

# Using Perusall

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University IT



# Learning Objectives

## Participants will be able to...

- Describe what Perusall can do
- Experience Perusall as a student
- Create a new assignment
- Review the grading setup
- Describe strengths and limitations of Perusall

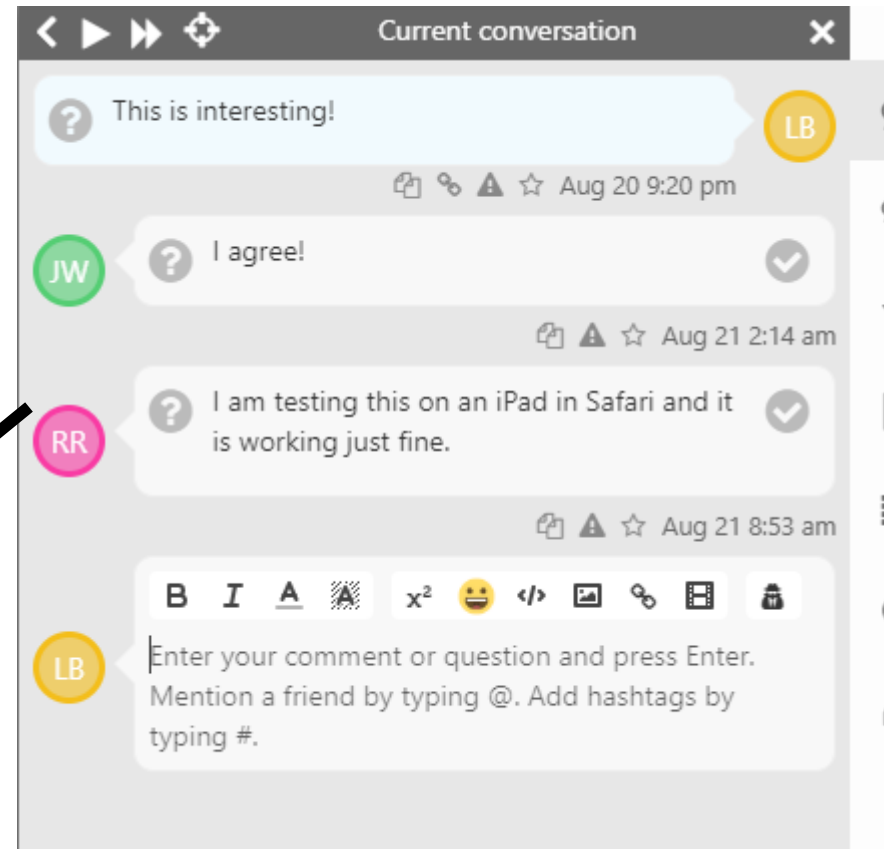
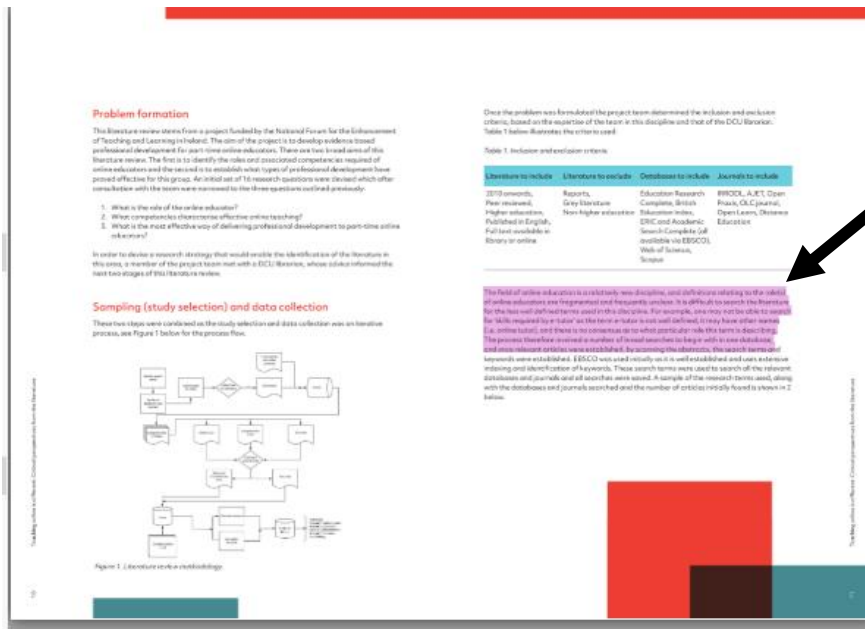


# WHAT IS PERUSALL



# Perusall is...

- Annotation tool
- Conversation Space



# Use Cases for Annotation

- Course Readings
  - Uploaded Documents
  - Digital Textbooks (Caution: Access)
- Course Documents
- Peer Review (including student uploads)
- Images and Diagrams
- Video and Audio Files
  - Uploaded Files
  - Certain Unrestricted Online Videos and Podcasts
- Webpage Snapshots



# Menu Options

**Perusall Test Co...** ✕

- ← My Courses
- 🏠 Course home
- ⚙️ Settings
- 📅 Gradebook**
- 👁️ Student view
- 📧 Notifications
- 📝 Notes
- 📅 Add to my calendar

**Readings**

**Library**

Teaching-online-is-differe...

- Getting\_Started\_with\_C...
- Getting\_Started\_with\_G...
- QM-Higher-Ed-Sixth-E...

**Assignments**

Aug 24: Teaching-online-i...

**Chats** ?

**Groups** +

- 📣 Announcements
- General discussion

**One-on-One** +

**Hashtags** + ?

- #grades
- #lecture
- #logistics
- #section

## Recommended Reading

<https://support.perusall.com/hc/en-us/categories/360002157414-Instructors>

<https://support.perusall.com/hc/en-us/sections/360005183594-Scoring-and-grades>



# Build a Library


🏠 Get started **📖 Library** 📅 Assignments 👤 Students

Type to search library

+ Add content -

+ Add content

☰  Focus Group Qualitative Research Methods

☰  ● Decision\_Making\_in\_Individualistic\_and\_Collectivis

## 📖 Book from the Perusall catalog

Select a book from 600,000+ titles in our catalog. Students simply purchase the book through Perusall, usually at the normal digital price.

## 🌐 Web page

Take a snapshot of a web page to add to your content library.

## 📁 Documents from Dropbox

Select an image, PDF, EPUB, Word, or PowerPoint document from your Dropbox to add to your content library.

## 📁 Documents from my device

Upload an image, PDF, EPUB, Word, or PowerPoint document directly from your computer to your content library.

## 📁 Document from my device and clear digital rights Optional

Upload a PDF directly from your computer, and obtain digital rights from the Copyright Clearance Center. Use this option when uploading content you do not have the right or permission to share with students; students will pay a fee for accessing the content.

## 📝 Quiz New

Add a quiz for students to complete.

## 📁 Materials from another course

Copy course materials from another course into this one.

## 📺 Video

Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.

## 📻 Podcast

Add an episode of a podcast.

## 📁 Folder

Add folders to your course to organize content in the library. Folders can be individually hidden from student view if you do not want students to see them, or want certain content only accessible through an assignment.

## 📁 Student upload folder

Add a folder to your course that students can upload to directly.

## 📁 iClicker

Allow students to purchase the iClicker student app at a discount. (Purchasing iClicker through Perusall is only available for students in the US and Canada.)



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## Documents from my device

Upload an image, PDF, EPUB, Word, or PowerPoint document directly from your computer to your content library.

## Document from my device and clear digital rights **Optional**

Upload a PDF directly from your computer, and obtain digital rights from the Copyright Clearance Center. Use this option when uploading content you do not have the right or permission to share with students; students will pay a fee for accessing the content.

## Quiz **New**

Add a quiz for students to complete.





# Build a Library

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Copy course materials from another course into this one.

## Video

Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.

## Podcast

Add an episode of a podcast.

## Folder

Add folders to your course to organize content in the library. Folders can be individually hidden from student view if you do not want students to see them, or want certain content only accessible through an assignment.

