Performing Assessment and Grading Online

UNH Learning Development and Innovation

Xuan Cai, Mike McIntire, Scott Kimball
Performing Assessment and Grading Online

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

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Online Assessment

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 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.
Online Assessment

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

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
Online Assessment

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)
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


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
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
How to Develop a Rubric?

1. Decide what students should demonstrate
2. Develop markers of quality
3. Reinforce a developmental scale
4. Assign a numerical scale

Oral Communication Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Body Language</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>5 pts</td>
<td>Exemplary</td>
<td>Movements seemed fluid and helped the audience</td>
</tr>
<tr>
<td></td>
<td>4 pts</td>
<td>Accomplished</td>
<td>Made movements or gestures that enhanced art</td>
</tr>
<tr>
<td></td>
<td>3 pts</td>
<td>Acceptable</td>
<td>Movements are simple and not a detraction from</td>
</tr>
<tr>
<td></td>
<td>2 pts</td>
<td>Needs Improvement</td>
<td>Very little movement or descriptive gestures</td>
</tr>
<tr>
<td></td>
<td>1 pt</td>
<td>Beginning</td>
<td>No movement or descriptive gestures</td>
</tr>
</tbody>
</table>

- Movements seemed fluid and helped the audience
- Made movements or gestures that enhanced art
- Movements are simple and not a detraction from
- Very little movement or descriptive gestures
- No movement or descriptive gestures
Need Help?

Academic Technology Training
myCourses Support
RubiStar