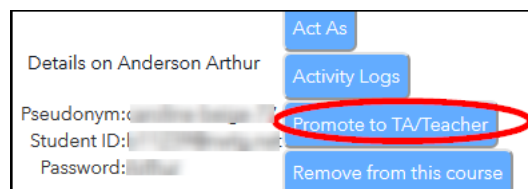
To add a teacher to the course, go to *Students* and then click *Add a teacher/TA*.



Type in the teachers' information in the following format: email address, first name, last name with commas separating each item. List only one teacher per line. Then, press *Update Teacher List*.

When you add a teacher, it will send an email to that individual to sign up for an account. If you add them to the course this way, they will have full access to the class after creating an account.

**Note:** If an Instructional Designer or Ed Tech Specialist sets up the Peerceptiv assignment and the teacher clicks into Peerceptiv from the LMS without having been added as a teacher, the individual setting up the course will have to go to *Students*, click on the Teacher/TA's *details*, and then click *Promote to TA/Teacher*. Without doing this, the teacher or TA will not be able to edit the assignment or monitor students' progress and grades.



## Add Students to a Course

To add a teacher to the course, go to *Students* and then click *Add students to the class*.

The easiest way to add students to the class is by using this [spreadsheet](#).

You will add students' names and email addresses to the spreadsheet, and it will automatically generate a column with the required student information.

Copy and paste the student information in column D to the text box and click *Upload Student List*.

When you add students this way, Peerceptiv will send an email to those individuals to sign up for an account. If you add them to the course via student list upload, after they create an account, they will be able to see any Peerceptiv assignments you have published.

## Explaining the Benefits of Peerceptiv to Students

Peerceptiv offers a number of benefits to students, but often, students are not aware of these benefits without their instructor explaining them. When students realize how their own critical analysis and writing are improving, they appreciate the Peerceptiv process. This is a result of

their instructor taking time in class to show students how to go through the Peerceptiv process and how to give helpful feedback during the review stage.

## Introducing Peerceptiv to Students

Below are some talking points to include when you introduce Peerceptiv to students.

### *Benefits of Peer Review*

- By thoughtfully participating in the peer review process, you become a more analytical thinker and writer, which will improve your writing ability and prepare you to succeed in your future career.
- Over a decade of research at the University of Pittsburgh Learning Research and Development Center has proven that it helps improve your critical thinking, analysis, and writing skills.
- You will receive more feedback more quickly than you would from your instructor alone, including a breakdown of where your document performed well or poorly.

In addition, some instructors include links to our [Student Introduction](#) and [How To Be A Helpful Reviewer](#) videos and [Help Desk articles](#) in their syllabus or on their class website.

As a Peerceptiv Best Practice, we recommend that instructors introduce the concept and benefits of peer review before the first Peerceptiv activity. We also recommend that instructors make students aware of the process (upload, review, back-evaluation), make sure that they can all log in to the assignment, and explain the benefits of being an accurate and helpful reviewer.

### *Accessing Peerceptiv*

If you are using Peerceptiv within an LMS, students must click on the assignment link within the LMS to access the assignment. It is important that students always access Peerceptiv through the LMS.

If you are using Peerceptiv outside of an LMS, please first add your students to your class list (Use this [spreadsheet](#) with directions). Students can then click the link in their email to create a Peerceptiv account. In the last step of account creation, they will need to check their email again, including the Spam/Junk folder, for an email with directions to confirm their account.

If students are unable to access Peerceptiv, they should first confirm with their instructor that they are using the email address the instructor used when adding students. If students are still unable to contact Peerceptiv, ask them to email [support@peerceptiv.com](mailto:support@peerceptiv.com) with their full name, email address, and the name of the class.

### *The Peerceptiv Process*

There are three steps to completing a Peerceptiv assignment: upload your document, review peers' documents, and complete back-evaluations. In the reviewing stage, the more accurate and helpful your feedback is, the better reviewing grade you will receive and the more that you will help your classmates. During the back-evaluation period, you will rate the helpfulness and comment on the reviews that your document received.