## Student upload folder

Add a folder to your course that students can upload to directly.

## iClicker

Allow students to purchase the iClicker student app at a discount. (Purchasing iClicker through Perusall is only available for students in the US and Canada.)



# Build an Assignment

The screenshot displays the 'Build an Assignment' interface in Canvas LMS. At the top, there are navigation tabs: 'Get started', 'Library', 'Assignments' (selected), and 'Students'. On the right, there are buttons for '+ Add assignment' and 'Edit deadlines'.

The left sidebar shows a list of assignments with their due dates and titles:

- Due Wed Apr 1, 2026 12:00 pm EDT
  - Backward Design Process - Full video
  - Henry et al, "The Failure Mindset Coping Model"
  - Teaching with Perusall and Social Annotation – Highlights from a Conversation | Center for Teaching | Vanderbilt University - Entire web page
- Due Wed Apr 1, 2026 1:02 pm EDT
  - Charles Bulfinch, First Harrison Gray Otis House, Boston, MA, 1796
- Due Fri May 1, 2026 12:00 pm EDT
  - Chemistry, Undergraduate Program of Study Planning
- Due Mon Jun 1, 2026 12:00 pm EDT

The main content area shows the details for the selected assignment, 'Backward Design Process - Full video', which is due on Wed Apr 1, 2026 12:00 pm EDT. The description reads: 'This sample shows how video annotation works. Bonus: learn about backwards design.' It lists '1 library item assigned: Backward Design Process'. Below this are two rows of action buttons: 'Open', 'Edit', 'Duplicate', 'Extended deadlines', and 'Delete' in the first row; and 'Analytics', 'Grade assignment', 'Confusion report', and 'All comments' in the second row. At the bottom, there is an 'Overall progress' section with a progress indicator showing 'Completed with maximum score (0%)'.




# Experience Perusall


- Login to Blackboard
- Under Continuous Courses find
  - Perusall Workshop
- Click to Enter





# Courses


 Institution Page


 Lisa Brown


 Activity Stream


 Courses


 Organizations

 Calendar


 Messages

 Grades

 Tools


 Sign Out

← Warner School EDE 484/484A

    **Filter** All Courses ▾

## Assorted Dates

Test.Perusall  
Perusall Test Course Original Course View  
Open | Lisa Brown | More info ▾

Workshop.Perusall.2023  
Perusall Workshop Original Course View  
 Private | [Multiple Instructors](#) | More info ▾


TRAIN.Perusall.April2021  
Perusall Workshop - April 2021 Original Course View  
Open | [Multiple Instructors](#) | More info ▾




# SETTING UP YOUR PERUSALL “COURSE”



Build Content ▾ Assessments ▾ **Tools ▾** Partner Content ▾

 **Welcome** ▾ ↕  
Welcome to this test course for

 **Perusall Help Information**  
University of Rochester IT Information  

- <https://tech.rochester.edu>

 Instructor Information from Perusall  

- [Instructions for Instructors](#)
- [Grading and Scoring](#)

 Video Tutorials from Perusall  

- [Recorded Training Webinars](#)

 Blog posts on Grading Settings  

- [Annotation Only](#)
- [Presets](#)

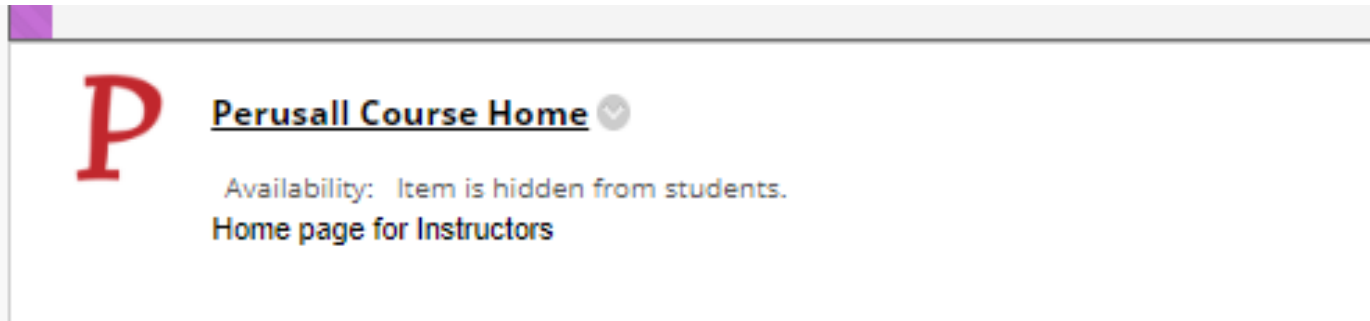
- Discussion Board
- Blogs
- Journals
- Wikis
- Groups
- Tools Area
- Echo Tool
- Noteflight tool
- Achievements
- GoReact
- Panopto Video Link
- Basic LTI Tool
- oldEcho360-DoNotUse
- More Tools** <

- AEFIS tools
- Achievements
- Announcements
- Blackboard Help
- Calendar
- Contacts
- Content Market Tools
- Course Messages
- Echo Center
- Echo360
- Email
- Glossary
- Gradescope
- LibGuides
- LibGuidesBasic-DoNotUse

- My Grades
- Noteflight
- Panopto Course Tool Application
- Perusall**
- Piazza
- Portfolios Homepage
- ProctorU
- Purchase Course Materials
- Quickly Attendance Tool
- Research and Adopt Course Materials
- Roster
- Tasks
- URMC OneNote Class Notebook
- Zoom Meeting Manager
- old Zoom Meeting



# Initialize Course with Perusall



**P** Perusall Course Home ▼

Availability: Item is hidden from students.  
Home page for Instructors

This could be used as an access point into your course for adding new materials and assignments.

If not hidden from students, they can access the main course as well.



# Copy from Previous Perusall Course

The screenshot displays the Perusall interface with a navigation bar at the top containing 'Library', 'Assignments', and 'Students'. A search bar with the placeholder 'Type to search library' and an '+ Add content' button is visible. The 'Add content' dropdown menu is open, listing various options for adding materials to a course. The 'Materials from another course' option is highlighted. The background shows a list of course materials, including 'Henry et al, Fail is Not a Four Letter Word, CBE, 019', 'Charles Bulfinch, First Harrison Gray Otis House, Boston, MA, 1796', 'Backward Design Process', 'Center for Excellence in Teaching and Learning : University of Rochester', and 'Teaching with Perusall and Social Annotation – highlights from a Conversation | Center for Teaching Vanderbilt University'.

Library Assignments Students

Type to search library + Add content

- Making the most of learning with Perusall **New**
- Book from the Perusall catalog
- Import from Dropbox
- Import from Google Drive **New**
- Upload from my device
- Upload from my device and clear digital rights
- Web page
- Build quiz
- Import quiz **Beta**
- Video
- Podcast
- Materials from another course**
- Folder
- Student upload folder
- iClicker

Content

- Henry et al, Fail is Not a Four Letter Word, CBE, 019
- Charles Bulfinch, First Harrison Gray Otis House, Boston, MA, 1796
- Backward Design Process
- Center for Excellence in Teaching and Learning : University of Rochester
- Teaching with Perusall and Social Annotation – highlights from a Conversation | Center for Teaching Vanderbilt University

Making the most of learning with Perusall **New**  
Add an introductory assignment that helps students learn to be learning effective for them.

Book from the Perusall catalog  
Select a book from 1,000,000+ titles in our catalog. Students can redeem an access code purchased at your institutional library.

Document ▶  
Add a PDF file, EPUB file, image, Word document, PowerPoint presentation.

Web page  
Take a snapshot of a web page.

Quiz ▶  
Add a quiz or survey for students to complete.





## Materials from another course



This will copy the library and assignments from another course into this one.

