Rethinking Assessment for Online

Elevate @ Keypath
EDUCATION™

Rethinking and Preparing Assessments for Online & Remote Teaching
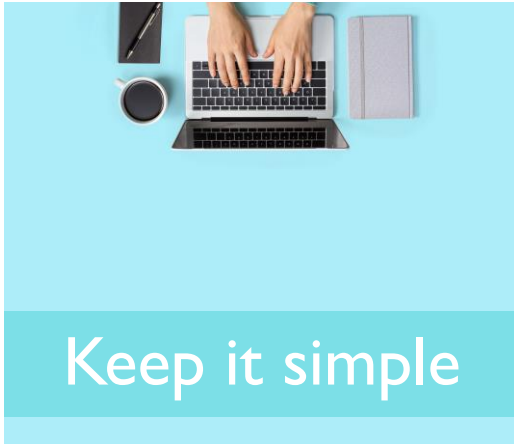
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Today's objectives

- Review general best practices for online assessment design
- Explore alternatives to traditional assessment method and suggest tools and technologies

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AGENDA

Today's session will include:

- browser lockdown tools and proctored exam options

- alternative and authentic assessments

- strategies for capturing performance-based assessment

- assessment grading and rubric development

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ASSESSMENT BEST PRACTICES

Keep it simple

Assure integrity

Integrate tasks

Be present

Provide feedback

FEEDBACK

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1.   KEEP IT SIMPLE

❑ In these difficult times it may easiest to stick to low-tech and text-based systems—and experts recommend the "simpler the better"

❑ Choose practicality over perfection

❑ Choose tools, technologies and formats with which students (and you) are already familiar

Level of Technology

Throughout today's presentation we'll be looking at solutions in terms of their technology level

Lower Tech

Medium Tech

High Tech

2. ASSURE INTEGRITY

❑ Reinforce the importance of academic integrity to your students

❑ Many tools support integrity online

❑ The more personalized the assessment task, the less cheatable

❑ Continuous and sequential assessment tasks, with check-in points for formative feedback from teachers or peers, support engagement and integrity

Quizzes, Tests, and Exams
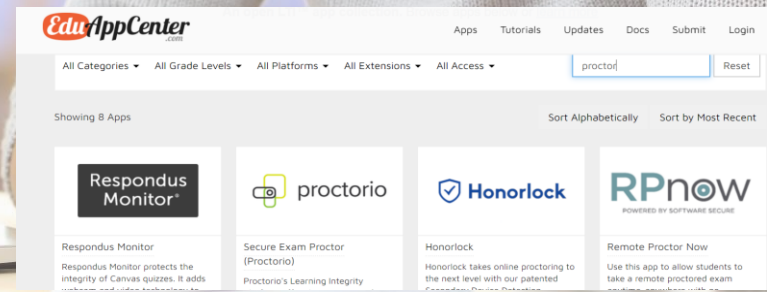
If proctoring is a priority…

Lower Tech

- Web cameras
- Apply time limits
- Use Email

Medium Tech

- Integrated lock down, such as Respondus®

High Tech

- Proctor exam tools
- For full list see: Eduapps.com

QUIZZES, TESTS & EXAMS

| *If you currently use…*	*Consider solutions such as…*	*And design these in your course by…*
In-class **tests** or time-constrained **exams** in *proctored environments	**Open-book exams**, in which you set the questions or tasks virtually and ask the students to submit their responses electronically within a set period of time Timed weekly **quizzes** or **tests** to demonstrate application of knowledge and skills to real-world cases and scenarios. These can be set at 30min or 24 hours to accommodate students Weekly **problem sets**, based on real-world cases and scenarios, can be used to replace an exam	To make these more "cheat-proof" select questions that require a personalized form of response move questions about of knowledge base **Strategies:** 1. Adjust time limits within LMS 2. Create problem sets or scenarios and post within LMS 3. Communicate expectations in an announcement or email 4. Add Q&A forum in LMS to clarify questions 5. Debrief with students by phone or web conference

3. INTEGRATE AUTHENTIC TASKS

❑ Integrating authentic tasks into the everyday processes of teaching and learning in the course promotes regular participation and engagement.