### *Understanding Your Grades*

There are three components that make up the Overall grade on a Peerceptiv assignment. Students will see the Overall Grade for each assignment on the Grades page as well as all three components of the grade.

1. **Writing Grade:** This is the grade received on a submission.
2. **Reviewing Grade:** The Reviewing Grade measures the quality of a student's ratings and comments on peer documents based on their accuracy (how closely their ratings track with peer ratings on the same document) and their helpfulness as determined by the back-evaluations they receive from their peers.
3. **Task Grade:** Task Grades are a simple measure of whether the student did all the required tasks in the assignment. Students who perform all the tasks receive 100% of the task grade.

### Helping Students Become a Helpful Reviewer

We recommend directing students to the article and video on [How To Be A Helpful Reviewer](#). You should talk about how to give comments that are specific and constructive (providing suggestions for improvement rather than only listing problem areas.)

### Helping Students Learn from their Feedback

Take time in class to discuss how to process the feedback that everyone received. If students are revising their work to submit another draft of the same assignment, guide students to do the following:

- Focus on the error(s) that multiple peers commented on. If several of the reviewers made similar comments, this identifies a weak area in your paper.
- Spend more time addressing the issues the helpful reviewers brought up than focusing on comments that do not include helpful feedback.
- Identify the rating prompt where you received the lowest rating. Focus on improving in that rating for the next draft or assignment.

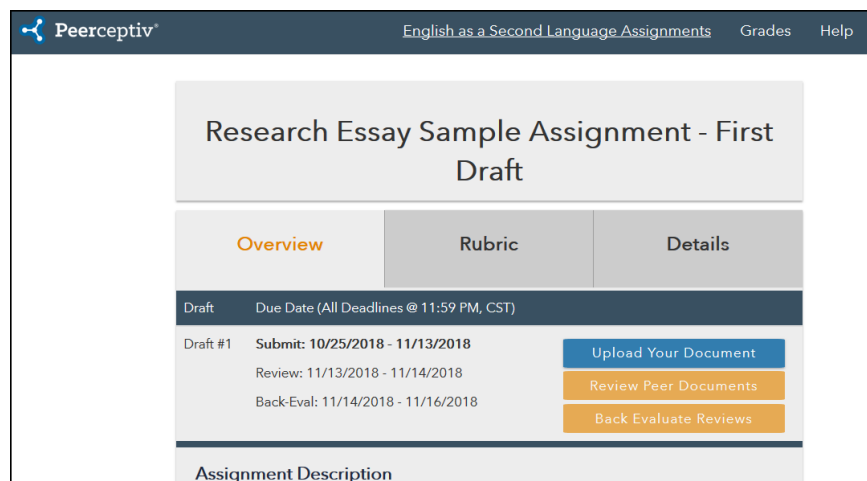
Finally, before discussing feedback in class, read over a few of the student documents and comments. Identify any common mistakes or the dimension with the lowest rating and spend time in class talking about how to improve. If multiple students made the same type of mistake, then that is an area where the whole class would benefit from more instruction.

## Peerceptiv Student Screens

Below are screen shots of common student screens, so you will know what students see at each stage of an assignment. Once your students have joined your class, you can go to *Students* and then click *Details* by a student's name and *Act As* at the top of that screen to see the same view that student has at any given point in the assignment. You can see more detailed screen shots and explanations in the student-directed guide, [Peerceptiv Assignments: A Start-to-Finish Guide](#). Note that if you are using Peerceptiv within an LMS, the screens will look a little different, but students still navigate through an assignment and have all the same options as on the direct site.