- Copy from**
- One of my courses
  - Another instructor's course, using a copy code

**Course to copy**

00 New Course for VT features

- 00 New Course for VT features
- 00 Testing for SaaS Migration - Before and After Auth (LTI tools)
- EDE484 Spring 2019
- Migration Testing LTI Tools
- Perusall Test Course
- Perusall Workshop - April 2021
- Sample experience
- Test Course
- Test Course for Migration - Ann



**Course to copy**

Perusall Test Course ▼

**Content to copy**

[Select all](#) | [Select none](#)

- Teaching-online-is-different
- Getting\_Started\_with\_Course\_Content
- Getting\_Started\_with\_Groups
- QM-Higher-Ed-Sixth-Edition-Specific-Review-Standards-Accessible

**Assignments to copy**

[Select all](#) | [Select none](#)

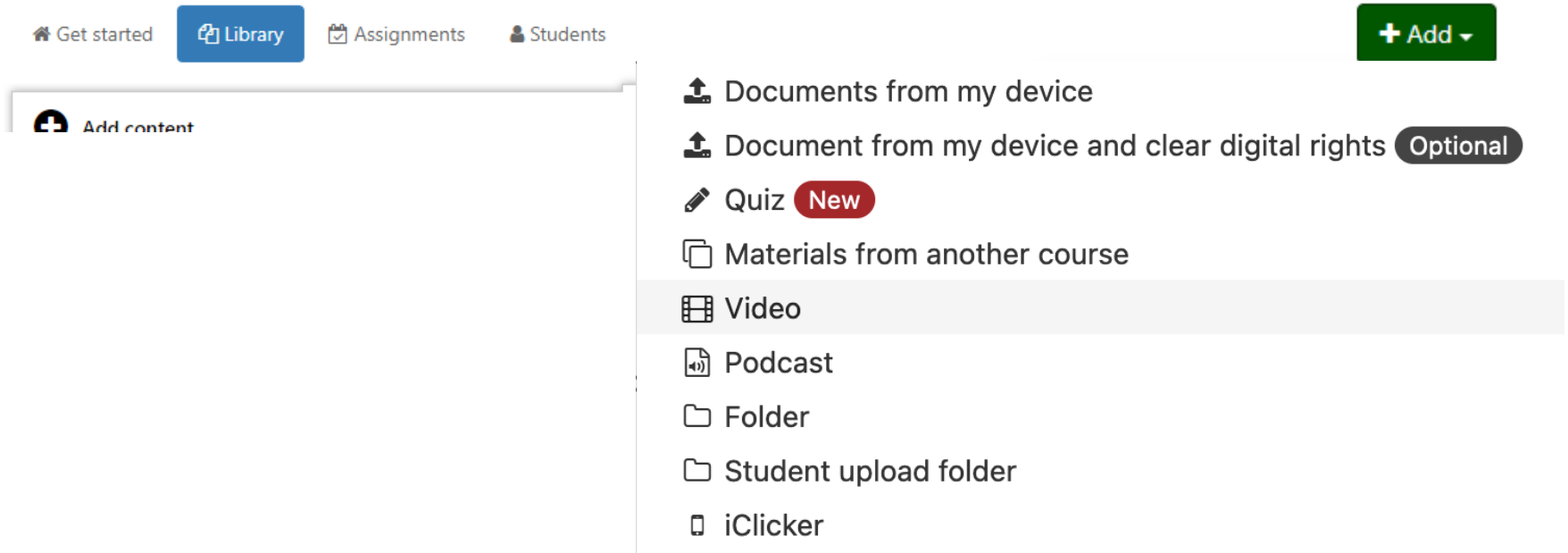
- Teaching-online-is-different



# CREATE A NEW ASSIGNMENT



# Upload / Add Content



The screenshot shows a user interface for adding content. At the top, there are navigation tabs: 'Get started', 'Library' (highlighted in blue), 'Assignments', and 'Students'. A green '+ Add' button is in the top right. Below the 'Library' tab, a dropdown menu is open, showing 'Add content' with a plus icon. The menu items are: 'Documents from my device', 'Document from my device and clear digital rights' (with an 'Optional' badge), 'Quiz' (with a 'New' badge), 'Materials from another course', 'Video' (highlighted in grey), 'Podcast', 'Folder', 'Student upload folder', and 'iClicker'.

Get started Library Assignments Students + Add

Add content

- Documents from my device
- Document from my device and clear digital rights Optional
- Quiz New
- Materials from another course
- Video
- Podcast
- Folder
- Student upload folder
- iClicker



# Create an Assignment and Select Content



The screenshot shows a navigation bar with the following elements from left to right: a home icon and the text 'Get started', a library icon and the text 'Library', a blue button with a calendar icon and the text 'Assignments', and a person icon and the text 'Students'. To the right of these is a green button with a plus sign and the text '+ Add assignment', which is highlighted with a red rectangular border. Next to it is a button with a circular arrow icon and the text 'Edit deadlines'. Below the navigation bar, a grey bar displays the text 'Due Mon Aug 24, 2020 9:18 pm EDT'. Below this bar is a progress indicator consisting of a red segment followed by a grey segment, and a vertical scrollbar on the right side.



# Create an Assignment and Select Content

Add assignment ✕

**Content** Options Scoring

+ Add another part - Remove this part

≡ Part 1: Media-Society-Culture-and-You-1539701744

**Content to assign** Media-Society-Culture-and-You-1539701744

**Range to assign**

- Focus Group Qualitative Research Methods
- Decision\_Making\_in\_Individualistic\_and\_Collectivis
- Media-Society-Culture-and-You-1539701744**

Media, Society, Culture and You (2 pages)  
Contents (2 pages)  
Media, Society, Culture and You (12 pages)

< Previous step Next step > **Save changes** Cancel



# Create an Assignment and Select Content

Add assignment ✕

Content Options Scoring

+ Add another part - Remove this part

☰ Part 1: Media-Society-Culture-and-You-1539701744

**Content to assign** Media-Society-Culture-and-You-1539701744

**Range to assign**

- Assign all content >
- Assign from table of contents >
- Assign page ranges ▾

Enter a page range or click to select a range. (Click to select the first page in the range and then click again to select the last page in the range.) ↺ Reset selection

Assign page  to page

|                                 |  |   |  |
|---------------------------------|--|---|--|
| MEDIA, SOCIETY, CULTURE AND YOU |  | MEDIA, SOCIETY, CULTURE AND YOU<br>AN INTRODUCTORY MASS COMMUNICATION TEXT<br>MARK POEPEL |  |
|---------------------------------|--|---|--|

◀ Previous step Next step ▶ **Save changes** Cancel



# Set Due Date, Assignment Name, and Options

Add assignment ✕

Content

Options

Scoring

Submission deadline \*



Students can annotate for full credit until this deadline. Your course settings will determine whether there is a reply window for adding responses or partial credit for late work.

Assignment name

Optional. If you give the assignment a name, ensure each assignment has a unique name unless the identically-named assignments will be assigned to different students. [Learn more](#)

Instructions for students

**B** *I* **A**  $x^2$  😊 `</>`

Optional. Add instructions for students: what they should focus on, tips for reading, etc. [Learn more](#)

Assignment is visible to students starting on



◀ Previous step

Next step ▶

Save changes

Cancel





# Set Assignment Options

Instructions for students

B I A  x<sup>2</sup> 😊 </>    

Read and annotate

Optional. Add instructions for students: what they should focus on, tips for reading, etc. [Learn more](#)

Assignment is visible to students starting on

Do not show the assignment to students on the course home page until this time. This overrides your course assignment availability settings set under Settings > General.

Assign to \*  Entire class  Specific students  Specific groups

Assignment is fully anonymous

If checked, students will appear as anonymous when working on the assignment, and all comments will be posted anonymously. As always, nothing is anonymous to the instructor. [Learn more](#)

Assignment is optional

If checked, the assignment will display as optional for students, and scores will not be calculated or displayed in the gradebook.

Do not remind students to complete this assignment

If checked, students that have not completed the assignment will not receive reminders by email suggesting they complete it.



# Quiz

Add quiz



Questions Settings

+ Add question - Remove question

Question 1 Multiple-choice  
New question

**Prompt** B I A x<sup>2</sup> </>

**Question format \*** Multiple-choice

**Answer choices** + Add

**Answer explanation** B I A x<sup>2</sup> </>

Students will be able to see the correct answers and answer explanation within the quiz once you have assigned the quiz and the deadline has passed.



