

# Student Guide: How to View Grades and Feedback in Blackboard

**STEP 1:** Logon to the Blackboard course in which you want to check your grades.

**STEP 2:** Click on the “My Grades” link in the left-side course navigation menu in your Blackboard course. Note: not all instructors use this feature of Blackboard.

You will see grades for assignments that have already been graded and a circle with a yellow exclamation point within it for assignments you have submitted but that have not yet been graded. The image below shows examples of assignments that have been graded and one that has not.

**Course Materials**

- Announcements
- Start Here & Syllabus
- Course Content

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**Course Communications**

- Discussions
- My Grades
- QCC Email (send only)

ITEM	LAST ACTIVITY	GRADE
<a href="#">Course Average</a> <a href="#">Grading Criteria</a>		<b>80.00%</b>
<b>Practice Discussion</b> DUE: JUL 31, 2015 Discussion <a href="#">View Rubric</a>	Aug 19, 2021 1:03 PM SUBMITTED	-
<b>Song Analysis</b> DUE: MAR 19, 2020 Discussion <a href="#">View Rubric</a>	Aug 19, 2021 12:29 PM GRADED	<b>85.00</b> /100
<b>Inquiry Paper #1</b> DUE: JUN 30, 2021 Assignment <a href="#">View Rubric</a>	Aug 19, 2021 1:13 PM GRADED	<b>92.00</b> /100
<b>Paper #2 Thesis Statement</b> DUE: JUL 14, 2015 Oral Presentations	Aug 19, 2021 1:04 PM GRADED	<b>90.00</b> /100

**STEP 3:** If you see a word bubble next to your grade, click on it, as this means your instructor has added comments. When you click on this, a pop-up window will appear like the one shown below.

**Paper #2 Thesis Statement**

Here is where you can see comments.

You'll see the name of the assignment here.

You'll see the instructor's comments here.

**STEP 4:** If you see a “View Rubric” link under the assignment information, click on that link.



<b>Song Analysis</b> DUE: MAR 19, 2020 Discussion <a href="#">View Rubric</a>	Aug 19, 2021 12:29 PM GRADED	<b>85.00</b> /100
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Rubric Detail – Development (Sandbox) Course for Beaudy - Google Chrome

mycourses.qcc.edu/webapps/rubric/do/course/gradeRubric?mode=grid&isPopup=true&rubricCount=1&prefix=\_911063\_1&course\_id=\_18921\_1&maxValue=100...

Name: **Song Analysis Rubric** Exit

Grid View | List View

	Exceed expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
<b>Introductory Paragraphs and Thesis Statement</b> The introductory paragraphs let the reader know which song the paper will be about; they also contain enough in-depth, detailed information about the singer/songwriter, genre of the song, and the historical and social context of when it was written to set up the rest of the paper.  The introduction includes a sophisticated, clearly expressed thesis statement about the song being analyzed.	15 (15.00%) - 15 (15.00%)  The introductory paragraphs let the reader know which song the paper will be about; they also contain enough in-depth, detailed information about the singer/songwriter, genre of the song, and the historical and social context of when it was written to set up the rest of the paper.  The introduction includes a sophisticated, clearly expressed thesis statement about the song being analyzed.	 <b>12</b> (12.00%) 12 (12.00%) - 14 (14.00%)  The introductory paragraphs let the reader know which song the paper will be about; they also contain information about the singer/songwriter, genre of the song, and the historical and social context of when it was written to set up the rest of the paper. The paper would have benefitted, though, from this information being expanded upon in more depth and detail.  The introduction includes a clear, competent thesis statement about the song being analyzed.	6 (6.00%) - 11 (11.00%)  The introductory paragraphs let the reader know which song the paper will be about; they also contain some, but not all, of the following: information about the singer/songwriter, genre of the song, and the historical and social context of when it was written to set up the rest of the paper. The paper also would have benefitted from this information being expanded upon in more depth and detail.  The introduction presents information about the song being analyzed but does not present a clear thesis statement.	0 (0.00%) - 5 (5.00%)  The introductory paragraphs are underdeveloped. They do not present a thesis statement or address the following in adequate depth and detail: the song being analyzed, information about the singer/songwriter, genre of the song, and the historical and social context of when it was written to set up the rest of the paper.
<b>Body Paragraphs-- Framework, Development, Support and Order</b> The body paragraphs develop the thesis statement about the song being analyzed in depth and detail.  There is a clear, logical organizational pattern.	40 (40.00%) - 40 (40.00%)  The body paragraphs develop the thesis statement about the song being analyzed in depth and detail.  There is a clear, logical organizational pattern.	 <b>35</b> (35.00%) 35 (35.00%) - 39 (39.00%)  The body paragraphs develop the thesis statement about the song being analyzed in depth and detail.	21 (21.00%) - 34 (34.00%)  Most of the body paragraphs support the thesis statement about the song being analyzed, but these could have been developed in more depth and detail.	0 (0.00%) - 20 (20.00%)  Some of the body paragraphs support the thesis statement about the song being analyzed, but these need to be developed in more depth and detail.