❑ Authentic assessment can help students develop deeper learning and longer-term retention of information and measures a greater and more complex range of capabilities.
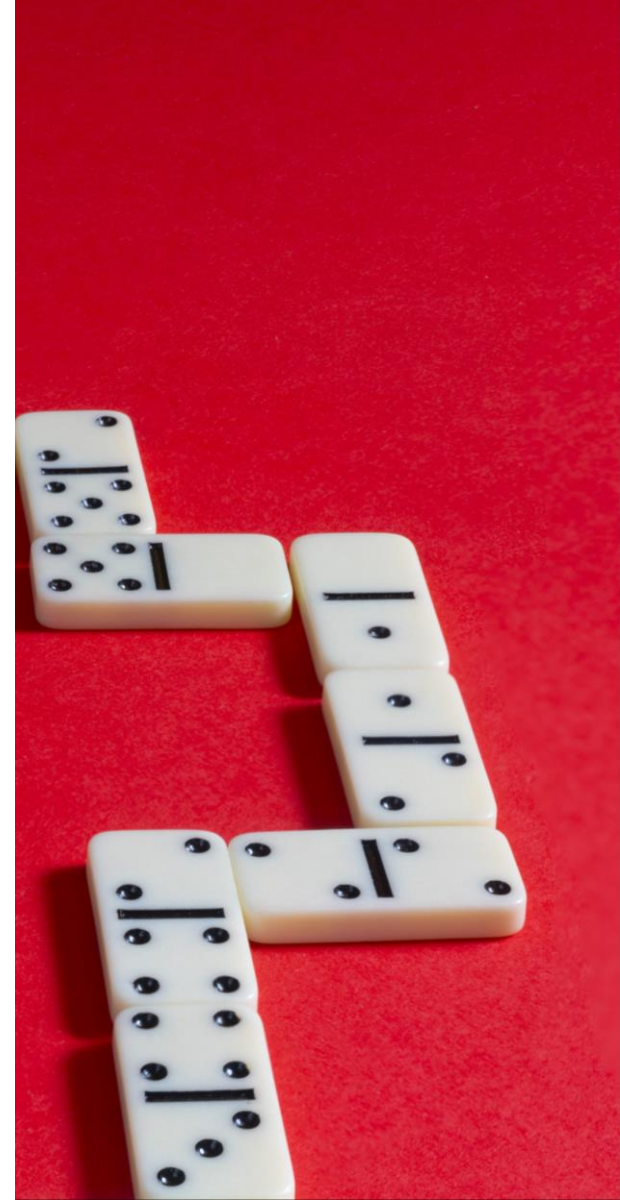
Authentic Assessment Tasks:
Presentations, Performances, Labs, and Discussions

If alternative forms of assessment are a possibility…

Lower Tech

- Phone calls
- Voiceover PPT

Medium Tech

- Digital poster or infographic
- Microsoft®
  - Sway
  - Flipgrid

High Tech

- Multimedia presentations
- Podcasts

PRESENTATIONS & PERFORMANCES

If you currently use…	Consider solutions such as…	And design these in your course by…

In-class **oral presentations** where students speak to an audience of their peers and are assessed on both content and presentation techniques.	Ask students (individually or in groups) to submit a **narrated presentation** in electronic form (i.e. video or screencast) which can then be marked by teacher and/or peer-reviewed
	
	PowerPoint and Prezi are both familiar to most students and offer slide-by-slide voice-narration recording. If you and your students have access to Office365, try Sway or Flipgrid
	
	Ask students to prepare a **podcast** on the topic to be submitted electronically
	
	Ask students to design a website, digital poster, infographic, mind map or other **visual artifact**
		Students can have multiple opportunities to prepare the item they are submitting, rather than having to cope with the one-off nature of a live presentation.
		
