Integrating online assessment into your on-campus class

A blended approach to assessment and feedback for learning
Check-in activity: How are you today?

On the 1–9 goat scale, **how are you today?**
Share your response(s) at [www.menti.com](http://www.menti.com)

1. content goat
2. anxious goat
3. cool goat
4. defiant goat
5. calm goat
6. doubtful goat
7. smoking goat
8. exhausted goat
9. screaming goat

Photo Credit: @emmaleemakes

**Code:** 8764 6528
About you

- introduce yourself
- tell us about course(s) you teach or support
- share your experience with online assessments pre-Covid v. now
In today's session

1. Rationale
2. Advantages
3. Tools
4. Application
5. Design
Why use online assessments for an in-person class?
Pre-COVID vs. Remote teaching

opportunity to try out alternatives to the face-to-face midterm and final exam while still assessing core learning outcomes
Onsite + online assessment = opportunities to...

1. provide variety of assessments
2. increase assessment frequency
3. focus on authentic assessments
4. enhance feedback on performance

Stein & Graham, 2014
What are some advantages for using a blended approach?
## Advantages of onsite or online assessment types

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Online</th>
<th>Onsite</th>
</tr>
</thead>
</table>
| Quiz or exam                             | • Flexible writing window/submission  
• Easier marking  
• Question banks  
• Easier for result analysis                                                                                                           | • Reduces cheating  
• Distraction-free (usually...) environment is provided to focus on the quiz  
• Can use in-person Crowdmark to gather and grade student responses and grade online                                                                                       |
| Live presentations and physical demonstrations | • Distributed learning  
• Easier to record/archive  
• Closed captioning/transcripts  
• Side chatting/sharing resources  
• Pause/skip when reviewing                                                                                                           | • Some demos can’t be done online (e.g., Chemistry, Physics)  
• Sense from others; level of comprehension, etc.                                                                                                                                |
| Papers and projects                       | • Easier plagiarism check                                                                                                           | • On-site presentation enhances student engagement  
• Teamwork can be easier                                                                                                                             |

*adapted from Stein & Graham, 2014 (p. 112)*
Onsite or online?

WHY NOT BOTH?
Onsite or online?

**ONSITE**
- physical presence
- immediacy of experience
- human interaction
- academic integrity

**ONLINE**
- archiving and reusability of content
- automation of feedback
- multimedia tools
- flexibility of time and space
What tools can I use for online assessment and feedback?
Online assessment tools

Quercus

ASSIGNMENTS

QUIZZES

Integration

CROWDMARK
<table>
<thead>
<tr>
<th>Main features</th>
<th>Assignments</th>
<th>Quizzes (Classic)</th>
<th>Crowdmark (Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer review</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group assignment</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Auto-graded questions</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Randomize questions and answers</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Original (plagiarism detection)</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotate submissions</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timed assessment</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Submit on behalf of student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade with rubric</td>
<td>✔</td>
<td></td>
<td>✔ (comment library)</td>
</tr>
</tbody>
</table>
# Assessment creation and management

