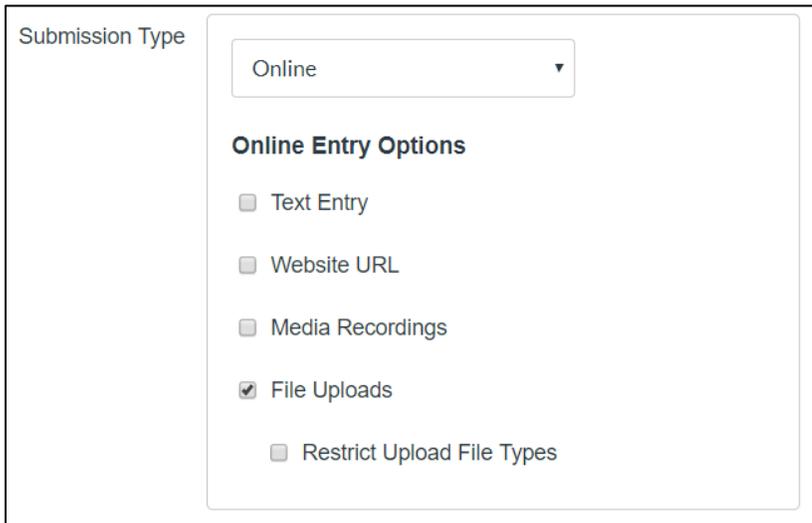


Instructor Tutorial: Unicheck

This tutorial will walk you through using Unicheck to run a similarity report on a submission, how to review and navigate the report, and how to add comments.

Using Unicheck to Run a Similarity Report on a Submission

- Create an assignment.
- In the assignment settings, select the submission type as “Online.”
- Check *File Uploads*.



Submission Type

Online

Online Entry Options

Text Entry

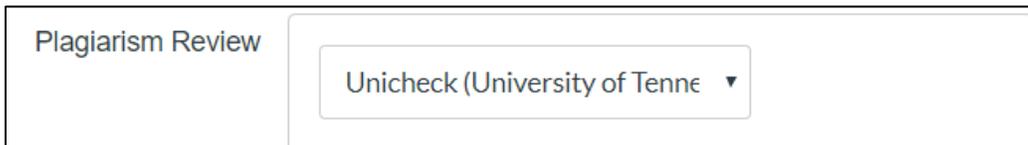
Website URL

Media Recordings

File Uploads

Restrict Upload File Types

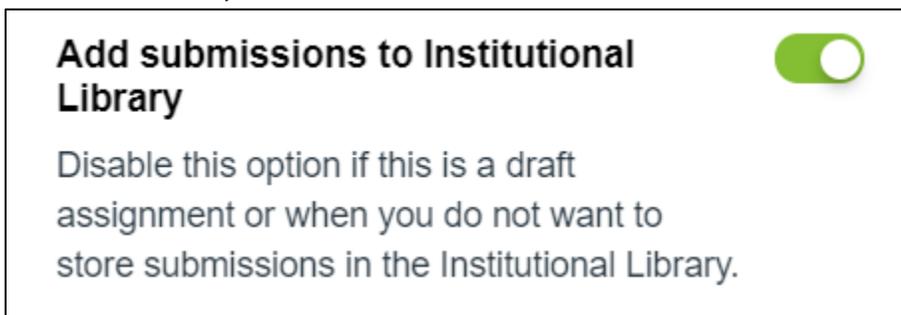
- Select *Unicheck* for the Plagiarism Review.



Plagiarism Review

Unicheck (University of Tennessee)

- Choose whether to store submissions to the Institutional Library. **You will turn this option off if students are submitting draft assignments** or if you do not want to store the submission in the Institutional Library.



Add submissions to Institutional Library 

Disable this option if this is a draft assignment or when you do not want to store submissions in the Institutional Library.

- By default, Unicheck will automatically recognize and highlight quotes and references in the report. You can choose to turn this setting off to exclude quotes and references.

Exclude quotes and references

Unicheck will automatically recognize and highlight quotes and references, and adjust the similarity score.

- You may change the values below to automatically exclude a certain number of words or a percentage of sources from the report.

Exclude sources

Adjust the values below to automatically exclude sources from report that are less than:

8

Words

0

%

- You may select to show the report to students:
 - Immediately
 - After the assignment is graded
 - After the due date
 - Never

Show report to students

Immediately ▼

Immediately

After the assignment is graded

After the due date

Never

- Save the Assignment.

