Creating Effective Online Assessment

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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?
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**

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class discussions</td>
<td>Instructor-created exams</td>
</tr>
<tr>
<td>Polling questions</td>
<td>Standardized tests</td>
</tr>
<tr>
<td>Low-stakes group work</td>
<td>Final projects</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>Final essays</td>
</tr>
<tr>
<td>1-minute reflection writing</td>
<td>Final presentations</td>
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<tr>
<td>assignments</td>
<td></td>
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<tr>
<td>Homework assignments</td>
<td>Final reports</td>
</tr>
<tr>
<td>Surveys-Mid-term Formative</td>
<td>Final Grades</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
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</tbody>
</table>
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
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Nearly Meet Standard</th>
<th>Does Not Meet Standard</th>
<th>No Evidence</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td>Contains:</td>
<td>Missing 1 component</td>
<td>Missing 2 – 4 components</td>
<td>Missing more than 4 components</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td>Title Your Name, Teacher’s Name, Course Period, Date, Neatly finished-no errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Clear and concise problem stated that is testable.</td>
<td>Identifies the question in an unclear manner, but is still testable.</td>
<td>Identifies only part of the question, but is still testable.</td>
<td>The question is not testable no matter how clear and concise the question is.</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Hypothesis</strong></td>
<td>Follows “if…then…because” format. Is related to the question. Clearly defines controls vs. variables in “if” portion. Predicts with correct facts.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Lists all materials and equipment.</td>
<td>Lists most materials and equipment.</td>
<td>Lists some of the materials &amp; equipment.</td>
<td>Lists wrong materials or equipment.</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td>Lists all steps in a detailed, sequential order that are easily followed. All safety precautions and warnings are provided. Provides diagrams of all setups.</td>
<td>Lists all steps in a sequential order that are not easily followed. All safety precautions and warnings are provided. Provides diagrams of all setups.</td>
<td>Lists all steps in a sequential order that are not easily followed. Some safety precautions and warnings are missing. Provides some diagrams of setups.</td>
<td>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 setups.</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Incorrect data is provided regardless of inclusion or presentation of all other criteria.</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Restates the hypothesis, supports or refutes it and explains the role of the test in making the decision</td>
<td>Restates the hypothesis and supports or refutes it</td>
<td>Supports or refutes the hypothesis without restating it</td>
<td>Does not address the hypothesis</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No errors in punctuation, capitalization and spelling.</td>
<td>Almost no errors in punctuation, capitalization and spelling.</td>
<td>Many errors in punctuation, capitalization and spelling.</td>
<td>Numerous and distracting errors in punctuation, capitalization and spelling.</td>
<td>No Evidence</td>
<td>Score</td>
</tr>
<tr>
<td><strong>Usage</strong></td>
<td>No errors sentence structure and word usage.</td>
<td>Almost no errors in sentence structure and word usage.</td>
<td>Many errors in sentence structure and word usage.</td>
<td>Numerous and distracting errors in sentence structure and word usage.</td>
<td>No Evidence</td>
<td>Score</td>
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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.

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

Adapted January 19, 2016, from rubric used in MPA 8002, designed by Prof. Richard Jacobs
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