

Assessment Resources for Online Learning

What different types of assessments exist?

Type of Assessment ¹	Online Application
Pre- and/or post testing – Giving a students a pre-test can create an identify post-test reinforces course objectives and can be used as a course evaluation measure. Can serve as an anticipatory set for what they are about to learn.	Introduced as homework online and used to conclude course online.
Objective assessment – Have one correct answer, typically in the form of fill-in-the-blank, multiple choice, matching, true false. Useful for content that must be memorized.	Implemented in CMS between class sessions on during online period.
Subjective assessment – Open-ended responses to prompts, papers, or other writing or creative assignments. These are useful when learning is complex and operating in deeper learning.	Can be offered during class or between sessions. Can be turned in CMS.
Self-assessment - Makes the learner aware of their status, often motivates learners to do more. Typically considered as practice efforts, self-assessment can be implemented in any format.	Offered between classes or online, privately turned in to instructor or publically such as in a blog.
Interactive assessments – Technology-based activities that include feedback or student activities that require peer assessment and feedback. Typically non-graded.	Offered between classes or as part of online activities.
Group projects – Support deeper learned and facilitate peer learning. Size of group should be limited; roles and expectations clearly defined, and participation as well as contributions should be assessed.	Can be started in classroom and continued online.
Students as audience and peer review – Peer review and critique can support learning for the person being reviewed and the reviewer. It also changes the nature of an assignment in that it becomes public.	To avoid confrontation or embarrassment, start between classes or online in private, peer-to-peer interactions.
Participation – Active contribution to class activities is crucial to learning. Students can contribute, ask questions, or answer questions others have posed.	Included in classroom and online learning experiences.

¹ Derived from http://vudat.msu.edu/assess_types/

How do I know what is really going on in the classroom when we don't meet every week?

- **Online Course Readiness Assessment** – This tool identifies learner preparedness in the areas of time management, technology, and class preference. <http://casweb.ou.edu/olr/public/students/readiness.htm>
- **Distance Education Learning Environment Survey (DELES)** – the DELES is a set of two correlated instruments designed to compare student perception of the course, with your own. The instructor completes his or her survey, then asks students to do the same. Using these tools can assist you to identify areas that you may think are working well but actually are not.
 - Teacher - <http://www.tcet.unt.edu/insight/ilib/deles/instructor/>
 - Student - <http://www.tcet.unt.edu/insight/ilib/deles/actual/>
- **Free Assessment Summary Tool (FAST)** - The FAST project is committed to providing users with a simple online tool for assessing their students' impressions of their courses and their teaching. <http://www.getfast.ca/>
- **Student Assessment of their Learning Gains (SALG)** – The SALG website allows instructors to gather **learning-focused** feedback from students. The SALG survey asks students to rate how each component of a course (e.g., textbook, collaborative work, labs) helped them to learn, and to rate their gains toward achieving the course goals. The SALG survey can be customized to fit any college-level course, and can be administered multiple times per course. A baseline instrument allows faculty to compare gains relative to incoming student characteristics. <http://www.salgsite.org/>

How can I assess different activities?

Rubrics. Articulate specific levels of competency and degrees of achievement. Best to distribute with assignment, using language of assignment.

Steps for development:

1. Identify what you are assessing (e.g., critical thinking)
2. Identify the characteristics/behavior of what you are assessing (e.g., presenting, problem-solving)
3. Decide what kind of scales you will use to score the rubric (e.g. checklists, numerical, qualitative, or numerical-qualitative)
4. Describe the best work you could expect using these characteristics: top category
5. Describe the worst acceptable product using these characteristics: lowest category
6. Develop descriptions of intermediate-level products and assign them to intermediate categories:
 - a. 1-5: unacceptable, marginal, acceptable, good, outstanding
 - b. 1-5: novice, competent, exemplary
 - c. Other meaningful set
7. Test it out with colleagues or students by applying it to some products or behaviors and revise as needed to eliminate ambiguities

Examples of Rubrics:

- Chat - http://serc.carleton.edu/files/introgeo/gallerywalk/student_rubric_groupwork1.doc
- Creative Problem Solving - <http://www.bgsu.edu/offices/assessment/page31462.html>
- Critical Thinking - <http://intranet.brenau.edu/assessment/content/ct/default.asp>
- Decision Making - <http://www.bgsu.edu/offices/assessment/page31464.html>
- Discussion – http://www.lcsc.edu/dl/BbCE/eLearning/PDFs/discussion_rubric.pdf
- Inquiry - <http://www.bgsu.edu/offices/assessment/page31461.html>

- Participation and Leadership - <http://www.bgsu.edu/offices/assessment/page31466.html>
- Presenting - <http://www.bgsu.edu/offices/assessment/page31468.html>
- Writing - <http://www.bgsu.edu/offices/assessment/page31465.html>
- Multiple Assignments
 - <http://www.uwstout.edu/soe/profdev/rubrics.shtml>
 - <http://www.calstate.edu/AcadAff/SLOA/links/rubrics.shtml>
 - <http://www.iuk.edu/~koctla/assessment/rubrics.shtml>
 - http://condor.depaul.edu/~tla/html/assessment_resources.html
 - <http://www.winona.edu/AIR/rubrics.htm>
 - http://www.engin.umich.edu/teaching/assess_and_improve/handbook/direct/rubric.html
 - <http://www.seattleu.edu/assessment/rubrics.asp>
 - <http://wsuctproject.wsu.edu/ctr.htm>
- Rubric Template http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Peer Critique. Requires elaboration. Operates at Analysis, Evaluate, and Create. Can be used as Formative Assessment and can be generative

Reflection. A strategy for self-assessment that promotes meta-cognitive abilities and skills for lifelong learning. Operates at Analysis, Evaluate, and Create.

What other pre-developed resources are available?

- **Pearson Test-Gen** – An integrated test-generating system for users of Pearson textbooks. The TestGen software helps you to create, customize, distribute, and assess student exams. <http://www.pearsoned.co.uk/eLearning/HigherEducationOnlineResources/TestGenComputerisedTestBanks/>
- **Easy Test Maker** - Creates multiple-choice, fill-in-the-blank, matching, short answer and true and false questions, <http://www.easytestmaker.com/default.aspx>
- **Hot Potatoes** – Free downloadable software that includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises, <http://hotpot.uvic.ca/>
- **WebAssign** – Free to educators, this tool can generate assignments and quizzes and provide feedback to students; plug-in available for Blackboard™, <http://www.webassign.net>

Additional Reading

- Felder, R. M. (N.D.) *Classroom assessment techniques*. Available at <http://www.siue.edu/~deder/assess/catmain.html> Although aligned with Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education this site includes a variety of practical strategies that can be used at any level of education.
- Steinkuehler, C. A. & Derry, S. J. (2001). *Strategies for Assessing Learning Effectiveness*. Available at <http://www.alnresearch.org/HTML/AssessmentTutorial/index.html> Explains different types of assessments and their value in the classroom.
- Shaw, V. N. (2002). Peer review as a motivating device in the training of writing skills for college students. *Journal of College Reading and Learning*, 33 (1), 68–76.