Review a Unicheck Similarity Report

- Once a student submits the assignment, it will take a few minutes to produce the similarity report.

Resubmit to Unicheck (University of Tennessee at
Chatt)

- Once the similarity report is complete, you will see a score in SpeedGrader.

4.02%

- You will also see a colored flag in the gradebook.

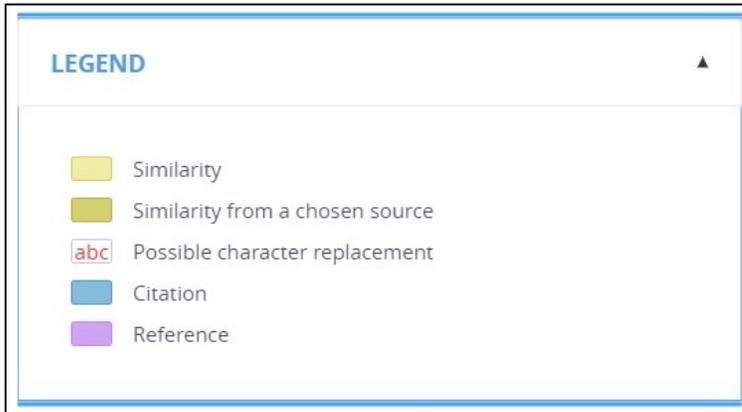
Unicheck Assignment		⋮
Out of 10		
		
-		
		
		
		

- Click on the score in SpeedGrader to open the similarity report.

79.38%

Navigating the Similarity Report

- Legend:



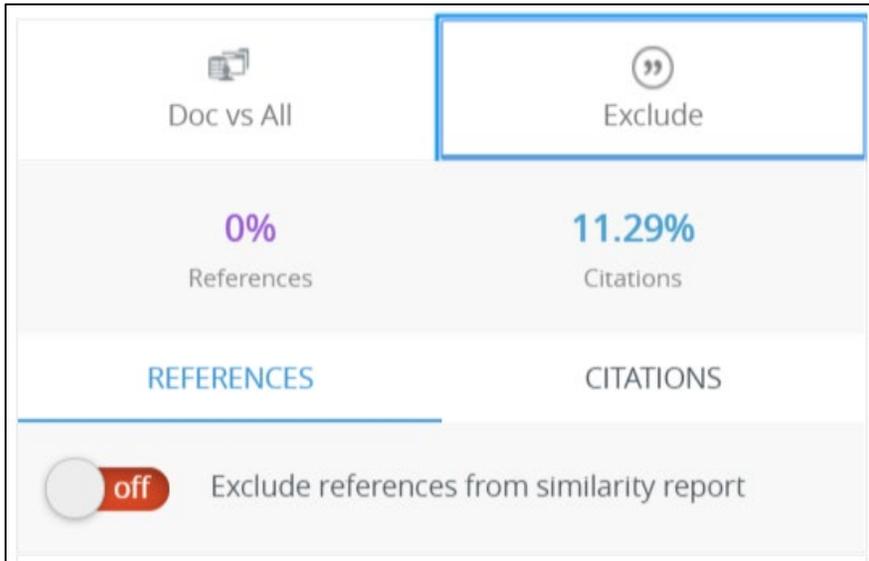
- You can view the document in plain text, which removes the formatting for easy viewing.



- Originality vs. Similarity Score and number of used sources will be displayed.