Question format \*

Multiple choice

- Text only
- Multiple choice
- Multiple answer
- Numeric entry
- Short answer
- Essay
- Math expression

Answer choices

Save changes Cancel



# Quiz

Add quiz

x

Questions

Settings

Name \*

Instructions

**B** **I** **A**              

Only award credit for questions answered correctly

If checked, students only receive credit for questions answered correctly. If unchecked, students receive credit for any response.

Provide students with immediate feedback

If checked, students will be provided with the correct answer immediately after submitting their response. (As a result, students will not be able to change a response once they have submitted it.) If unchecked, students will not receive feedback on their answers until after the assignment deadline has passed.

Hide from students in the Library

If checked, students will only be able to access the quiz as part of an assignment.

Thumbnail image

Save changes

Cancel



# SETTINGS FOR GRADING



# Grading Considerations

- Many, many setting options
  - Pro: extremely flexible
  - Con: instructor learning curve
- Defaults unlikely to work well, although presets help
- Significant digital divide penalties for certain settings
- Grade passback to Blackboard once set up
- Manual overrides possible, including for past settings



# Turning Off Grading

Workshop > Settings

What's new Get help RR Rachel Remmel

**General**

Students  
Instructors  
Teaching assistants  
Grouping  
Scoring  
General  
LMS grade sync  
Automatic scoring  
Integrity **Beta**  
Terminology **Beta**  
Advanced  
Library & assignments  
Commenting  
Chats  
Leave course  
Delete course

**Course name \*** Perusall Workshop  
Your unique course URL is based on this name. If you change the name, the URL will change.

**Institution \*** University of Rochester (Rochester, NY, US)  
Type to search for your institution, and [contact Perusall support](#) if your institution is not listed.

**Department**

**Course start date \*** August 9, 2023

**Course end date \*** February 9, 2024

**Scoring and analytics \***

Automatic grading and engagement analytics

Automatic grading and engagement analytics  
Perusall will provide data about student engagement for your review, and assignments will be graded automatically. You can always override automatically-assigned grades and decide when they are displayed to students.

Manual grading and engagement analytics  
Perusall will provide data about student engagement for your review. Assignments will not be graded automatically, but you can review student engagement data and manually assign scores to students' assignment submissions.

Disable grading, but provide engagement analytics  
Perusall will provide data about student engagement for your review. All assignments will be ungraded and the gradebook will be disabled.

Disable all analytics  
Perusall will not provide data about student engagement. All assignments will be ungraded and the gradebook will be disabled.

**Availability period of assignments**

**Comment language \***

**Welcome message for students \***

Perusall helps you **learn faster** by discussing the course content and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need.

If you have a question or information to share about a passage in the readings, highlight the text and type in a comment as a comment.

Don't forget to save changes



Save changes



# Course Scoring

## (Can Also Set at Assignment Level)

General

Access

Students

Instructors

Teaching assistants

Grouping

Scoring

General

LMS grade sync

Automatic scoring

Integrity Beta

Terminology Beta

Advanced

Library & assignments

Commenting

Chats

Leave course

Delete course

**Release scores to students \***

only after instructor manually releases them in the Gradebook

When should students be able to see their Perusall assignment scores? This setting also controls when scores are sent back to your LMS gradebook, if you have integrated Perusall with your LMS.

**Assignment score range \***

0 3

The lowest and highest possible score a student can earn on an assignment. Each point value must be a whole number.

**Assignment score precision**

0

Number of decimal places to round assignment scores. Set to 0 to round all scores to the nearest whole number.

**Threshold score for credit**

If you enter a value here, all student scores will be reported as 0 (no credit) or 1 (credit). Credit is given for scores at or higher than this threshold value, on the assignment score scale specified above. Set to 0 to indicate that submitting any work at all should result in credit for the assignment. Leave blank to disable threshold scoring.

Do not enforce assignment deadlines

If checked, assignment deadlines do not affect whether student work counts towards their score; all work submitted will count as on time.

Assign a score if a student completes no work

If checked, students that submit no work will receive the lowest possible assignment score after the final deadline for an assignment has passed. If unchecked, students that submit no work will have a blank in the

Save changes

rusall-workshop-781212682/ /settings/scoring-general#general



# Scoring Transparency

## Access

Students

Instructors

Teaching assistants

## Grouping

### Scoring

General

LMS grade sync

Automatic scoring

Integrity Beta

Terminology Beta

## Advanced

Library & assignments

Commenting

Chats

Leave course

Assign a score if a student completes no work

If checked, students that submit no work will receive the lowest possible assignment score after the final deadline for an assignment has passed. If unchecked, students that submit no work will have a blank in the Gradebook instead of a score.

Grades synced to LMS should be a percentage based on the full score range

If checked, the percentage scores synced to your LMS will be calculated as the student's score in Perusall as a percentage of the highest possible assignment score. Otherwise, the percentage will be calculated only based on the range between the lowest and highest possible assignment score. For example, if your score range is 1-4 and the student scores a 3, then with this option checked the score sent to the LMS would be 75% (3/4); with this option unchecked the score sent to the LMS would be 67% ((3-1)/(4-1)).

Hide from students the number of comments required for full credit

If checked, students will not be shown the number of comments required for full credit on each assignment

Hide grade feedback from students

If checked, students will not be able to click on a score in their My Scores page to get feedback on their average comment quality score, number of comments posted, and distribution penalty. They will also not receive dynamic feedback within an assignment with tips on how to improve their performance.

Save changes

Uncheck: Make Scoring Criteria Visible





# Scoring Transparency

## Access

Students

Instructors

Teaching assistants

## Grouping

### Scoring

General

LMS grade sync

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Terminology Beta

## Advanced

Library & assignments

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Leave course

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Hide grade feedback from students

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Save changes

**Uncheck: this feature helpfully provides real-time feedback on assignment completion when students are in Perusall.**



# Scoring Timing: Manual vs. Automatic Passback

## General tab: release to student timing

Release scores to students \*

only after instructor manually releases them in the Gradebook

Assignment score range \*

only after instructor manually releases them in the Gradebook

after the assignment deadline has passed, including any late comment period and post-deadline reply window

after the assignment deadline has passed, but before any late comment period or post-deadline reply window

immediately, as the student submits work

## LMS Grade Sync tab: sync to Blackboard timing

Grade sync to LMS \*

Automatically sync individual assignment scores back to the LMS

Perusall can automatically synchronize the gradebook with your LMS. Choose to either send individual assignment scores or each student's average score across all Perusall assignments.

LMS gradebook column management \*

Perusall creates gradebook columns in LMS for each Perusall assignment automatically

Should Perusall automatically create a gradebook column in the LMS gradebook for each Perusall assignment, or will the instructor create deep links in the LMS for each Perusall assignment?

Don't forget to save changes →

Save changes



# Course Scoring: Automatic

- General
- Access
  - Students
  - Instructors
  - Teaching assistants

- Grouping
- Scoring
  - General
  - LMS grade sync
  - Automatic scoring**
- Integrity Beta
- Terminology Beta
- Advanced
  - Library & assignments
  - Commenting
  - Chats
- Leave course
- Delete course

Perusall measures student engagement with seven metrics, each of which has a weight from 0% to 100%. A metric's weight is the maximum credit that a student can earn from it. You can customize each weight (set to 0% to ignore that metric when computing student scores) and how much engagement is needed to earn credit. Weights can add up to more than 100% to provide students with multiple ways to earn full credit.

Your scoring weights add up to more than 100%, so students have multiple ways to earn full credit.