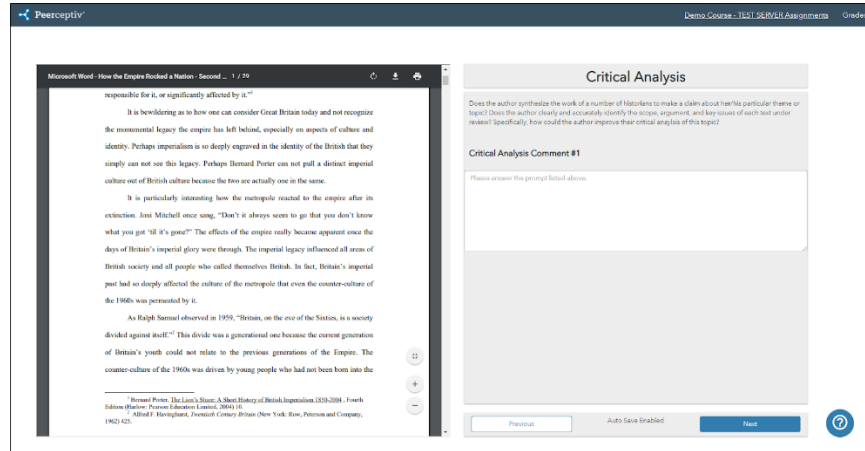
### *Student Assignment Screen*

Students can read the assignment description, see the rubric, and use the buttons on the right to complete each task. The task button will be blue when that stage of the assignment is current.

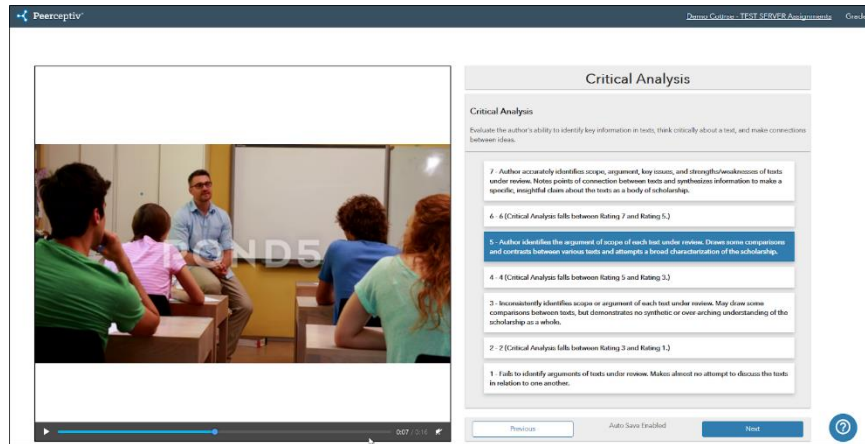


## Student Reviewing Screen

After requesting a document to review, students will begin the reviewing process. The document is displayed on the left side of the screen. In some browsers, students will be re-directed to their downloads, where they can open the document in a separate tab or window. Students will enter their comment(s) for the dimension first. They must enter a comment in order to press *Next* and move on.



After entering the comment, students move through the rating prompts, with one prompt displayed per page. Students can click anywhere in the descriptor to select that descriptor.



As the last step of the review, students will have the chance to see and change all of the required comments before submitting the review.

### Student Back-Evaluation Screen

This screen lets students read their peer’s review, comment on it, and rate its helpfulness. Always remember to press *Save* or *Submit* before leaving a page.

**Research Paper Draft 1 - Draft #1**  
Due on 12/07/2018

Upload Your doc | Read & Review others' docs | Read reviews on my doc, & make Back Eval

**Back-Evaluate Reviews on document "Research Paper Draft 1" by Reviewer #1**  
Please provide brief reasons for your ratings to help reviewers learn how to be even more helpful.  
**Comment on the introduction and overview of the essay.**

- Was anything particularly clear or unclear?
- How strong is the thesis statement?
- Does the overview present a basic understanding of the event?

**Review on your document** Read your peer's review.

I found this very hard to understand. I did not know if the thesis statement was the first sentence or the last sentence of the introduction, and the overview was so general that I did not know how it related to your thesis statement. When you revise, please make your thesis statement clear and at the end of the introduction. Also, try to include specific issues and situations that led to World War II instead of being so general.

**Rate This Review** Rate the helpfulness of the review.

Select One  
 5 - Much more helpful than average  
 4 - Slightly more helpful than average  
 3 - Average helpfulness  
 2 - A little less helpful than average  
 1 - Very unhelpful

How useful? If possible, suggest a way to be more helpful next time.