A pop-up window with the completed rubric in it will appear on your screen. You'll see a green checkmark next to the score you received for each criterion in that rubric.

Click on “Exit” when you are done reviewing this. This will return you to the “My Grades” page.

**STEP 5:** Your instructor also may have added comments directly to the assignment you submitted. From the “My Grades” page, click on the name of the assignment to open the assignment you submitted.

<b>Inquiry Paper #1</b> DUE: JUN 30, 2021 Assignment <a href="#">View Rubric</a>	Aug 19, 2021 1:13 PM GRADED	<b>92.00</b> /100
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You may see comments on the paper itself.

Assignment Instructor Listen

1 / 4

Assignment Details

GRADE  
LAST GRADED ATTEMPT **92.00** /100

ATTEMPT (LATE)  
8/19/21 1:10 PM **92.00** /100

Submission  
paper\_1\_spring\_2020.docx

Save As Artifact OK

Student's Name  
Amy Beaudry  
ENG 200, B2  
28 February 2020

Here is an example of a comment.

It's Not What's Inside Your Wallet  
emphasis on wealth in the form of physical assets. Money,  
cloud our lives with the illusion that one needs to be, or  
ed and valuable. From a young age children can come under  
they have come to believe as wealth, that they are somehow  
Grimes' book *Rich* explores a theme that is important for

If you see a yellow comments bubble, you will need to hide the course menu and collapse the assignment grade details to view the full comments.

Course Materials

Welcome and Syllabus

Teaching Academic Honesty

Course Content & Assignments

Discussion

Zoom

Course Communication

Announcements

Instructor Contact Information

My Grades

QCC Email (Send)

Support and Help

Hide Course Menu

To **hide the course menu**, place your cursor about halfway down the right side of the course menu until a left-facing arrow appears. Click on that arrow.

To **show the course menu**, place your cursor about halfway down the left side of the page until a right-facing arrow appears. Click on that arrow.

To **collapse the assignment details**, click on the right-facing arrow to the right of "Assignment Details."

Click on the left-facing arrow to **expand** this again.

Assignment Details

GRADE  
LAST GRADED ATTEMPT **92.00** /100

ATTEMPT (LATE)  
8/19/21 1:10 PM **92.00** /100

Submission  
paper\_1\_spring\_2020.docx

Save As Artifact OK

Student's Name  
Amy Beaudry  
ENG 200, B2  
28 February 2020

Here is an example of a comment.

You'll now see comments in the right margin of the assignment.

**Amy Beaudry**  
Aug 19, 1:11 PM

Your instructor may include comments on your assignment like this.

**24/7 Support**

Phone Number: 508.854.4427, Press 1 for Student Support  
QCC IT Service Desk: <https://www.qcc.edu/help>