



Alternate Assignments and Assessments During Remote Instruction

Spring 2020

Faon Grandinetti, Director of Assessment

Resources

- [Ideas for Exam Alternatives from COD Faculty Development](#)
- [Basics of Testing in Blackboard from Learning Technologies](#)
- [ProctorU information from Learning Technologies](#)

(scroll down to “ProctorU” information)

- External Resources
 - [University of Maryland: Adapt an existing assessment or create a new assessment](#)
 - [Rutgers University: 10 Alternatives to Exams](#)
 - [Rutgers University: Open-Book Assessment in Quantitative Courses](#)
 - [University of Oregon: Alternative Assessments for Remote Teaching](#)
- *If you have additional resources you'd like to share, enter them in the chat box and I will send them with the slides.*

Today's Session

- What are you trying to make sure your students know?
 - Identifying possible alternatives
 - Questions/discussion/problem solving
-
- FYI, we are recording

What are you trying to make sure your students know?

- What assignment/assessment are you thinking of replacing?

What are you trying to make sure your students know?

- What are you measuring with that exam/assignment?
 - Program outcomes
 - Course learning objectives
 - Unit-level outcomes
 - Something else?
- Write down what you're measuring so you can stay focused on that.
 - This list will guide your choices.

Identifying possible alternatives—this spring

Originally Planned	Possible Alternatives
Final Exam or Unit Exam	<ul style="list-style-type: none">• Split into shorter quizzes/tests• Let students develop questions• Change multiple choice/matching, etc. to short answer/short essay• Allow open book assessments• Ask students to create a presentation or handout<ul style="list-style-type: none">• Can record presentations (video or in PPT) or type presentation notes into PPT• Handout could be fact sheet, infographic, pamphlet, etc.• Use ProctorU

Identifying possible alternatives—this spring

Originally Planned	Possible Alternatives
Final Exam or Unit Exam	<ul style="list-style-type: none">• Split into shorter quizzes/tests• Let students develop questions• Change multiple choice/matching, etc. to short answer/short essay• Allow open book assessments• Ask students to create a presentation or handout<ul style="list-style-type: none">• Can record presentations (video or in PPT) or type presentation notes into PPT• Handout could be fact sheet, infographic, pamphlet, etc.• Use ProctorU
Quiz	<ul style="list-style-type: none">• Are the points important? (formative vs summative)<ul style="list-style-type: none">• Yes: Discussion board posts/responses• No: In-class polling or discussion board responses

Identifying possible alternatives—this spring

Originally Planned	Possible Alternatives
Final Exam or Unit Exam	<ul style="list-style-type: none">• Split into shorter quizzes/tests• Let students develop questions• Change multiple choice/matching, etc. to short answer/short essay• Allow open book assessments• Ask students to create a presentation or handout<ul style="list-style-type: none">• Can record presentations (video or in PPT) or type presentation notes into PPT• Handout could be fact sheet, infographic, pamphlet, etc.• Use ProctorU
Quiz	<ul style="list-style-type: none">• Are the points important? (formative vs summative)<ul style="list-style-type: none">• Yes: Discussion board posts/responses• No: In-class polling or discussion board responses
Written Assignment	<ul style="list-style-type: none">• Split into shorter pieces• Assign annotated bibliography instead of full paper• Allow for creative expression (presentations, handouts)• “Un-Research” papers

The Un-Research Paper

Part 1: Brief essay on any topic

- Don't do research
- Don't cite sources
- Don't use quotes
- Don't worry (much) about accuracy

Part 2: Annotated Bibliography

- One source that supports a point
- One source that adds new information
- One source that reveals an inaccuracy
- One quote from a source that would enhance the essay

Part 3: Reflection

Teaching Information Literacy through “Un-Research” by Allison Hosier
Communications in Information Literacy, 9(2), 2015.

