

Performing Assessment and Grading Online

UNH Learning Development and Innovation

Xuan Cai, Mike McIntire, Scott Kimball

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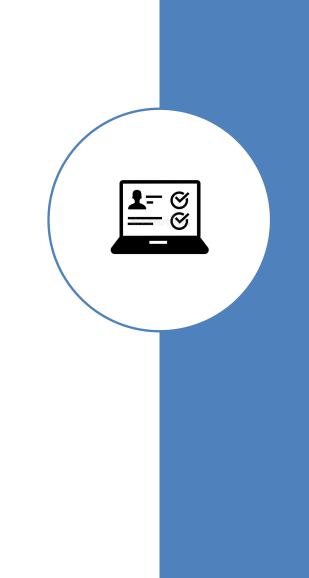
- Online Assessment Strategies and Best Practices
- Feedback
- Rubrics
- Canvas Speedgrader and Digital Markup

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Frequent (and low-stakes), varied assessments:

- Authentic
- Quizzing
- Essay
- Problem-based
- Group assignments/presentations



Authentic Assessment

Authentic Assessment examples:

- Case Study
- Research Papers
- Debate
- Role Play
- Process diagram or flowchart
- Analysis of real-world data sets
- Presentations / Projects

Authentic Assessment



Authentic Assessment is typically more valid than conventional tests for higher-order learning outcomes. Less prone to student cheating.



Authentic Assessment may be more time-consuming to develop and to grade. Rubrics are essential. Consider peer and self-assessment as a component of the grade.

- Ask higher-order questions
- Consider problem-based questions with unique data-sets
- Consider presentations as assessment (group and individual)
- Consider Two-Stage Exams

Respondus Lockdown Browser

- A custom browser that locks down the testing environment in myCourses
- Restricts access to other applications while the exam is in progress (browsers, chat apps)
- Does nothing to prevent the use of mobile devices

https://tinyurl.com/LDI-Lockdown

Best Practice for Online Assessment

https://tinyurl.com/LDI-Assessment

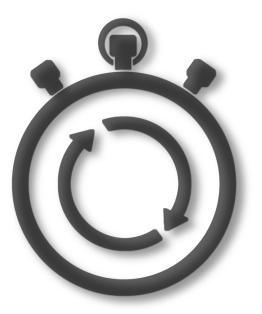
The Purpose of Feedback

To reduce discrepancies between current understandings/performance and a desired goal

Effective Feedback Answers:

- Where am I going? (goals)
- How am I going? (progress)
- Where to, next? (Activities to improve progress)

Feedback



Timing Matters

Many studies have shown that feedback is most effective when it is received quickly

Feedback



Timing Matters

- Canvas Speedgrader
- Rubrics

Feedback Format

Effective feedback:

- Provides cues or reinforcement to learners
- Presented with audio or video enhancement
- Relates to learning goals

Asynchronous Audio Feedback

- Enhances Teaching Presence
- Enhances sense of community
- Enables detection of nuance
- Increases involvement / decreases social distance
- Improves retention

Using Asynchronous Audio Feedback to Enhance Teaching Presence and Students' Sense of Community. -- Ice, Curtis, Phillips & Wells, 2007

Asynchronous Audio Feedback

Use of media for feedback should not be done in online discussions or other group settings unless accompanied by contextualized transcripts, for accessibility

Using media feedback for individual assignments is best when accompanied by the return of the annotated assignment that would have been received without audio feedback. The audio should be value add.