		Strategies:
		1. Choose a presentation format
		   • Low tech: phone class
		   • Mid-tech: Use *Zoom* to assess live presentations and performances (safety permitting)
		2. Involve the class
		   • Add a graded discussion for students to upload presentations as a "gallery"
		   • Try third-party tools
		
		3. Communicate assessment expectations in announcement or email

If you currently use…	*Consider solutions such as…*	*And design these in your course by…*
Lab work	Individual **projects** can replicate aspects of lab work within the context of a simulated or real-world problem, case study or scenario Replicate some aspects of lab work through **simulations** in which students are presented with data sets and required to analyse/interpret them Ask students to prepare their own **demonstrations** of lab work using video or screen-casting software Weekly **problem sets** can be designed to replicate lab work	If students can be provided with *different* data sets for personal interpretation, this can mitigate the risk of 'over-sharing', cheating or collusion. **Strategies:** 1. Ask students to record demonstrations and share in a graded discussion 2. Replace a lab with a project or simulation 3. Replace a lab with problem sets

LAB BASED COURSE HELP

ADVICE

How to Quickly (and Safely) Move a Lab Course Online

By Heather R. Taft | MARCH 17, 2020

OLC Continuity Planning and Emergency Preparedness

A collection of resources and initiatives to support your efforts in moving courses to an online format when emergency situations arise.

Resources for Educators and Administrators Moving Online

ABOUT

MISSION & VISION

OUR HISTORY

OLC CONTINUITY PLANNING AND EMERGENCY PREPAREDNESS

QUALITY FRAMEWORK

MERLOT

VIRTUAL LABS
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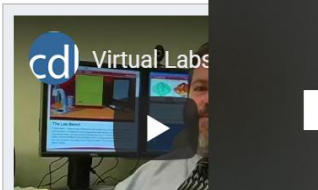
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Welcome to MERLOT Virtual Labs

Science faculty throughout the world are adopting virtual labs to engage students in learning through active participation rather than passive observation. Technological advances, combined with bandwidth maturity

cdl Virtual Labs

TUTORIALS & STUDENT-LED DISCUSSIONS

If you currently use…

Consider strategies such as…

And design these in your course by…

If you currently use…	Consider strategies such as…	And design these in your course by…
Assessed **seminars**, **tutorials**, **group discussions** and other similar activities.	**Discussion forums**, when designed effectively, can be used to motivate engagement and participation as well as assess (individual and group) learning Discussion **leadership** can be assessed by having students design and moderate a discussion amongst a small group of their peers **Blogs** or **journals** can engage students more deeply with understanding and applying key concepts and ideas, providing a clearer sense of purpose while maintaining a social dimension	Students may need support to learn how to use this approach if it isn't currently part of their learning experience. **Strategies:** 1. Add a graded discussion for students contribute and practice facilitating discussions 2. Assign students blog, journals, or vlogs

4. BE PRESENT

❑ Be active and available, especially at times you know students are working on exams or projects.

❑ Post regular announcements, reminders, and participate actively in Q&A discussions.

❑ Synchronous Q&A sessions are a great idea to address questions and concerns about assessment.

❑ For a deeper dive into online presence: Elevate@Keypath resource.

5. PROVIDE FEEDBACK

❑ Give plenty of feedback on performance, particularly prior to any final assessment submission.

❑ Feedback is most valuable when it is received, understood and acted upon.

❑ Leverage tools for video- and audio-based feedback. (e.g. Grademark in Turnitin, Zoom, Screencastomatic to record feedback)

1. Details – Weight, length, deadline, etc.
2. Purpose – What are you assessing and why?
3. Instructions –
   a) Summary/overview
   b) Detailed task instructions–step-by-step
   c) Format, file types, etc.
   d) Referencing
   e) Submission Guidelines
   f) Examples, Templates, Resources
4. Criteria and Rubrics

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HOLISTIC | ANALYTIC

HOLISTIC	ANALYTIC
Single scale	Dual scale
Simply lists several general criteria used to evaluate performance	Breaks down the characteristics of an assessment into constituent parts
Provides broad descriptions of the characteristics that define each criteria	Provides detailed cascading descriptors for each criteria at each grade level
Not broken down by grade level	Allows a marker to objectively identify strengths and areas for improvement
Allows for more subjective judgement	

