

DEVELOPING ASSESSMENT STRATEGIES

ASSESSING STUDENTS' WORK ONLINE



Below is a selection of different types of assessment strategies that you may find useful when teaching online. It is usually recommended to break down the assessment in several components and mix the types described in the table below.

Asynchronous assessment	<ul style="list-style-type: none">○ can be digital / computer based○ also includes all forms of analogue assessment to be done offline and submitted online (i.e. an essay to be submitted)○ issue: proof of identity○ supported by declaration confirming autonomous work, identity, plagiarism rules
Synchronous assessment	<ul style="list-style-type: none">○ oral or written exam via video chat (proof of identity): technical possibilities e.g. screen sharing, drag & drop or free writing activities via programmes such as Adobe Connect○ online group work
Continuous assessment / portfolio assessment	<ul style="list-style-type: none">○ collection of variety of assessments○ advantage: allows for observations of development of marks over a period of time and reduces risks connected to identity fraud
Computer-based assessment	<ul style="list-style-type: none">○ multiple or single choice questions○ quizzes○ online generators available○ blog entries, online group work○ oral or written exams via video chat○ recordings of audio or video material etc.

HOW DO I PLAN FOR ONLINE ASSESSMENT? [PEDAGOGICAL PLANNING]

- adjust **evaluation criteria** if necessary
- formulate and communicate **learning objectives**
- **methodology**: competence-oriented vs. factual knowledge. Reflect on which competencies you are aiming to assess, chose a fitting exam method and compose exam accordingly
- consider **equal opportunities**: are there factors that might prevent learners to their full ability? This could, for example, include technical factors such as no access to a camera or a bad internet connection?
- consider **level of difficulty**. Be aware that ... research has shown a tendency to make exams easier when exam circumstances change. This applies both to setting questions and to marking.

HOW DO I GET ORGANISED ON THE DAY OF ASSESSMENT?

This depends on the kind of assessment you're carrying out. A good strategy for **oral assessment** might include the following points:

- Have students arrive at the online room at a predetermined time. Allow ample time for each student, with a slot for identification and warm-up, the actual assessment time, and time for administrative work and documentation. Depending on the kind of exam, you might want to allocate time after each student for the marking process or use the recordings after all exams have been carried out. Some systems enable you to put students into a waiting area and allow them into the main room one-by-one.
- Inform students about the requirements of the assessment and announce that you are going to record the session. Depending on your exam, this can include giving them tasks to prepare in advance or using the time in a waiting area.
- Give students some warm-up time, for example by engaging in an informal chat.
- Give students a clear indication of what is going on, what they are expected to do, and where in the exam they are. For example: "You will now have 3 minutes to warm up. This part will not be assessed."
- At the beginning of the recorded part, ask students to identify themselves by clearly stating their name, and possibly by showing their ID into the camera.
- If the exam includes a pre-recorded part submitted by students, ask them to identify themselves clearly at the beginning of the recording and finish off by saying 'end of recording'.
- If there are technical difficulties or the sound quality is too bad, offer another time slot, and possibly another VLE/platform.
- Check on requirements regarding how long you need to preserve the recordings. If no specific answer is available, it is safe to assume that you should keep the records as long as you are keeping the records of analogue examinations.

HOW DO I DOCUMENT ASSESSMENT WHEN TEACHING ONLINE?

- **record** documents/contributions of candidates (screenshots, copy chats etc.)
- students send in material as assessments via **email** or **learning platform**
- **recording** of assessment needs to be announced/agreed
- specify **aids permitted** (such as dictionaries, calculators, certain websites...) and get candidates' consent to using them in the agreed way
- explain **academic practice standards** (sources, quotations etc.) that apply and plagiarism rules

HOW DO I PREVENT CHEATING AND PLAGIARISM?

Moving assessment online is often accompanied by worries about learners' (excessive) use of supportive tools (or even cheating) and thus distorting the results of the assessment. Below are examples of strategies that can be employed to reduce this risk:

- Multiple assessments: assess in small steps but often, and with a variety of different tasks. This will help in order to have a broad picture of learners' development over a period of time. Consider marks on observations collected over a period of time.
- Check identity: where necessary, carry out identity checks (e.g. with the help of computer cameras)
- Be clear: Outline the rules of fraud and plagiarism that apply clearly and ask for learners' consent to these rules