Adding Audio Comments

In a browser

<u>https://community.canvaslms.com/docs/DOC-26396-how-do-i-leave-feedback-comments-for-student-submissions-in-speedgrader</u>

Teacher App

IOS

https://community.canvaslms.com/docs/DOC-12452-71156793188

Android

https://community.canvaslms.com/docs/DOC-12553-71082794240

A few Best Practices

- Quiet place
- Speak a little slower
- Audio should value add

Discussion Rubric

Criteria	Ratings				Pts
Comprehension view longer description	Full Marks. Initial post is organized around a clear point of view or idea with adequate supporting detail. 5 pts		eeds Improvement. Initial post includes a sint of view or idea with some gaps in pporting detail or organization. pts	Not evident. Does not develop an initial post with a point of view or idea and/or includes no supporting detail. 0 pts	5 pts
Responses to Peers view longer description	Full Marks. Responds to at least two peers; responses are thoughtful and contribute to th discussion. 5 pts		Needs improvement. Responds to on peer and/or responses are vague and generic. 3 pts		5 pts
Timeliness	Full Marks. Submits both the initial post and response posts on time. 5 pts	posts after the due dates but prior to the end of the su module. m		No Marks. Initial post or response posts are not submitted or are submitted after the end of the module. 0 pts	5 pts
Articulation of Response	Full Marks. Posts are clearly written, well- organized, and free of spelling, punctuation, grammar, and citation errors. 5 pts		leeds Improvement. Posts are inderstandable and contain minor spelling, punctuation, grammar, and/or citation error I pts	3 .1	5 pts
				Total Point	ts: 20

What is a rubric?

 Rubrics are matrixes or tables that typically provide a list of the main criteria by which an assignment will be graded as the rows, while the columns provide the different levels of accomplishment.

From a student's perspective



Better understanding



Self-reflect and peer-reflect

From an Instructor's perspective:

Save time Provide objective feedback Prioritize the feedback Peer-review/ TA grading An argumentat essay should fo a standard essay format includir introduction, several body paragraphs, an concluding transitions bett paragraph. Introduction states the argument, provides necessary background information, and attempts to capture the interest of the reader
The conclusion is a thoughtful summary of the argument

Body paragraphs flow in a logical fashion that supports and builds the argument

 Paragraphs are separated appropriately and are connected through varied transitional phrases

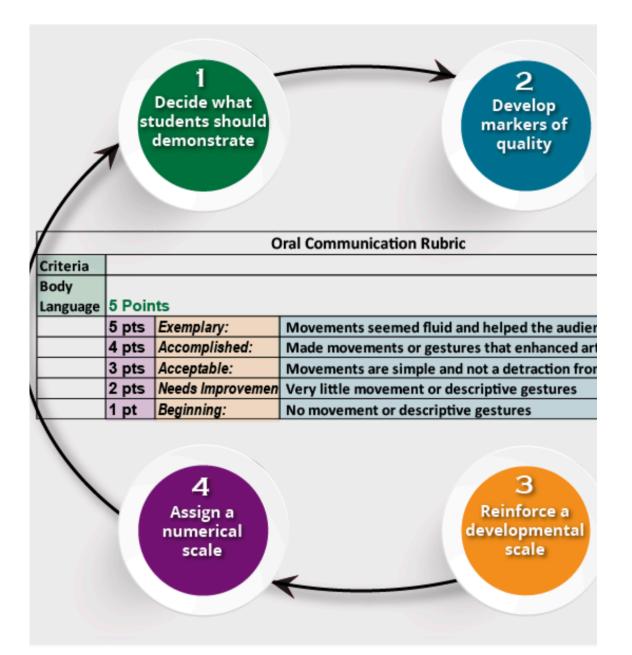
roduction states the Introduction states the Introduction does not clearly rument and provides some argument, but provides limited state the argument or provide ckground information background information relevant background conclusion is a summary of • The conclusion is a limited information summary of the argument The conclusion does not e argument effectively connect back to the dy paragraphs support the Body paragraphs attempt to support the argument argument · Body paragraphs are limited agraphs are separated Paragraphs may be and do little to support the opriately and are inappropriately combined and nected through some varied contain few and/or repetitive argument sitional phrases transitions • Paragraphs contain few, if any, transitions Feedback to student...

Subjective feedback

"At the end of your essay it end with you comparing and contrasting the video and story, but I need to see a clear conclusion. What is the specific purpose of both the video and the story together? The organization component of the rubric requires you to summarize your argument."

Objective feedback

How to Develop a Rubric?



Need Help?

<u>Academic Technology Training</u> <u>myCourses Support</u> RubiStar