<https://files.eric.ed.gov/fulltext/EJ1089271.pdf>

Identifying possible alternatives—this spring

Originally Planned	Possible Alternatives
Final Exam or Unit Exam	<ul style="list-style-type: none">• Split into shorter quizzes/tests• Let students develop questions• Change multiple choice/matching, etc. to short answer/short essay• Allow open book assessments• Ask students to create a presentation or handout<ul style="list-style-type: none">• Can record presentations (video or in PPT) or type presentation notes into PPT• Handout could be fact sheet, infographic, pamphlet, etc.• Use ProctorU
Quiz	<ul style="list-style-type: none">• Are the points important? (formative vs summative)<ul style="list-style-type: none">• Yes: Discussion board posts/responses• No: In-class polling or discussion board responses
Written Assignment	<ul style="list-style-type: none">• Split into shorter pieces• Assign annotated bibliography instead of full paper• Allow for creative expression (presentations, handouts)• “Un-Research” papers
Any	<ul style="list-style-type: none">• Self-reflections

Identifying possible alternatives—additions for fall

Possible Alternatives

- E-portfolios
- Group projects
- Peer reviews

Identifying possible alternatives

What will work best for you and your students?

Students are struggling too.

- Consider allowing each student to choose from a set of options
 - Align each option to the objectives you are measuring
 - Align average effort level as best possible
 - Keep the set relatively small—too many choices will be difficult on you and your students.
- Consider asking your students how they want to be assessed (give them a set of options).
- Consider adjusting course points to account for the change.

Example Scenario 1

- I usually measure all of my course objectives on the final exam (cumulative exam).

Fact	Modified plan for this spring
I also measure about half of these objectives (1-6) on the mid-term exam.	I only need to measure outcomes 7-10 during the second half of the semester.
I give in-class quizzes each week to make sure students did the readings and they are learning as we progress.	I can move these to in-class polls (synchronous) and discussion board posts (asynchronous)
My final exam largely is multiple choice, to ensure students are learning the content. I'm concerned about cheating if given remotely.	I've considered what students really need to have memorized at the end of the course. I realize I'm more interested in their critical thinking in relation to course content, so I ask students to complete one of two alternative assignments, which I've aligned to outcomes 7-10: Answer a set of short-response questions OR create a set of presentation slides. I assess both of these assignments using the same rubric to ensure fairness.

Example Scenario 2

- I usually measure course objectives 5-10 on the final exam.

Fact	Modified plan for this spring
I do not have any other assignments remaining this semester.	I do not want to ask my students to complete additional assignments that were not already on the syllabus.
I don't have any in-class quizzes, but I regularly use CATs to make sure students are learning throughout the semester.	I can move these to in-class polls/activities (synchronous) and discussion board posts (asynchronous)
My final exam ensures students are learning the content for the second half of the course. Memorization is key because they need to have this information at the ready as they move into the next phase of their education.	Best-practice options for a remote environment include: <ul style="list-style-type: none">• Short, timed quizzes in Blackboard<ul style="list-style-type: none">• Note: you can show one question at a time so students can't backtrack, randomize questions, etc.• Consider open-book exams in quantitative courses• Consider ProctorU for final exam

Example Scenario 3

- I usually measure all of my course objectives using a final paper.

Fact	Modified plan for this spring
I am concerned about students' bandwidth to complete a research paper this term.	<ul style="list-style-type: none">• I split the course objectives (and paper) into pieces, with one objective due for each remaining week.• I will also allow students to complete the research paper as originally planned.• Could also consider an "Un-Research" paper or allowing a presentation.

Example Scenario 4

- I usually measure all of my course objectives on the final exam (cumulative exam) and through a final paper.

Fact	Modified plan for this spring
I also measure about half of these objectives (1-6) on the mid-term exam.	I only need to measure outcomes 7-10 during the second half of the semester.
I am measuring using two methods, partly so I can make sure all students have a chance to do well, partly so I have multiple measures of learning.	I can let go of the multiple measures aspect this semester. I will give each student the option of the final exam or the final paper and adjust course points accordingly. I will modify the final exam to include fewer (if any) memorization items (and let the students know I am doing so).

Resources

- [Ideas for Exam Alternatives from COD Faculty Development](#)
- [Basics of Testing in Blackboard from Learning Technologies](#)
- [ProctorU information from Learning Technologies](#)

(scroll down to “ProctorU” information)

- External Resources
 - [University of Maryland: Adapt an existing assessment or create a new assessment](#)
 - [Rutgers University: 10 Alternatives to Exams](#)
 - [Rutgers University: Open-Book Assessment in Quantitative Courses](#)
 - [University of Oregon: Alternative Assessments for Remote Teaching](#)
- *If you have additional resources you'd like to share, enter them in the chat box and I will send them with the slides.*



Questions/Discussion/Problem Solving