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HOLISTIC

Score	Descriptor
Level A	All aspects of the topic are addressed, demonstrating a complex and sophisticated understanding and application of disciplinary knowledge and skills. Argument is complex, nuanced and persuasive. Major points are stated clearly and are well supported, providing excellent insights. Excellent use of references in a highly-integrated way to support a sophisticated level of analysis. The assignment is logically and creatively organised and flows smoothly, with unity and coherence, to support a clear central focus.
Level B	Many aspects of the topic are addressed in depth, demonstrating an effective understanding and application of disciplinary knowledge and skills. Argument is comprehensive and for the most part persuasive. Major points are stated clearly and are usually supported effectively by arguments. Effective use of references in an integrated way to support a highly development level of analysis. The assignment is coherently and logically structured and organised to support the central purpose. Content and purpose of the assignment are clear.
Level C	Some key aspects of the topic are addressed, demonstrating a sound understanding and application of disciplinary knowledge and skills. Argument is mostly sound, however may lack clarity or persuasiveness. Major points are often stated, perhaps not always clearly, and sometimes lack supporting arguments. Sound use of references to effectively support a good level of analysis. The assignment is mostly effective and organized to support the central purpose, however, may be poorly structured or disorganised in parts.
Level D	Few key aspects of the topic are addressed, if any. The assignment demonstrates a poor or no application of disciplinary knowledge and skills. Argument is poor. Major points may be stated but are often unsubstantiated. Supporting arguments and analysis may be lacking entirely. Poor level of relevant academic references used with a basic level of integration to support the analysis. The assignment is not clearly or logically organized. The central purpose is difficult to discern.

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ANALYTIC

Criteria	Level A	Level B	Level C	Level D
Demonstration and Application of Disciplinary Knowledge and Skills	All aspects of the topic are addressed, demonstrating a complex and sophisticated understanding and application of disciplinary knowledge and skills.	Many aspects of the topic are addressed in depth, demonstrating an effective understanding and application of disciplinary knowledge and skills.	Some key aspects of the topic are addressed, demonstrating a sound understanding and application of disciplinary knowledge and skills.	Few key aspects of the topic are addressed, if any. The assignment demonstrates a poor or no application of disciplinary knowledge and skills.
Synthesis of Ideas and Quality of Analysis	Argument is complex, nuanced and persuasive. Major points are stated clearly and are well supported, providing excellent insights.	Argument is comprehensive and for the most part persuasive. Major points are stated clearly and are usually supported effectively by arguments.	Argument is mostly sound, however may lack clarity or persuasiveness. Major points are often stated, perhaps not always clearly, and sometimes lack supporting arguments.	Argument is poor. Major points may be stated but are often unsubstantiated. Supporting arguments and analysis may be lacking entirely.
Synthesis and Use of Evidence and Research	Excellent use of references in a highly integrated way to support a sophisticated level of analysis.	Effective use of references in an integrated way to support a highly development level of analysis.	Sound use of references to effectively support a good level of analysis.	Poor level of relevant academic references used with a basic level of integration to support the analysis.
Clarity or Structure and Organization	The assignment is logically and creatively organised and flows smoothly, with unity and coherence, to support a clear central focus.	The assignment is coherently and logically structured and organised to support the central purpose. Content and purpose of the assignment are clear.	The assignment is mostly effective and organized to support the central purpose, however, may be poorly structured or disorganised in parts.	The assignment is not clearly or logically organized. The central purpose is difficult to discern.

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Summary

❑ OLC Continuity Planning and Emergency Response

❑ Assessment Design Decisions Framework

❑ Authentic Assessment Toolbox

❑ AACU "VALUE Rubrics"

❑ How to Quickly (and Safely) Move a Lab Course Online

❑ Virtual Labs for the MERLOT community

❑ Elevate@Keypath Faculty Resources

Your LMS and COVID-19

Help is also available by visiting these pages according to the LMS you use.

❑ Moodle

❑ Canvas/Instructure

❑ Blackboard

PRIORITIZE THE MOST REASONABLE SOLUTIONS

❑ Prioritize simple solutions. Don't overthink it

❑ Prioritize student well-being. Remain flexible and adjust to the situation.

❑ Aim for simplicity, authenticity, integrity, continuity and clarity!

❑ Remove a much doubt as you can about expected performance.

❑ Remember that some face-to-face assessments may not be feasible online

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keypathedu.com/elevate