<table>
<thead>
<tr>
<th>Assessment distribution</th>
<th>Assignments</th>
<th>Quizzes (Classic)</th>
<th>Crowdmark (Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>instructor publishes assignment</td>
<td>instructor publishes quiz</td>
<td>instructor selects distribution option</td>
<td></td>
</tr>
<tr>
<td>students access in Quercus</td>
<td>students access in Quercus</td>
<td>students receive assignment link via email</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question types</th>
<th>Assignments</th>
<th>Quizzes (Classic)</th>
<th>Crowdmark (Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>any question type that students can respond to on paper (handwritten or typed)</td>
<td>multiple choice, true-false, multiple answer, matching, fill-in-the-blank, formula, essay, file upload, etc...</td>
<td>any question type students can respond to on paper (especially handwritten, calculations) plus multiple choice/multiple answer, text response</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing submissions</th>
<th>Assignments</th>
<th>Quizzes (Classic)</th>
<th>Crowdmark (Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>view who submitted and at what time (via Gradebook or Speedgrader)</td>
<td>view Quiz log for individual students (after submission)</td>
<td>view submission activity log in real time</td>
<td></td>
</tr>
<tr>
<td>set late penalties (affects entire course)</td>
<td>view Moderate Quiz page for information in real time</td>
<td>set late penalties (by assessment)</td>
<td></td>
</tr>
<tr>
<td>submit on behalf of student</td>
<td>set late penalties (affects entire course)</td>
<td>submit on behalf of student</td>
<td></td>
</tr>
<tr>
<td>Grading and feedback features</td>
<td><strong>Assignments</strong></td>
<td><strong>Quizzes (Classic)</strong></td>
<td><strong>Crowdmark (Assigned)</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>view submission and grade directly in Speedgrader</td>
<td>view questions and grade directly in Speedgrader (can grade by question)</td>
<td>grade by question directly in Crowdmark</td>
</tr>
<tr>
<td></td>
<td>supports annotations and grading by rubric</td>
<td>automatic grading for some question types (MC, T/F)</td>
<td>supports annotations and comments library</td>
</tr>
<tr>
<td></td>
<td>add general comments for the assignment</td>
<td>provide general comments for the entire quiz or question-level comments in Speedgrader</td>
<td>automatic grading for MCQ</td>
</tr>
<tr>
<td></td>
<td>annotate directly on submission in Speedgrader</td>
<td>supports multimedia feedback</td>
<td>supports multiple graders</td>
</tr>
<tr>
<td></td>
<td>supports multimedia feedback</td>
<td>add automatic feedback for correct/incorrect responses to individual questions</td>
<td>attach files/images/links to comments via comment library</td>
</tr>
<tr>
<td></td>
<td>grade and provide comments with rubric</td>
<td></td>
<td>annotate directly on submission</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>supports LaTeX comments</td>
</tr>
</tbody>
</table>
Assignments

assignment support
inline annotations
annotated submissions
can be downloaded
Quizzes (classic)

for automatically-graded questions, you can create automatic feedback statements ahead of time (both question-specific or answer-specific)
Crowdmark (assigned)

pre-populate a question’s comment library using a CSV file and make comments visible to all graders
## Accommodations and analytics

<table>
<thead>
<tr>
<th>Accessibility and Accommodations</th>
<th>Assignments</th>
<th>Quizzes (Classic)</th>
<th>Crowdmark (Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assign to:</strong> assign a different due date and/or a different availability period to individual students or sections</td>
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<td><strong>Assign to:</strong> assign a different due date and/or a different availability period to individual students or sections</td>
<td><strong>Accommodation options for assigned assessments</strong></td>
</tr>
<tr>
<td><strong>Moderate quiz:</strong> add additional attempts; add additional time for timed quizzes; manually unlock a quiz</td>
<td><strong>Moderate quiz:</strong> add additional attempts; add additional time for timed quizzes; manually unlock a quiz</td>
<td><strong>Accommodation options for assigned assessments</strong></td>
<td>Customize due date, time to complete and/or late penalty for individual students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Viewing Statistics</th>
<th>Assignments</th>
<th>Quizzes (Classic)</th>
<th>Crowdmark (Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall <a href="#">statistics for the whole class</a>; student-level statistics</td>
<td>overall <a href="#">quiz results</a> for the whole class; question-level and student-level statistics</td>
<td>overall assignment statistics for the class (Results menu tab); question-level and student-level statistics</td>
<td></td>
</tr>
</tbody>
</table>
How can online assessment be incorporated in an in-person class?
Combining online and onsite assessments

**Lecture content discussions**
**Group project planning**

**Midterm Lab activities**

**Final exam Group presentations**

**online**
- Group project work
- Weekly quizzes in preparation of lecture discussions
- Reading responses/reflections

**onsite**
- Group project work
- