

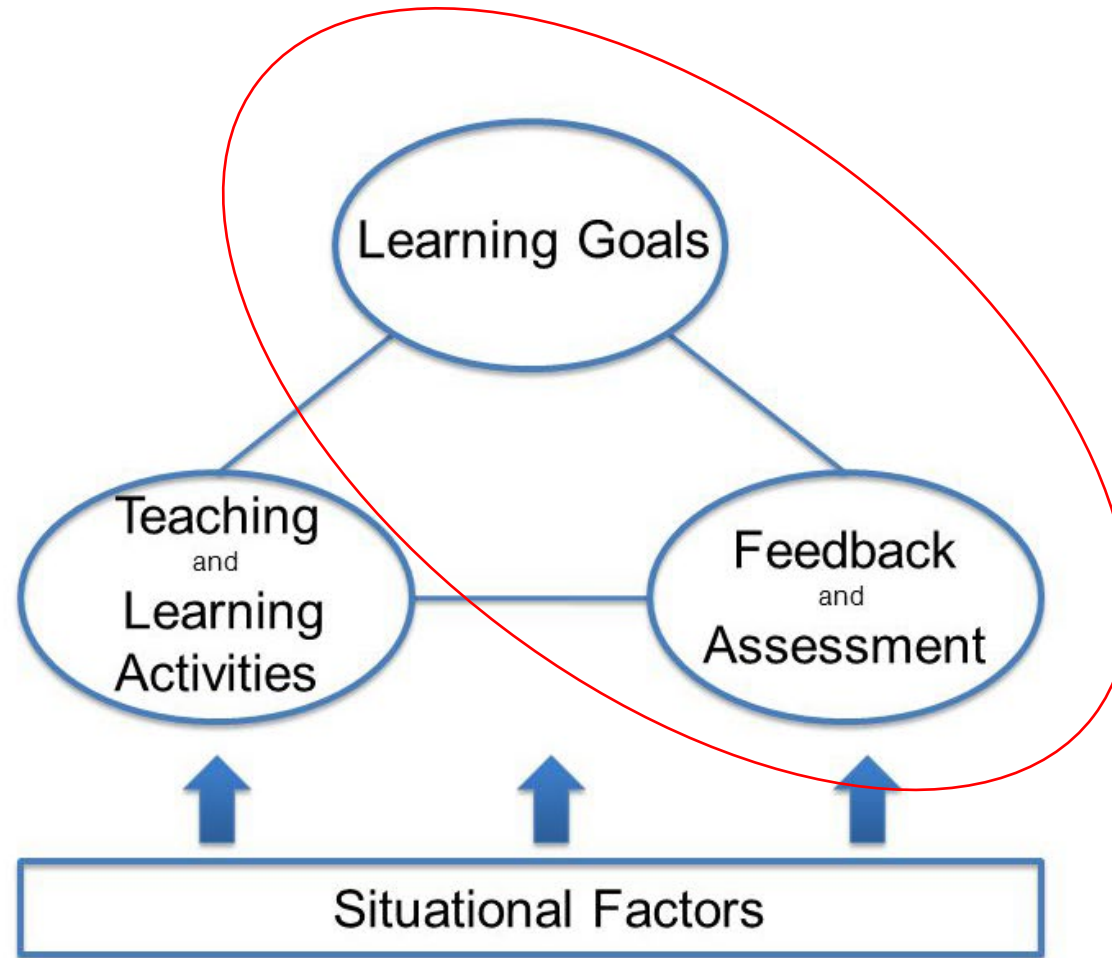
Creating Effective Online Assessment

Jessica Diebold, UNIT-IT

Andy Cui, VITAL

A Sampling of Online Assessment Concerns

- The instructions/expectations are unclear; I don't know how to begin.
- I don't know what I'm being graded on.
- We are supposed to post questions of the readings to the discussion board, is this part of the grade?
- I received my report, there was just a number, 90/100 points. I don't know how to improve.
- I'm not sure how I am doing on live participation. I think I'm okay.
- How do I know how I'm doing in class?



Fink, D.L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey-Bass.

Assessment

Formative (Process)

- Provides timely feedback about performance or attainment of goals
- Interactive
- Low stakes
- Administered continuously
- Encourage working toward mastery
- Can be informal
- Fosters life-long learning

Summative (Product)

- Focused on achievement
- Provides grades
- High stakes
- Administered at intervals
- Assumed to be “best” effort

Examples of Formative and Summative Assessments

Formative	Summative
In-class discussions	Instructor-created exams
Polling questions	Standardized tests
Low-stakes group work	Final projects
Weekly quizzes	Final essays
1-minute reflection writing assignments	Final presentations
Homework assignments	Final reports
Surveys-Mid-term Formative Feedback	Final Grades

Communicate Expectations

- Explain the purpose of the assessment
- Provide clear instructions and guidelines
- Outline the grading process, provide guide, and student practice
- Articulate the assignment components that students need to follow to successfully complete the assignment
- Include assignment parameters (length, citation style, format, font, etc.)

Example and Resources

- [American Environmental History - Visual Assignment](#)
- [Transparency in Learning and Teaching \(TILT\) - Higher Ed Examples And Resources](#)

Rubric

- Functions as a scoring tool that lays out the specific expectations for performance/mastery
- Outlines a set of clear explanations or criteria used to help faculty and students focus on what is valued in a subject, topic, or activity.
- Types of rubrics:
 - Analytic (descriptive and detailed)
 - Holistic

Lab Report

Name: _____ Date: _____ Score: _____

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Title Page	Contains: Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Missing 1 component	Missing 2 – 4 components	Missing more than 4 components		
Question	Clear and concise problem stated that is testable.	Identifies the question in an unclear manner, but is still testable.	Identifies only part of the question, but is still testable	The question is not testable no matter how clear and concise the question is.		
Hypothesis	Follows "if...then... because" format. Is related to the question. Clearly defines controls vs. variables in "if" portion. Predicts with correct facts.	Follows "if...then... because" format. Is related to the question. Defines controls vs. variables in "if" portion in an unclear manner. Predicts with correct facts	Follows "if...then... because" format. Is related to the question. Defines controls vs. variables in "if" portion in an unclear manner. Predicts with some facts.	Follows "if...then... because" format. Is related to the question. Defines controls vs. variables in "if" portion in an unclear manner. Predicts with no facts		
Materials	Lists all materials and equipment.	Lists most materials and equipment.	Lists some of the materials & equipment.	Lists wrong materials or equipment.		
Procedure	Lists all steps in a detailed, sequential order that are easily followed. All safety precautions and warnings are provided. Provides diagrams of all set ups.	Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are provided. Provides diagrams of all set ups.	Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are missing. Provides some diagrams of set ups.	Lists steps in an order that are not sequential, not easily followed, or incomplete. Some safety precautions and warnings are not provided. Provides some diagrams of set ups.		
Results	All data is recorded and organized in a clear manner. All visible observations are provided. Complete and correct analysis of data is provided. Errors of Experimentation are provided.	All data is recorded and organized in a clear manner. All visible observations are provided. Analysis of data is provided with a few errors. Errors of experimentation are provided.	All data is recorded and organized in a clear manner. Visible observations are missing. Analysis of data is provided with a few errors. Errors of experimentation are provided.	Incorrect data is provided regardless of inclusion or presentation of all other criteria.		
Conclusion	Restates the hypothesis, supports or refutes it and explains the role of the test in making the decision	Restates the hypothesis and supports or refutes it	Supports or refutes the hypothesis without restating it	Does not address the hypothesis		
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.		
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.		

Taking Your Class Online Class Participation Rubric

Class participation is critical to this course for three reasons. First, the course is intended to provide creative space for you to think through your practice of teaching in general and teaching online in particular. To this end, insightful reflections about your course design and pedagogy in light of the readings, videos, and live class discussion will deepen your learning experience. Second, it is important to reason out your ideas with colleagues in order to receive feedback, and thus gain clarity. Third, it is important to share your perspectives and consider the perspectives of others in order that everyone in the course can a) expand their own thinking about an idea or concept and achieve more nuanced understandings, and/or b) be challenged to reconsider their own perspectives.

Using the idea of "active" class participation as the standard of assessment, use the following rubric to self-assess your level of participation each week.

Active class participation can include:

- incorporating the readings and micro-lectures into the discussion;
- asking questions about the contents of the readings or micro-lectures;
- endeavoring to clarify what was not clear or understood about the assigned readings or micro-lectures;
- offering feedback and/or examples of how ideas being discussed apply to your course; and,
- raising challenges to theories, ideas, and concepts.

90 to 100 points	Attentive, actively participates the entire class session, evidences knowledge, understanding, and application of the materials being considered
80-90 points	Attentive and demonstrates active participation, but does not evidence preparation, and/or participation does not occur throughout the entire class session
70-80 points	Attentive but does not evidence active participation as defined above and/or is unprepared for the discussion
70 points	Attentive, but does not otherwise participate and/or has not prepared for discussion
0 points	Absent

Rubrics - Jess

- How to create rubrics
- How to attach rubric to assignment
 - You can associate rubrics with these types of gradable content:
 - Assignments
 - Essay, Short Answer, and File Response test questions
 - Blogs and journals
 - Wikis
 - Discussion forums and threads
- How to grade/provide feedback with rubric

Online exams

- Offer clear exam guidelines
- Academic integrity policies
- Create questions and set exams
- Restrict testing window
- Consider practice exams
- Provide multiple attempts
- Tailor to individual student needs (LLS)

Online Exams - Jess

- Bb Exams allow you to conduct, build, and grade exams online
- Testing accommodations include test time extensions and deploying an exam at a different for individual students
- Respondus Lockdown Browser and Respondus Monitor offer additional test security options

Essays/Written Assessments/Projects

- Offer detailed instructions
- Have clear criteria for evaluation and assessment
- Break down major tasks into smaller incremental steps
- Promote authenticity and transferability
- Monitor and communicate feedback

Assignments - Jess

- Bb Annotate replaced inline grader
- Additional features to markup papers

Tracking students' progress and collect feedback

- Bb
- Mediasite
- Zoom
- Mid-term feedback

Be Creative With Your Assessment