Back-evaluation commenting space

Save Submit

### Student Grade Screen

The first grade screen students see is a simple table with that student’s review grade, writing grade, and task grade. Pressing the arrow button expands the grades view to show the grade breakdown.

**Overall Grade**

**Midterm Book Review, Draft #1** 82/100

Grade Detail	Review Grade	Accuracy Grade	Helpfulness Grade	Late Penalty	Writing Grade	Late Penalty	Task Grade	Review Task	Back Evaluation Task
	95	89	100	0	83	0	50	83	0
Weight	40% 38				40% 33		20% 11 1.0% bonus for extra reviewing		
Overall	82								

Click this button to expand or summarize the grade information.

Click either question mark to see detailed accuracy and helpfulness scores.



# Grades in Peerceptiv

## Grade Overview

The Overall grade for each assignment in Peerceptiv is made of 3 components:

1. **The Writing Grade** - This grade is the grade received on the assignment submission. Peer reviews on the submission and instructor reviews (if the instructor wishes to participate in the reviewing phase of the assessment) are weighted and normed to create this grade.
2. **The Reviewing Grade** - This measures a student's performance during the peer review stage of the assignment. The reviewing grade has two equally weighted components, the *accuracy of review ratings* and *helpfulness of review comments*.
3. **Task Grade** – This is a simple completion grade for all reviewing and back-evaluation tasks.

The defaults are 40% writing, 40% reviewing and 20% task grade. As the instructor, you can change these percentages for any assignment.

The overall grade is a score out of 100. You can choose how many points the assignment is worth and use the overall grade to convert the student's grade in your gradebook to the equivalent amount of points. For example, if, in Peerceptiv, Student A scores a 90/100 (90%) on a twenty-point short essay, that student would receive a score of 18/20 (90%) in your gradebook.

Peerceptiv displays the rounded grades for each category but uses the unrounded data for its calculation. Sometimes this results in a difference of  $\pm 1$  point in the overall grade versus adding the sum of the three weighted total categories.

We recommend that a professor not change the grades once they have been released to students. This includes not opening review or back-evaluation windows, adjusting the grade curve, or completing additional instructor reviews.

## Curved v. Benchmarked Grading

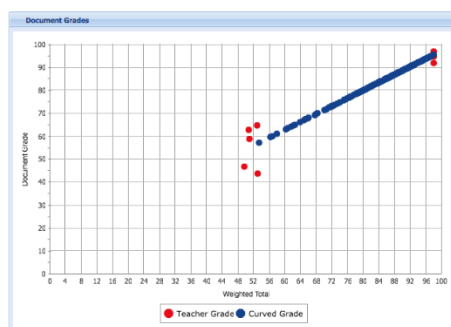
All grading in Peerceptiv is relative. First, all document grades are graded on a curved, whether the assignment is curved or benchmarked. The difference is that in benchmarked grades, the teacher sets the grade curve based on the top five and bottom five documents. In curved grading, the instructor can use the recommended defaults of a Grade Curve: Mean of 85 and a Grade Curve: Standard Deviation of 10.

For the Writing Grade, the system first calculates the reviewing accuracy of each reviewer.

Rather than an equally-weighted average across all reviewers, the ratings provided by reviewers with higher accuracy scores receive a greater weight. This prevents a student from being penalized by an outlier rating. If an instructor or TA also grades a draft, those ratings are included in the Writing grade to the extent determined by the instructor in the assignment setup. Teacher reviews factor into the Writing Grade based on the setting “Teacher’s Rating is.”

With Curved Grading, weighted peer ratings are used to rank the documents, and grades are distributed on that curve. Here, what matters is how students do relative to their classmates.

Benchmark Grading sets the range of grades based on the lowest and highest peer-ranked papers. When an instructor chooses Benchmark Grading, Peerceptiv delivers the top 5 and the bottom 5 work products to the instructor after the Review phase. The instructor then grades those work products on a 0-100 scale. After the instructor grades those 10 work products, all other Writing Grades are distributed in a linear fashion between the instructor-set points in accordance with the weighted peer ratings.



The curved mean and standard deviation settings still apply to the Review Grade in assignments using Benchmark Grading for the Writing Grade. Note that there must be at least 10 documents submitted in an assignment for benchmark grading to occur.

## Grade Release and Grade Pass Back

As soon as the back-evaluation period closes, grades are calculated. If you selected the assignment setting *Hold Grades for Manual Release: No*, the grades will be automatically visible to students, and if you are using Peerceptiv within an LMS, the grades will pass back to the LMS grade book automatically.

If you selected the assignment setting *Hold Grades for Manual Release: Yes*, you will need to manually publish the grades when you are ready. To publish grades, go to that assignment and scroll down to the *Deadlines and Drafts* section and click *Publish Grades*. This assignment setting lets the instructor look at all the student grades before students are able to see them or adjust a specific student’s grade to account for a special circumstance or exception. If desired, you have the opportunity to adjust student grades by completing reviews or by manually making changes.

## Ways for an instructor to manually adjust student grades:

A. **Remove penalties:** If a student received a late penalty but you do not want the penalty to apply, you can remove that penalty by going to *Data - Stats* and then the assignment. Click on *Late Documents* and/or *Late Reviews* and then *Remove Penalty* by the name of any student whose penalty you want to remove.

B. **Override a student's grade:** Instructors have the option of overriding a student grade by going to that student in the student list, clicking on *Details* - the assignment's name and - *View Grades*. If you override the grade, you should enter a new grade on a scale out of 100 and press *Override*. Once you override a grade, that grade will remain the same even if you recalculate grades for the class as a whole.

## Reviewing Grades: Accuracy and Helpfulness

**Accuracy Grades:** Accuracy grades measure how closely the ranking order of the ratings a reviewer provides on peer documents corresponds to the ranking order of peer rating averages for each rating prompt on those same documents.

**Helpfulness Grades:** The helpfulness grade is the extent to which authors believed a reviewer's comments were helpful and specific, as awarded by the back-evaluation ratings (*5 high to 1 low*.) Reviewing scores are distributed on the same grade curve chosen at assignment setup -- this calculation uses the Curve Mean and Standard Deviation settings.

## Task Grade

Students receive credit for each required review and back-evaluation they complete. If a student completes bonus reviews, the task grade weighted percentage will include the bonus points.

## Ways an Instructor Can Be Involved with Grading

The Peerceptiv algorithm is powerful enough to run from assignment creation to grade pass back without any instructor intervention. However, there are ways to increase instructor influence on student grades. These are ranked in order from least instructor intervention to greatest instructor intervention. Note that "instructor" here includes any TAs who are listed as "instructor" in your Peerceptiv class list.

A. **Instructor spot-checking:** The instructor(s) review a handful of student documents. These reviews are considered to be 100% accurate, affecting students' accuracy review scores and providing instructor feedback to any student whose document was reviewed by the instructor. This is a simple way to keep student scores from being overly high or low and encourage thoughtful, careful reviewing.

B. **Benchmark grading:** The top 5 and bottom 5 reviewed documents are sent to the instructor. The instructor grades these ten documents out of 100 and the other students' document grades are calculated according to this curve.

C. **Instructor review of all documents:** The instructor can choose for his/her review to be *just one in the set*, on a *sliding scale*, or *override all student grades*. Using Peerceptiv this way requires an instructor to review all student documents, and so can either affect the students' document grade or be the primary determining factor in the students' document grade. This increases the amount of feedback that each student receives and affects all students' reviewing accuracy as well.

D. **Teacher-graded only:** This is usually used for the final draft of an assignment which has already been peer reviewed. Here, only the instructor reviews the assignment, so the curve is set according to the instructor's ratings.

## How to review a student document

1. Go to *Students* and click *Details* by a student's name. Click on the assignment name and *Enter Review Now*. That will let you enter a review using the same rubric as the students. If it is a group assignment, after you enter a review for one of the group members, that review is saved for all of the group members. However, you can go in and edit the review for only one of the group members or all the group members. You will not be able to review the submissions until after the submission deadline has passed, but you can continue to review after the review period closes.

2. Some instructors who plan to review all the student documents like to download them in a single file. To do this, go to *Data* and then *Downloads*. Then, click on the assignment and documents that you want. We recommend downloading the *Documents* file for grading rather than the original documents so you are viewing the PDF like the reviewers did. This will provide you with a zip file of all the documents. You will still need to go to the student list page to enter reviews, but some professors like being able to have one window with student submissions and one window to enter reviews.

## How to view student reviews

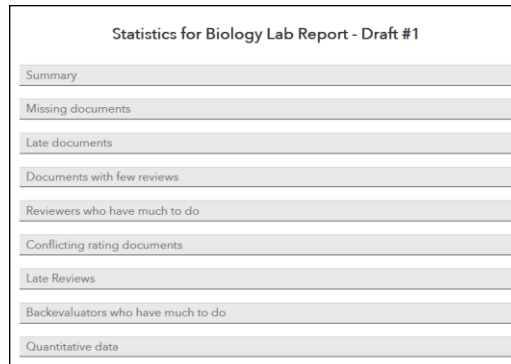
1. Click on *Data - Downloads - Assignment X - Comments*. This will give you the comments and ratings listed by the author.

2. Or, if you want to look at the reviews one-by-one, go to *Students* and click on *Details* by a student's name. Then, click on the assignment. You can see the reviews on that student's document by clicking on *See X Current Review(s)*. You can click on the buttons under *Reviewing Tasks* (shown in the second screen shot) to see the student reviews and back evaluations.

# Data Analytics in Peerceptiv

## During an Assignment

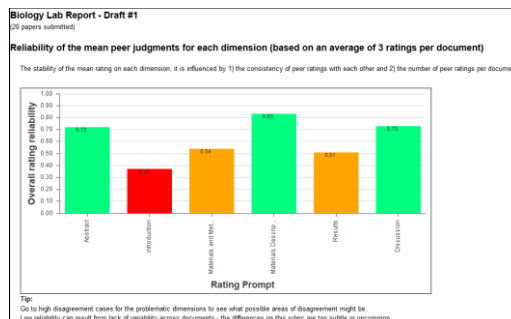
During an assignment, you can track how many students have submitted a document, completed reviews, or completed back-evaluations by going to *Data - Stats* - clicking on an assignment and then *View Detailed Stats*.



This gives you the ability to track the completion percentage of each stage and an option to email any students who have not completed the task during that task window. You can use this page to remove late penalties and track documents with conflicting ratings. Documents with high disagreement across ratings are listed, so you can go in and review those particular documents and enter a review, if desired.

## After an Assignment

After an assignment, you can use the data from the assignment to inform your instruction and rubrics. If students performed poorly on a particular rating prompt or dimension, that means either the students need additional instruction on that point or the rubric needs to be revised. After an assignment closes, look to see which rating prompt had the lowest average and then spend time reviewing that concept in class. Also, look at the rubric to see if that dimension should be made clearer, should have more objective, peer-friendly language, or should be narrowed to assess only one aspect of the dimension.



Please contact [support@peerceptiv.com](mailto:support@peerceptiv.com) for more information about using analytics during an assignment or using analytics to inform instruction and rubrics.

# Trouble-Shooting Common Problems

## Problems Teachers May Experience

Problem	Solution
<i>I get stuck in the assignment creation wizard.</i>	Set a future publication date (use tomorrow's date) and future deadline dates for submission, reviewing, and back-evaluations.
<i>The assignment deadline time is not what I expected or want it to be.</i>	<ol style="list-style-type: none"><li>Go to the assignment description screen and press <i>Edit</i> in the drafts and deadlines section.</li><li>Click <i>Update</i>.</li><li>Go back to the assignment description screen and press <i>Edit</i> in the drafts and deadlines section. If the time zone or deadline is NOT what you expected, click on the course name at the top of the page and then <i>Edit</i> in the Course Settings box.</li><li>Change the time zone and/or the Submission Time.</li><li>Repeat steps a-c until you see the times and deadlines that you expect to see.</li></ol>
<i>I want to benchmark the grades, but I don't have that button available.</i>	<ol style="list-style-type: none"><li>Check your assignment settings. If they are set for <i>Curved</i>, you would have to switch to <i>Benchmark</i> in order to benchmark the grades.</li><li>If your assignment settings are set to <i>Benchmark</i>, but you do not have the option to benchmark grades, then you probably have fewer than 10 documents. In this case, the grades are automatically curved. You can enter reviews in order to influence the grading and grade curve.</li></ol>
<i>I need to change the members of a group.</i>	<p>Before an assignment is submitted, you can click <i>Manage group</i> to set up the group members. You can use the Google spreadsheet link to easily upload all the group members directly from your LMS.</p> <p>After the groups have been created, if you realize that you omitted a student, you can "act as" one of the students in that group and use the missing student's email address to add that student to the group. We recommend avoiding deleting and reforming groups once an assignment has been published.</p>