Reset scoring settings to a preset:

Or adjust scoring manually (click on any metric to view customization options):

| Comment content  | Opening assignment   | Reading to the end                | Active engagement time                            | Getting responses   | Upvoting  | Quizzes  |
|--|--|-----------------------------------|---|---|---|--|
| The content of the comments students post, automatically scored by Perusall's quality algorithm. | Breaking up work on the assignment into multiple sittings. | Reading the entire document.      | Time spent actively engaging with the assignment. | Writing comments that elicit responses from other students. | Writing comments that are upvoted by other students, and upvoting other students' comments. | Responding to quiz questions that are part of an assignment. |
| <input type="text" value="60"/> %  | <input type="text" value="20"/> %                          | <input type="text" value="20"/> % | <input type="text" value="10"/> %                 | <input type="text" value="20"/> %                           | <input type="text" value="20"/> %   | <input type="text" value="20"/> %                            |
| <a href="#">Options</a>  | <a href="#">Options</a>                                    | <a href="#">Options</a>           | <a href="#">Options</a>                           | <a href="#">Options</a>                                     | <a href="#">Options</a>   | <a href="#">Options</a>                                      |

Full credit

Save changes

rusall-workshop-781212682/ /setinas/scorina-aradesvnc#scorina-autoscorina



# Automatic Scoring: Presets

Reset scoring settings to a preset:

Holistic  Comment content only  Focus on reading/watching  Focus on social engagement  ? Focus on quizzes

Or adjust scoring manually (click on any metric to view customization options):

|   |  |  |   |  |   |   |
|---|--|--|---|--|---|---|
| <b>Comment content</b><br>The content of the comments students post, automatically scored by Perusall's quality algorithm.<br>60 %<br>Options | <b>Opening assignment</b><br>Breaking up work on the assignment into multiple sittings.<br>20 %<br>Options | <b>Reading to the end</b><br>Reading the entire document.<br>20 %<br>Options | <b>Active engagement time</b><br>Time spent actively engaging with the assignment.<br>10 %<br>Options | <b>Getting responses</b><br>Writing comments that elicit responses from other students.<br>20 %<br>Options | <b>Upvoting</b><br>Writing comments that are upvoted by other students, and upvoting other students' comments.<br>20 %<br>Options | <b>Quizzes</b><br>Responding to quiz questions that are part of an assignment.<br>20 %<br>Options |
|---|--|--|---|--|---|---|

Full credit

Reset scoring settings to a preset:

Holistic  Comment content only  Focus on reading/watching  Focus on social engagement  ? Focus on quizzes

Or adjust scoring manually (click on any metric to view customization options):

|   |  |  |   |  |   |   |
|---|--|--|---|--|---|---|
| <b>Comment content</b><br>The content of the comments students post, automatically scored by Perusall's quality algorithm.<br>20 %<br>Options | <b>Opening assignment</b><br>Breaking up work on the assignment into multiple sittings.<br>10 %<br>Options | <b>Reading to the end</b><br>Reading the entire document.<br>10 %<br>Options | <b>Active engagement time</b><br>Time spent actively engaging with the assignment.<br>10 %<br>Options | <b>Getting responses</b><br>Writing comments that elicit responses from other students.<br>10 %<br>Options | <b>Upvoting</b><br>Writing comments that are upvoted by other students, and upvoting other students' comments.<br>10 %<br>Options | <b>Quizzes</b><br>Responding to quiz questions that are part of an assignment.<br>75 %<br>Options |
|---|--|--|---|--|---|---|

Full credit



# Annotation Scoring

Options

Options

Options

Options

Options

Options

Options

Students earn full credit on this metric by submitting  high-quality comments.

## How to award credit \*

Quality-based scoring: [What's changed?](#)

Perusall will automatically classify comments as high-, medium-, or low-quality, but you can always override the suggested quality scores.

▪ Full credit for high-quality comments

▪  credit for medium-quality comments

▪  credit for low-quality comments

Participation-based scoring: full credit for any comment

## Ensuring comments are distributed evenly throughout the content

Deduct up to  % of this component if all comments are bunched together in a small area of the content.

## Post-deadline reply window

Allow students to continue to respond to existing comments and questions for full credit for this long after the deadline.

## Late comment period

Allow students to submit comments for partial credit for this long after the deadline. Credit declines linearly; comments earn full credit at the initial deadline and no credit by the end of this late comment period.

Students cannot earn more credit (for comments) after the deadline than they earned before it

This encourages students to complete most of the assignment before the initial deadline. This has no impact unless your course has a late comment period or a post-deadline reply window.



# Annotation Scoring

Perusall uses AI grading to rate annotation quality using standards that may not match yours. Particularly bad at rating annotations referring to other course readings.

Students earn full credit on this metric by submitting  high-quality comments.

How to award credit \*

- Quality-based scoring: [What's changed?](#)  
Perusall will automatically classify comments as high-, medium-, or low-quality, but you can always override the suggested quality scores.
  - Full credit for high-quality comments
  - credit for medium-quality comments
  - credit for low-quality comments
- Participation-based scoring: full credit for any comment

Participation grading

credit

Full credit

2/3 credit

Half credit

1/3 credit

No credit

Custom

AI quality rating



# Digital Divide

Reset scoring settings to a preset:

Buttons for preset scoring settings: Holistic, Comment content only, Focus on reading/watching, Focus on social engagement, ? Focus on quizzes.

Or adjust scoring manually (click on any metric to view customization options):

|   |  |  |   |  |   |   |
|---|--|--|---|--|---|---|
| <b>Comment content</b><br>The content of the comments students post, automatically scored by Perusall's quality algorithm.<br>60 %<br>Options | <b>Opening assignment</b><br>Breaking up work on the assignment into multiple sittings.<br>20 %<br>Options | <b>Reading to the end</b><br>Reading the entire document.<br>20 %<br>Options | <b>Active engagement time</b><br>Time spent actively engaging with the assignment.<br>10 %<br>Options | <b>Getting responses</b><br>Writing comments that elicit responses from other students.<br>20 %<br>Options | <b>Upvoting</b><br>Writing comments that are upvoted by other students, and upvoting other students' comments.<br>20 %<br>Options | <b>Quizzes</b><br>Responding to quiz questions that are part of an assignment.<br>20 %<br>Options |
|---|--|--|---|--|---|---|

Students that print and read are disadvantaged by these options:

- Opening Assignment
- Reading to the End
- Active Engagement Time



# Peer Interaction and Group Size

Reset scoring settings to a preset:



Or adjust scoring manually (click on any metric to view customization options):

| Comment content  | Opening assignment   | Reading to the end           | Active engagement time                            | Getting responses   | Upvoting  | Quizzes  |
|--|--|------------------------------|---|---|---|--|
| The content of the comments students post, automatically scored by Perusall's quality algorithm. | Breaking up work on the assignment into multiple sittings. | Reading the entire document. | Time spent actively engaging with the assignment. | Writing comments that elicit responses from other students. | Writing comments that are upvoted by other students, and upvoting other students' comments. | Responding to quiz questions that are part of an assignment. |
| 60 %   | 20 %   | 20 %                         | 10 %  | 20 %  | 20 %  | 20 %   |
| Options  | Options  | Options                      | Options   | Options   | Options   | Options  |

Full credit

- Consider how many students (overall course or Perusall group) are commenting when setting these





# Advanced Settings

General

Access

Students

Instructors

Teaching assistants

Grouping

Scoring

General

LMS grade sync

Automatic scoring

Integrity Beta

Terminology Beta

Advanced

Library & assignments

Commenting

Chats

Leave course

Allow students to download all uploaded course materials

If checked, students will be able to download all materials in the course that you have uploaded (embedded with their and peer comments), even if you have not explicitly marked them as downloadable. This setting does not apply to textbooks that students purchase, which cannot be downloaded.

Automatically rotate pages of PDFs uploaded to your course

If checked, Perusall will attempt to rotate pages of uploaded PDFs as needed to ensure that each page is oriented correctly.

Show avatars of active users within content

If checked, Perusall will show avatars (photos or initials) in the upper-left corner to indicate which students and instructors are currently viewing the content.

Disable machine-readable text in documents

If checked, most documents in the Perusall reader will be rendered without any machine-readable text. (Note: This will have an impact on the accessibility of the reader. Be careful about enabling this on courses already in progress, as any existing comments made by highlighting machine-readable text will no longer be displayed within the document.)