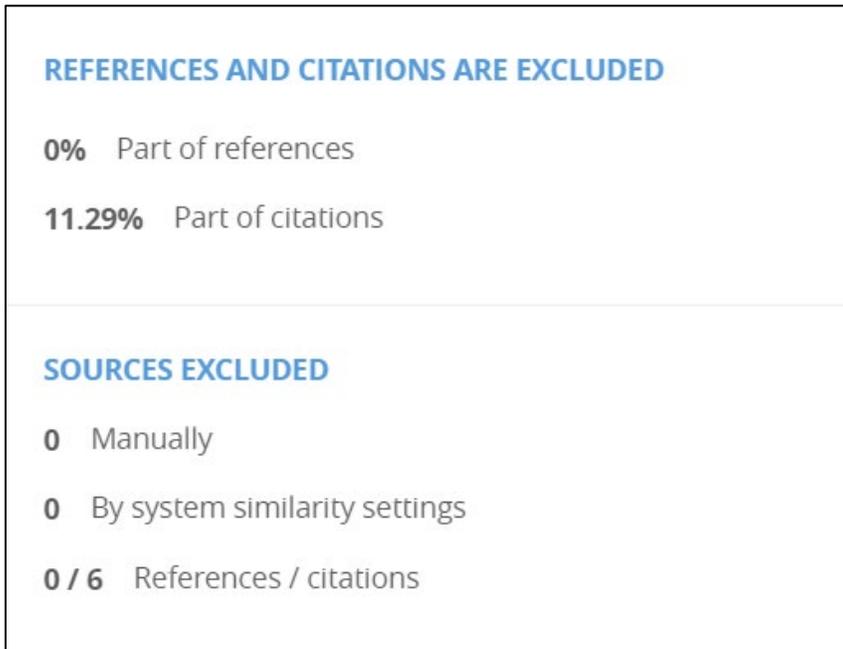


- Toggle off the setting to exclude referenced from the similarity report.



The screenshot shows a settings panel with two columns. The left column is titled 'Doc vs All' and shows '0%' under 'References'. The right column is titled 'Exclude' and shows '11.29%' under 'Citations'. Below these columns are two tabs: 'REFERENCES' (selected) and 'CITATIONS'. At the bottom, there is a toggle switch labeled 'off' next to the text 'Exclude references from similarity report'.

- Percentages of references and citations excluded, and number of sources excluded will be displayed.



The screenshot shows a summary panel with the following content:

- REFERENCES AND CITATIONS ARE EXCLUDED**
- 0% Part of references
- 11.29% Part of citations
- SOURCES EXCLUDED**
- 0 Manually
- 0 By system similarity settings
- 0 / 6 References / citations

- Similarity sources, both from the internet and library will be displayed below.
- Click the link icon to the right to open the source.

SIMILARITY SOURCES

INTERNET

LIBRARY

Showing results for **Internet (149 sources)** ▲

1. wp0.vanderbilt.edu/cft/guides-sub...	45.62%	✕ 🔗
2. cft.vanderbilt.edu/guides-sub-pag...	45.62%	✕ 🔗
3. cft.vanderbilt.edu/guides-sub-pag...	45.62%	✕ 🔗

- Citations and references that were excluded due to the parameters that were set in the assignment settings will be displayed.

EXCLUDED AS CITATION OR REFERENCE

Showing results for **Internet (6 sources)** ▲

1. archives.math.utk.edu/ICTCM/VOL28...	3.62%	🔗
2. arxiv.org/pdf/0812.4492	2.54%	🔗

- When you open the source by clicking the link icon, it will be highlighted where similarities exist in the original source.
- The similarity and word match totals displayed at the top left.

Similarity: **45.62 %** Words match: **849**

Distractor f. Plasma membrane

Constructing an Effective Stem

1. **The stem should be meaningful by itself** and should present a definite problem. A stem that presents a definite problem allows a focus on the learning outcome. A stem that does not present a clear problem, however, may test students' ability to draw inferences from vague descriptions rather serving as a more direct test of students' achievement of the learning outcome.

STEM IS NOT MEANINGFUL	BETTER STEM
<p>Which of the following is a true statement?</p> <p>A. Mitochondrial genomes are relatively constant in content (i.e., types of genes present).</p> <p>B. Mitochondrial genomes are relatively constant in organization.</p> <p>C. Mitochondrial genomes are relatively constant in size.</p>	<p>What characteristic is relatively constant in mitochondrial genomes across species?</p> <p>A. Content (i.e., types of genes)</p> <p>B. Organization</p> <p>C. Size</p>

2. **The stem should not contain irrelevant material**, which can decrease the reliability and the validity of the test scores (Haldyna and Downing 1989).

- The document will be also highlighted. (Use the legend to decipher the color meanings).

Anatomy of a Multiple-Choice Item:

A multiple-choice test item consists of two basic parts: the **stem**, which is the “problem,” and a list of suggested solutions, called **alternatives**. The **alternatives** consist of one correct or best alternative and **distractors**, which are incorrect or inferior alternatives.