## Problems Students May Experience

Problem	Solution
<b><i>A student's document cannot be opened.</i></b>	<ol style="list-style-type: none"> <li>Usually this problem is identified by a reviewer. First, check that the document cannot be opened and then determine whose document it is.</li> <li>Go to <i>Students</i> and click on <i>Details</i> by that student's name.</li> <li>Click on the assignment name and then <i>Delete Submission</i>.</li> <li>Email the student asking them to resubmit the document and press <i>Confirm</i> only if the document can be opened and is complete.</li> <li>If students have completed reviews on the document or if the reviewing period is over, please contact <a href="mailto:support@peerceptiv.com">support@peerceptiv.com</a> for more detailed information.</li> </ol>
<b><i>A student says that they completed a task on time or they tried to press submit for a task, but the screen did not register that.</i></b>	<ol style="list-style-type: none"> <li>Go to <i>Students</i> and click on <i>Details</i> by that student's name.</li> <li>Click on <i>View Activity Log</i>.</li> <li>Scroll down the activity log until you see the specific action. You can also email <a href="mailto:support@peerceptiv.com">support@peerceptiv.com</a> for questions regarding understanding the activity log.</li> </ol>
<b><i>A student using an LMS does not see an assignment.</i></b>	<p>In an LMS, each student must click on each assignment link in the LMS to populate that assignment for the student within Peerceptiv. This enables grade pass back.</p> <p>The student must go to the LMS, click into the class, and click on the assignment link. Until that happens, no documents can be uploaded or reviews or grades entered.</p>
<b><i>A student cannot upload a late document.</i></b>	<p>Students can submit documents up until 24 hours before the review deadline ends. If it is within 24 hours of the review deadline closing or after the review deadline has closed, the instructor or Peerceptiv support team will have to upload the document.</p> <p>To do this, go to <i>Students</i>, click on <i>Details</i> by the student's name, click on the assignment, and then click on <i>Add Submission</i> under <i>Submission Tasks</i>. Follow the directions to submit and confirm the document.</p>
<b><i>Students are not able to back-evaluate reviews even though the reviewing period ended.</i></b>	<p>If there is a reviewing grace period, students will not be able to begin back-evaluations until the grace period is over. Either let students know that they will need to wait until the end of the grace period or go to the assignment screen and click <i>Edit</i> by the assignment description. Set the late reviewing period to <i>0 days</i> and <i>Update Assignment</i>.</p>

<p><b><i>My students say they can't see their grades, but the assignment has already finished.</i></b></p>	<p>Check that your assignment settings are <i>Hold Grades for Manual Release: Yes</i>. If so, go to the assignment screen and click <i>Publish grades</i> in the drafts and deadlines section.</p>
<p><b><i>My student completed all the required reviews but has an accuracy score of 0.</i></b></p>	<p>If a student gives the same rating in all dimensions to all of the documents that he or she reviews, that student will receive an accuracy grade of zero. The algorithm is set up this way under the assumption that a student who give all students the same rating for all dimensions has not taken the time to rate according to the criteria.</p>

## Additional Resources

For more information, please check out the following resources:

Peerceptiv [Knowledge Base](#)

Peerceptiv [webinars](#)

Peerceptiv [help videos](#)

Contact [support@peerceptiv.com](mailto:support@peerceptiv.com)