Enable assignment reminders

If checked, students that have not completed an assignment will be sent reminders before the assignment is due. (Reminders will only be sent out when the Gradebook has been enabled.)

Save changes

## Recommended: Enable Downloading for Digital Divide Students



# Advanced Settings: Nudging

General  Allow students to download all uploaded course materials

Access  
Students If checked, students will be able to download all materials in the course that you have uploaded (embedded with their and peer comments), even if you have not explicitly marked them as downloadable. This setting does not apply to textbooks that students purchase, which cannot be downloaded.

Instructors

Teaching assistants  Automatically rotate pages of PDFs uploaded to your course  
If checked, Perusall will attempt to rotate pages of uploaded PDFs as needed to ensure that each page is oriented correctly.

Grouping

Scoring  Show avatars of active users within content  
If checked, Perusall will show avatars (photos or initials) in the upper-left corner to indicate which students and instructors are currently viewing the content.

General

LMS grade sync

Automatic scoring  Disable machine-readable text in documents  
If checked, most documents in the Perusall reader will be rendered without any machine-readable text. (Note: This will have an impact on the accessibility of the reader. Be careful about enabling this on courses already in progress, as any existing comments made by highlighting machine-readable text will no longer be displayed within the document.)

Integrity Beta

Terminology Beta

Advanced

**Library & assignments**

Commenting

Chats

Leave course

Enable assignment reminders  
If checked, students that have not completed an assignment will be sent reminders before the assignment is due. (Reminders will only be sent out when the Gradebook has been enabled.)

Save changes

If you don't want reminders sent for deadlines, uncheck relevant box. This can also be done on individual assignments.



# Integrity Settings: Duplicate Comments

Recommended: No Duplicate Comments

Perusall's integrity tools help promote academic integrity in your course. [Learn more about academic integrity in Perusall](#)

Automatically flag duplicate comments as inappropriate

If checked, Perusall will automatically flag any duplicate comments (e.g. if one student copying from another, or themselves) as inappropriate, and make the duplicate comment ineligible for a score. Instructors will receive an email notification when comments are flagged.

Use Turnitin to check student submissions for originality

If checked, Perusall will check student comments and quiz essay responses for originality using your institution's subscription to Turnitin. Students will be required to accept the Turnitin End User License Agreement before submitting work.

Your institution has not yet configured the Turnitin integration.

General

Access

Students

Instructors

Teaching assistants

Grouping

Scoring

General

LMS grade sync

Automatic scoring

Integrity Beta

Terminology Beta



# Scoring: Manual Checking

**Perusall Wor...**

- My Courses
- Course home
- Settings
- Gradebook**
- Student view
- Notifications
- Notes
- Add to my calendar

| Dell Upton, White and Black Landscapes in Eighteenth-Century Virginia → ⚙️ ⏸️ | John Michael Vlach, "The Shotgun House: An African Architectural Legacy" → ⚙️ ⏸️ |
|---|--|
| 9.1   | 9  |
| 10  | 10   |
| 10  | 8.5  |
| 10  | 8.6  |
| 10  | 7.8  |
| 10  | 10   |
| 7   | 0.1  |
| 10  | 3.3  |
| 10  | 7.2  |
| <hr/>   |  |
| 9.0   | 7.8  |

**Engagement metrics**

- Metric
- Comment content
- Opening assignment
- Reading to the end
- Active engagement time
- Getting responses
- Upvoting
- Quizzes
- Total

Click on any individual grade to see the grade breakdown and/or override it.



# Scoring: Manual Checking

Grade Dell Upton, White and Black Landscapes in Eighteenth-Century Virginia, due September 12, 2021 11:59 pm EDT

Assignment score (0-10): 10

Student Name

Optionally provide a comment on this student's work (this will be visible to the student)

Engagement metrics

Comments submitted

| Metric                 | Details  | Score for this metric   |
|------------------------|--|---|
| Comment content        | 6 comments submitted (6 before deadline, 544 words, average 90.67 words per comment)   | 100.0% of max possible credit for comment content<br>100.0% × 100% = 100.0% out of 100% |
| Opening assignment     | Opened assignment 7 times  |   |
| Reading to the end     | Read 100% of content before the <a href="#">final deadline</a>   |   |
| Active engagement time | 80.69 minutes of active time   |   |
| Getting responses      | 2 comments that elicited a response<br>1/10 of max possible score for each comment before the <a href="#">final deadline</a> that elicits a response   | $2 \times \frac{1}{10} \times 30\%$ = 6.0% out of 30%                                   |
| Upvoting               | 1 comment that was upvoted<br>0 upvotes made on others' comments<br>1/20 of max possible score for each upvote received before the <a href="#">final deadline</a> ; 1/40 of max possible score for each upvote given before the <a href="#">final deadline</a> | $(1 \times \frac{1}{20} + 0 \times \frac{1}{40}) \times 20\%$ = 1.0% out of 20%         |
| Quizzes                | 0 questions answered correctly   |   |
| Total                  |  | 107.0%  |

