

Online Assessment: Quick Reference

Examples of Online Assessments

- [Test/Quiz](#)
- [Assignment](#)
- [Blog](#)
- [Discussion Board](#)
- [Wiki](#)
- [Portfolio](#)

Purpose of Assessment

To determine:

- Learning has occurred
- Student achievement
- Knowledge or skills gained by students
- Teaching or learning process adjustments needed

Uses of Assessment

- *Pre-test*: Determine learners' prior knowledge, a baseline to be used for future assessment comparison
- *Formative*: Provide/collect ongoing feedback to/from learners during the learning process
- *Summative*: Determine learners have met a given standard, benchmark or learning objective (e.g. midterm, portfolio, final)
- *Practice Assessment*: Provide an opportunity for multiple attempts on test, draft submissions with feedback provided
 - to interact with content, providing distributed practice
 - to familiarize learners with assessment expectations and format before high-stakes assessments
- *Survey*: Collect data and feedback on learner attitudes and perceptions
- *Evaluation*: Collect data that can be used for justification or improvement of learning activities (e.g. Item Analysis in Blackboard)

Benefits of Online Assessment in Blackboard

- Automatic scoring on objective test/quiz questions (MC, T/F)
- Randomization of test/quiz questions and/or choices
- Automated feedback timing and detail options available for test/quiz
- Easy reporting, item analysis and re-grading options
- Rubric creation and grading integration
- Flexibility of time and location

Through assessment, learners can demonstrate what they have learned:

- At the end of a specific learning event (e.g. an instructional module or chapter)
- Over a longer period of time (e.g. portfolio)
- Through independent or group work

Best Practices for Online Assessment

Provide:

- Practice opportunities and timely feedback
- Clear and concise detailed instructions for assessment completion and submission
- Rubrics or grading criteria
- Templates or models
- Links to corresponding assessment when referencing them in communication with learners (e.g. course announcements)

TIP: For best results, use multiple assessment methods.

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Submitting Assignments in Blackboard

- Assignments provide learners a link to enter a simple text submission or upload documents to your Grade Center
- SafeAssign – a plagiarism tool (checks submission against database and the Internet for like materials) that can be enabled within an assignment and provides an originality report for review
- Access student submissions in the Grade Center
- In-line grading is available by default for Assignments, not SafeAssign
 - If you want to use in-line grading AND SafeAssign, create two assignments, one with SafeAssign enabled and the other disabled with the parameters below
 - SafeAssign: Under Grading, enter '0' for Points Possible and under "Display of Grades" uncheck "Include in Grade Center grading calculations" and "Show to students in My Grades"
 - Assignment: Under Grading, enter the Points Possible for the assignment; Use in-line grading to annotate the Assignment link and provide feedback

Viewing Grades in Blackboard

Students: [My Grades](#)
(available on Bb home page
OR in Tools within each
course menu)

Faculty: [Grade Center](#)
(available in Control Panel
within each course)

Online Assessment Collection Options and Guidelines

- *Software or Handwritten*: Decide if learners will use built-in equation editors or upload a copy of hand-written work (learners scan documents or use an app such as [CamScanner](#) to take pictures of and then [upload file](#); PDF (portable document format) is preferred file format
- *Legibility*: Provide guidelines for legibility requirements and examples of both acceptable and unacceptable work
- *Practice*: Allow a practice submission(s) early in the semester and provide feedback before high stakes assignments
- *Photograph*: Avoid receiving multiple images; provide a template and/or instruction for embedding photos into a document or a slideshow before submission
- *Video*: Avoid issues related to transferring large video files; provide guidelines for [uploading video to Blackboard](#)
- *In-person Proctor or ProctorU*: If needed, learners can take assessment with an in-person proctor or online using [ProctorU](#) service

Advice for Learners to Prevent Technical Problems

- [Test internet speed](#) especially for HD streaming
- Test logins, accounts and any computer you may use BEFORE assessment due dates
- Check for and download any new versions of Respondus LockDown Browser at the beginning of each semester (if faculty is requiring its use)
- Avoid using public Wi-Fi at restaurants and other venues
- Avoid using cell phone hot spots whenever possible
- Contact the [ITS Help Desk](#) when having technical difficulties

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Respondus LockDown Browser Option

- [Respondus LockDown Browser](#) (RLDB) is suggested for tests/quizzes because it:
 - Helps to reduce browser incompatibility issues
 - May or may not be required for tests
 - When “not” required, does not prohibit any actions and is like other browsers regarding printing, navigating, etc.
 - When “required,” prohibits right-click options, printing, copying/pasting, multi-tasking (to name a few features)
 - May be used at any time, not just for tests
 - IMPORTANT TO NOTE:
 - It does NOT prevent:
 - Cheating
 - Students gathering to work in groups
 - Taking pictures of the monitor
 - In Syllabus – remind learners to check for and download any new versions of RLDB at the beginning of each semester
 - Unless you allow it in the test settings, online tests that require RLDB cannot be closed prematurely unless the computer shuts off – this reduces the number of resets
 - If any of your learners consistently report technical difficulty, suggest they use RLDB for all submissions

Online Tests/Quizzes

Test/Quiz Options (click the links below for additional information):

- [Test Availability](#)
- [Test Availability Exceptions](#)
(accommodations; coordinate with accessibility office)
- [Number of attempts](#)
- [Timer](#)
- [Force completion](#)
- [Due Date](#)
- [Feedback](#)
- [Test Presentation](#)

Test Availability vs Test Duration

Test Availability: determines the time the LINK to the test is available to students

Test Duration (Timer): determines the amount of time the student receives to complete the test once it is started

Test/Quiz Questions:

- Common [Question Types](#)
 - Automated grading: Multiple Choice, True/False, Matching
 - Manual grading: Short Answer, Essay

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- [Question Pools](#) – collection of questions stored for repeated use which can be organized in several ways (e.g. topic, level of difficulty, question type, objective)
 - [Random Blocks](#) – random selection of questions from selected question pools
- [Item Analysis](#) – provides statistics on overall performance, test quality and individual questions to be used to determine adjustments needed

Suggestions for Question Pools

Start with what you have – by chapter, by test, by semester

Reorganize according to topic and level of difficulty

Each semester add new questions to pools; ask students to create test questions

Use random selection of questions when creating tests from pools

Use random ordering of questions if pools are not used or number of questions is limited.