“The purpose of the distractors is to appear as plausible solutions to the problem for those students who have not achieved the objective being measured by the test item. Conversely, the distractors must appear as implausible solutions for those students who have achieved the objective. Only the answer should appear plausible to these students” (Burton, Sudweeks, Merrill, and Wood, 1991).

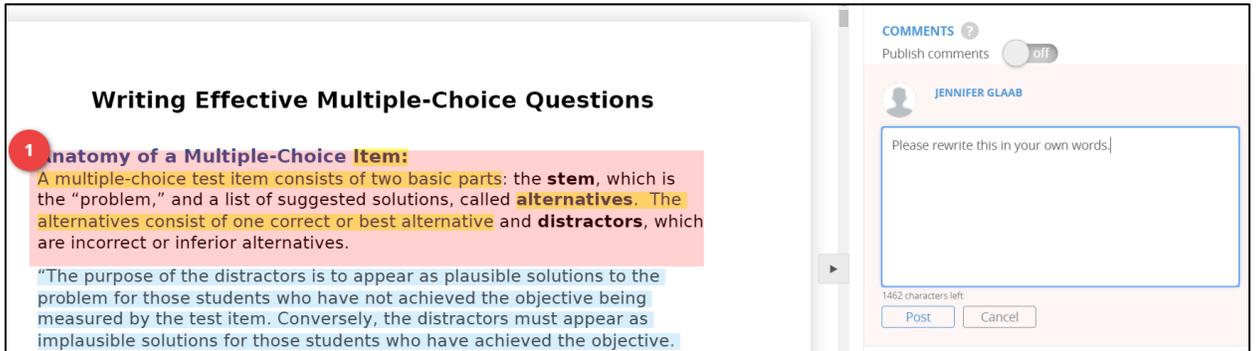
Adding Comments

- Turn commenting mode on at the top.



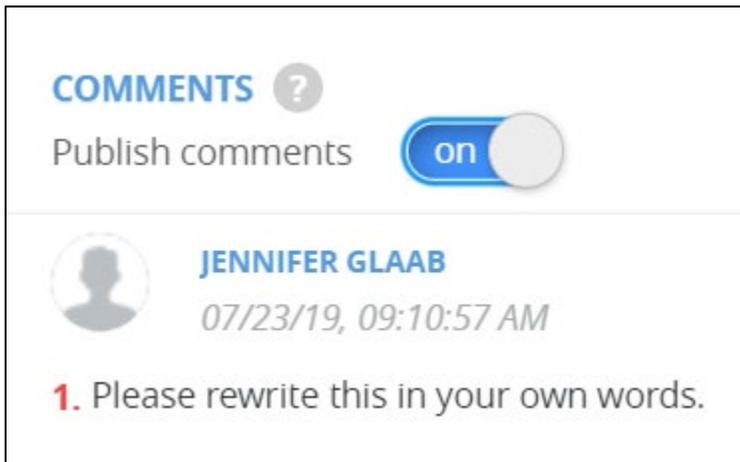
- Use the cursor to select a place in the document where you would like to add a comment.

- Use the comments box on the right to add your comments.
- Click *Post*.



The screenshot shows a document titled "Writing Effective Multiple-Choice Questions" on the left. A red circle with the number "1" highlights a section titled "Anatomy of a Multiple-Choice Item:". The text below it states: "A multiple-choice test item consists of two basic parts: the **stem**, which is the "problem," and a list of suggested solutions, called **alternatives**. The alternatives consist of one correct or best alternative and **distractors**, which are incorrect or inferior alternatives." Below this, a quote explains the purpose of distractors. On the right, a comment box is visible with the name "JENNIFER GLAAB" and a text area containing the text "Please rewrite this in your own words:". Below the text area, it says "1462 characters left" and has "Post" and "Cancel" buttons. At the top right of the comment box, there is a "COMMENTS ?" header and a "Publish comments" toggle switch currently set to "off".

- Turn the comments slider *on* to publish the comment.



This screenshot shows the comment box with the "Publish comments" toggle switch turned "on". The user's name "JENNIFER GLAAB" and the timestamp "07/23/19, 09:10:57 AM" are visible. The comment text "1. Please rewrite this in your own words." is displayed below the name.

- Exit Comment Mode when done.



The screenshot shows a rectangular button with a blue border and the text "EXIT COMMENT MODE" in red capital letters.