Designing Assessments Workshop
Welcome

• Introductions
• Purpose of Session
  • Use framework of alignment to identify changes to assessment plan that are appropriate for the remote teaching environment
Session Overview

• Agenda
  • Overview of assessment/common myths (5 minutes)
  • Initial Discussion (10 minutes)
  • Introduction to group discussion (5 minutes)
  • Breakout Discussions (20 minutes)
  • Follow up discussion after breakouts (10 minutes)
Session Overview

• Format
  • Discussion in large group on the chat
  • Moderator will invite individuals to speak based on comments in chat
  • Breakout room discussion

• Resources
  • Handouts
  • Asynchronous material on GTRTA Canvas site
  • Workshop survey
Why are we assessing learning

• **Assessment for learning**
  • Collecting information for understanding where learners are in the learning process
  • Focus is on feedback
  • Formative Assessment

• **Assessment of learning**
  • Collecting information for evaluation of student achievement
  • Focus is on providing a grade
  • Summative evaluation
Myths about Assessment in a Remote Learning Environment

• Myth I: Online assessments must follow assessment methods used on campus
• Myth II: Assessments are evaluation mechanisms, not teaching tools
• Myth III: Instructor is the sole person responsible for assessment of student learning
• Myth IV: Anything faculty do differently from now on will cost them too much time that they don’t have
• Myth V: There are technologies available to completely eradicate cheating and plagiarism
Decision Diagram for Assessment Tools and Technologies

1. Examine the nature of your assessment.
2. Can you use an alternative form of assessment (reflection paper, project, video presentations, posters, etc.)? NO → Refer to CTL resources on alternative assessments. YES → Use Canvas Assignments.
3. Do the students need to write down answers (scientific and engineering formulas/problems)? NO → Refer to CTL resources on alternative assessments. YES → Use Gradescope inside Canvas.
4. Refer to CTL resources on alternative assessments.
5. Are your exams digitized for Canvas? NO → Use Canvas Quizzes. YES → Use Canvas SpeedGrader or Rubrics to grade open ended answers.
6. Use Canvas Assignments.
7. Use Respondus 4.0.
8. Is plagiarism a concern? NO → Use Turnitin inside Canvas. YES → Refer to CTL resources on alternative assessments.
9. Can the exam be “take-home” or open book? NO → Refer to CTL resources on alternative assessments. YES → Create a large question bank from which to randomly choose and randomize question alternatives for T/F or Multiple choice questions.
Spectrum of Options

• Alternative Assessments
• Turnitin (plagiarism)
• Respondus 4.0 (creating and managing exams)
• Gradescope (scientific and engineering formulas/problems)
• Canvas Assignments/Quizzes
• Respondus LockDown Browser
• Digital Proctoring (Not Recommended)
Discussion *(post in chat)*

• The COVID-19 environment has caused us to rethink many things. As you think about your Summer 2020 courses, tell us about an assignment that needed (or needs) to be modified or adjusted to reflect current faculty and student circumstances and situations. How are you thinking about modifying the assignment?
Backward design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.


• https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#benefits
Assessment for Learning

- Aligned
- Forward Looking
- Transparent
- Frequent Practice with Feedback

Created by HeadsOfBirds from Noun Project
Focus on Learning over Performance

• Tap into student motivation

• Lower the stakes

• Lower the anxiety

Created by AomAm from Noun Project
Individual Reflection

• Discussion Guide page 1 or 2

• Brainstorm changes you can make to a major assessment to adapt to remote teaching

Created by Gregor Cresnar from Noun Project
Breakout Sessions

• Share strategies for supporting student learning through assessment

• Pick one column on Discussion Guide page 3 to focus on
Before You Go

• Unmute yourself in breakout room
• Mental note of your breakout room # and/or “roommates”
• Main room will become a breakout room if needed
• Keep track of time—15 minutes for everyone to participate

Created by bmijnlieff from Noun Project
Discussion (post in chat)

• What are two or three solutions for common challenges with assessment and feedback from your breakout groups?
Thank you!

Please complete the workshop survey.

Created by Flatart from Noun Project