Engagement metrics

Comments submitted

Part: 1

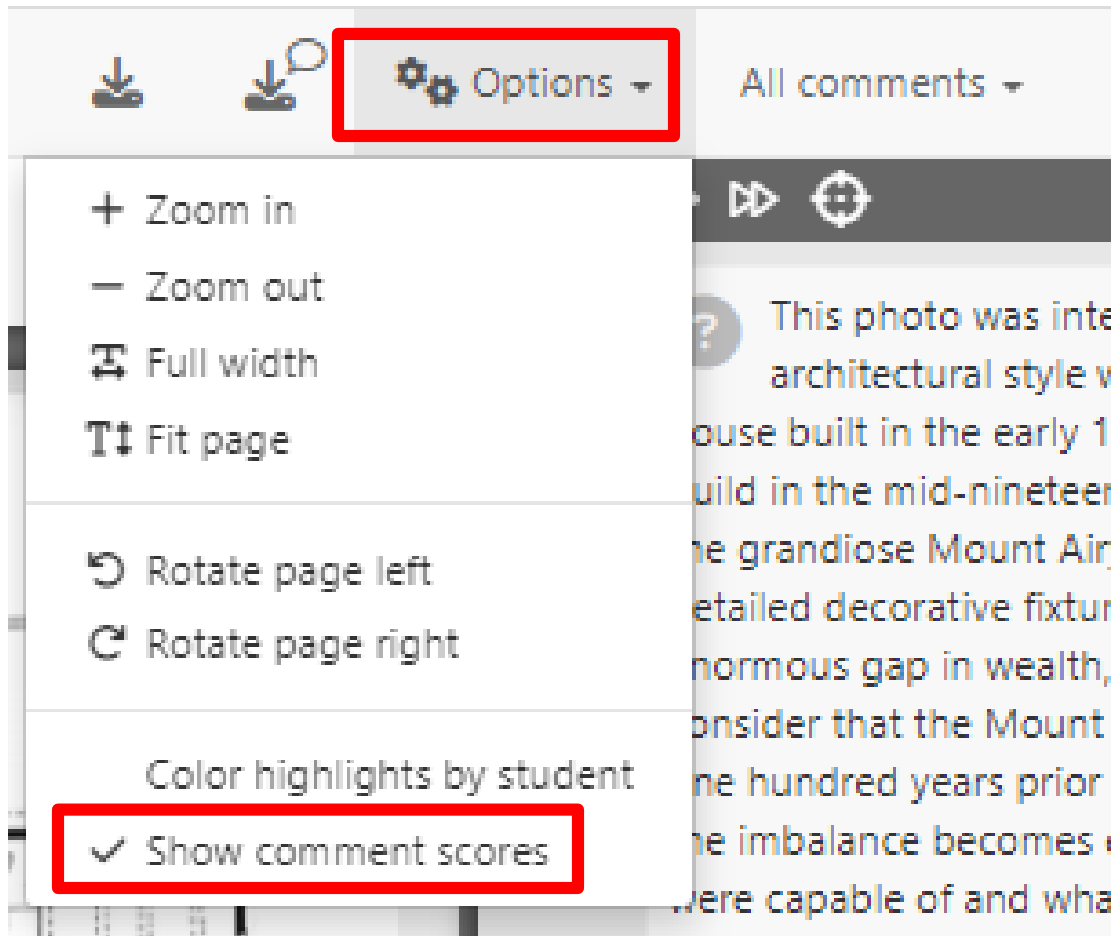
Showing 1-6 of 6 total

Sort by: Position in content Lowest to highest < Previous > Next

| Submission  | Words | Page | Quality | Upvoters | Replies | Created        | Last edited                                 |
|---|-------|------|---------|----------|---------|----------------|---|
| <p>↗ I totally agree with you and the use of the word manipulation, but the article as a whole makes me wonder if plantation design was as holistic as it is portrayed to be. I'm not sure if these design choices were made with the specific intent of 'manipulating time and consciousness', or if they were simply subconscious decisions by architects based observed power dynamics that collectively contributed to this manipulation. Definitely interesting to read a more philosophical analysis of a design!</p>   | 81    | 1    | high -  | 1        | 0       | Sep 12 8:05 pm | Sep 12 8:05 pm                              |
| <p>This photo was interesting because the architectural style wouldn't be out of place for a house built in the early 18th century, yet this is listed as being build in the mid-nineteenth. When compared to the images of the grandiose Mount Airy plantation, with all of its excess and detailed decorative fixtures, the two contrasted show an enormous gap in wealth, status, and power. When you consider that the Mount Airy estate was built potentially over one hundred years prior to the slave house at Howard's Neck, the imbalance becomes even greater, knowing what builders were capable of and what some were limited to.</p> | 104   | 2    | high -  | 0        | 1       | Sep 12 7:44 pm | Sep 12 7:44 pm <a href="#">Mark as read</a> |
| <p>↗ I agree with the note about fiddles and banjos being interesting- from the regrettably basic knowledge I have about American slavery I know that music was incredibly important to slaves and their culture, and the fact that musical instruments were common and desirable items reflects that. It is super intriguing to think about how these plantation layouts affected the progression of music into what we hear as music today.</p>   | 69    | 3    | high -  | 0        | 0       | Sep 12 7:28 pm | Sep 12 7:28 pm                              |



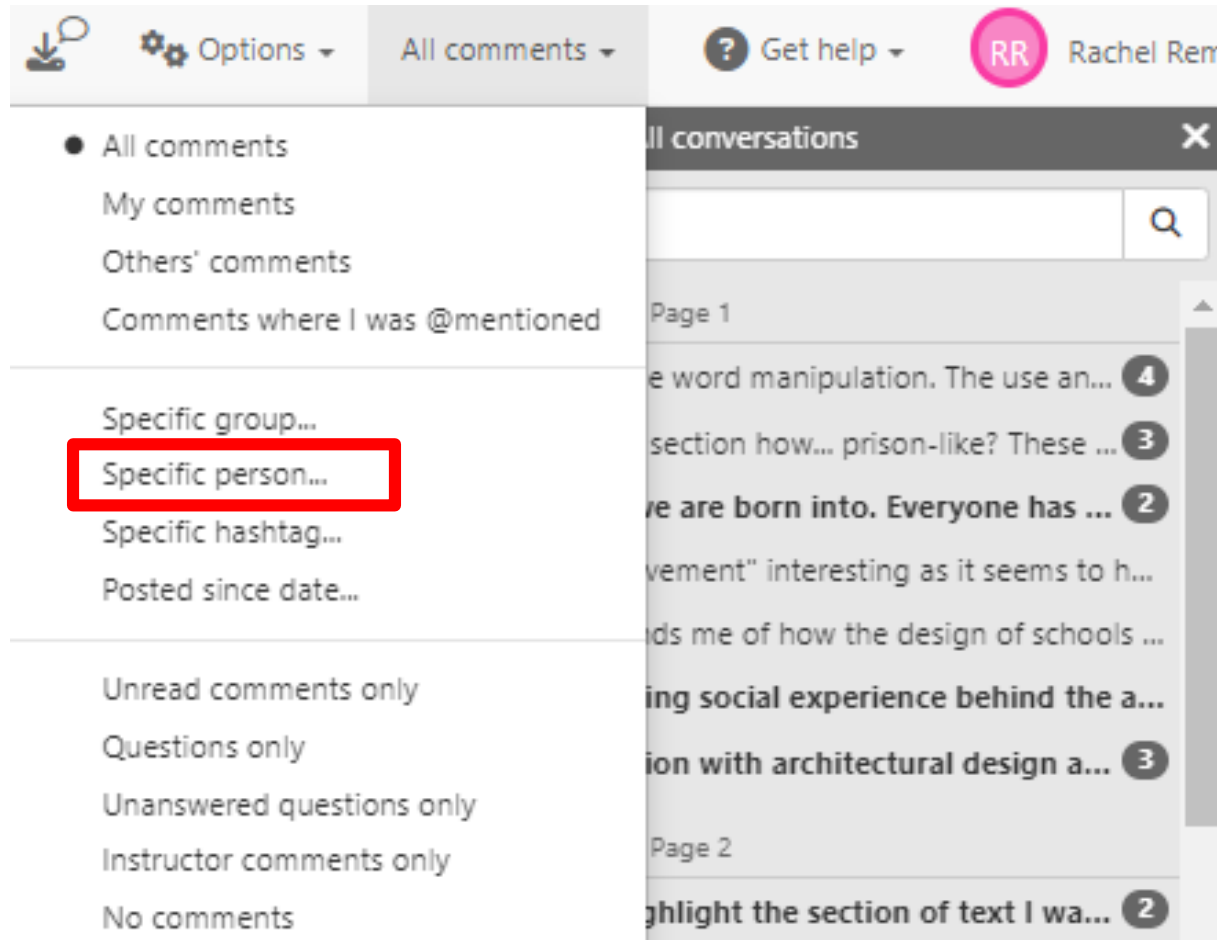
# Scoring: Manual Overrides



Within an assignment, select “Options” and click “Show Comment Scores.” You can then override all scores as you read them.



# Scoring: Manual Overrides

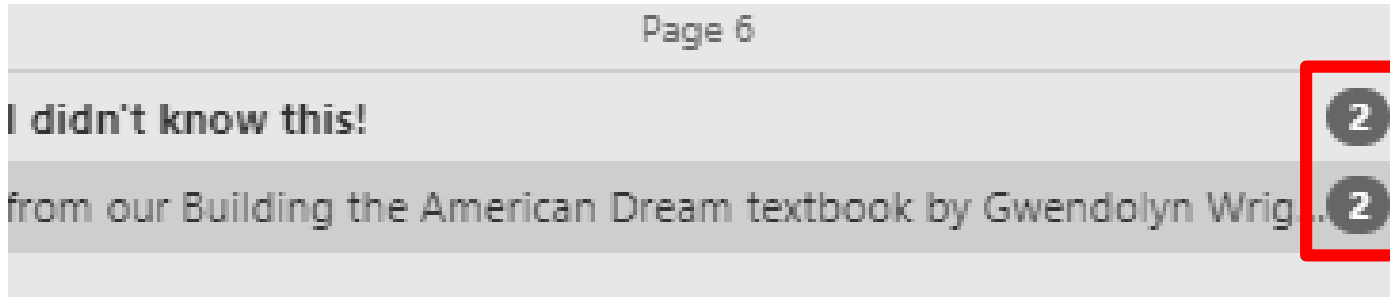


The screenshot displays a user interface for managing comments. At the top, there are navigation elements: a search icon, 'Options', 'All comments', 'Get help', and a user profile 'RR Rachel Rem'. A dropdown menu is open, listing various filter options. The option 'Specific person...' is highlighted with a red rectangular box. Below the dropdown, a list of comments is visible, each with a score in a circle. The comments include phrases like 'e word manipulation. The use an...', 'section how... prison-like? These ...', 've are born into. Everyone has ...', 'vement" interesting as it seems to h...', 'ds me of how the design of schools ...', 'ing social experience behind the a...', 'ion with architectural design a...', 'Page 2', and 'ghlight the section of text I wa...'. The scores for these comments are 4, 3, 2, 2, 3, 3, and 2 respectively.

To focus on scoring a specific student within an assignment, select “All comments” and then select by “Specific Person.”

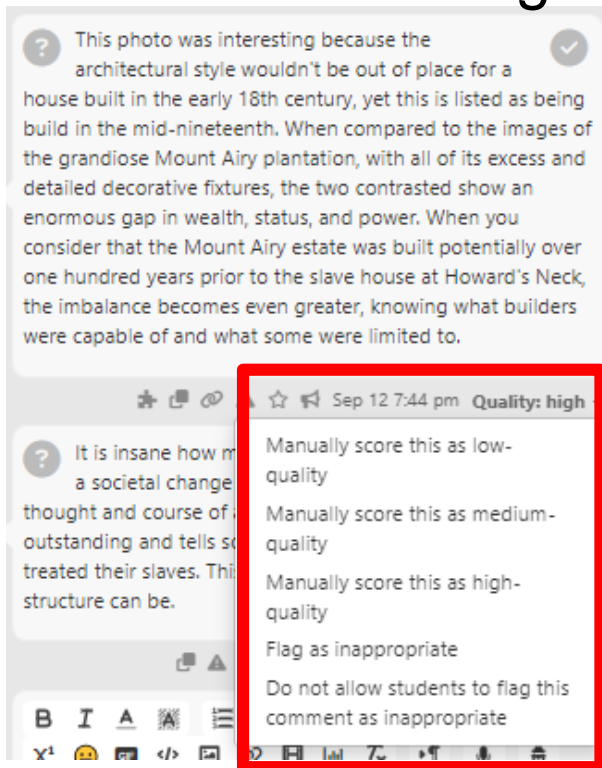


# Scoring: Manual Overrides



Number of comments in thread

Reminder: Perusall's AI grading has limitations.



Click on the score under the individual comment to override it.

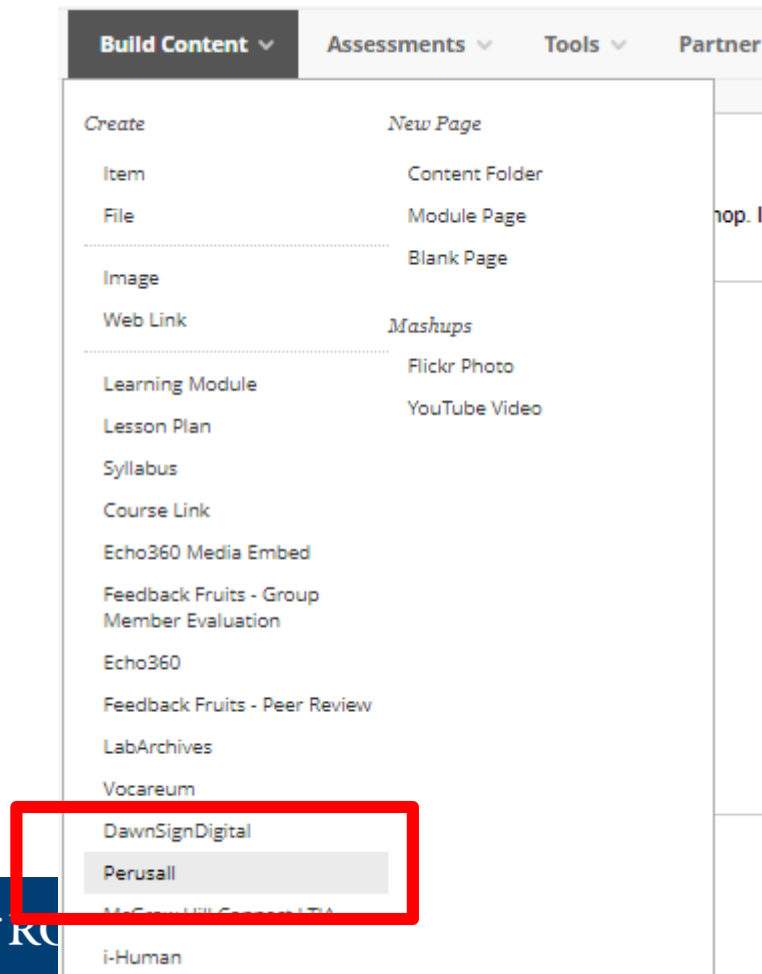




# **ADDING AN ASSIGNMENT TO BLACKBOARD**



# Connecting your Assignment in Blackboard Build Content – Perusall



# Select the Assignment

## Assignments

Select a Perusall assignment to connect to your LMS. If you have set up your LMS to accept grades, Perusall will sync grades for this assignment back to the LMS.

Perusall Quiz

Center for Excellence in Teaching and Learning : University of Rochester - Entire web page

Peer Review, UR Fellowship Office, Fulbright Sample Essay

Chemistry, Undergraduate Program of Study Planning

Backward Design Process - Full video

Henry et al, "The Failure Mindset Coping Model"

Charles Bulfinch, First Harrison Gray Otis House, Boston, MA, 1796

Teaching with Perusall and Social Annotation – Highlights from a Conversation | Center for Teaching | Vanderbilt University - Entire web page



# Pass-through authentication for you and your students into Perusall

P

[Henry et al. "The Failure Mindset Coping Model"](#)

This diagram visually represents recent scholarship in teaching and learning about failure and resilience. Add at least one original comment and one response to another's comment so that you can see how Perusall works for images. Your image could be anything, including technical or scientific drawings, photographs, images of artwork, blueprints, etc. Note that you will need to toggle over to the Image annotation option at the top of the screen for areas where OCR did not play nicely with the diagram.

Click the link created  
Will create accounts when needed  
Passes into specific assignment



# Strengths of Perusall

- Promotes collaboration
- Builds community
- Encourages close reading of text/media
- Accepts variety of media types
- Blackboard integration
- Instructor control
  - Huge number of settings for maximum flexibility
  - Effective manual overrides



# Limitations to Perusall

- Instructor learning curve on grading and settings, especially since defaults are unlikely to be desirable, although new presets help
- Beware OCR documents as text distinction may not be as good
- Digital textbooks access issues for students who rely on library and support office copies



# Lots of New Features

- Importing content from Google Drive
- Importing quizzes in QTI
- Optional premade assignment on annotation
- Using AI to autogenerate discussion prompts
- Coordinated courses gradebook
- Quizzes: question types and math functionality
- See more at:

<https://feedback.perusall.com/changelog>



# Getting Started Workshops

- ~~Getting Started: Collecting Assignments, Projects, and Presentations Online~~
  - ~~August 16, 2023 10am - 11am~~
- **Getting Started: Facilitating Student Discussion and Interaction**
  - August 17, 2023 10am - 11am
- **Getting Started: How to Create and Facilitate an Online Exam, Test, or Quiz**
  - August 22, 2023 10am - 11am
- **Getting Started: Planning to use the Blackboard Grade Center**
  - August 24, 2023 10am - 11am





# Additional Workshops in August

- ~~Add Interactivity to your Class: Poll Everywhere~~
- ~~How to Pre-Record and Deliver Video Content to your Students~~
- ~~How to Facilitate a Live, Interactive Zoom Session~~
- ~~Collaborative Annotation using Perusall~~
- Building Community in your Course with Yellowdig
- Enhancing your Discussion and Student Interaction using VoiceThread
- Improve the Accessibility of your Course with Ally
- How to Use Padlet: A Digital Discussion Board
- Qwickly Tools for Attendance and Course Management
- Enhancing your Discussion and Student Interaction using Harmonize
- Repurpose, Reuse & Upcycle Video Content with PlayPosit! (Sept)



# Getting Help

## **Online Documentation**

<https://tech.rochester.edu/services/learning-management-system/>

## **Upcoming Workshops**

<http://rochester.edu/online-learning/>



# Reach Out!

**Blackboard Support**  
**Digital Instructional Design Support**

[UnivITHelp@Rochester.edu](mailto:UnivITHelp@Rochester.edu)

275-2000



**THANK YOU  
QUESTIONS?**

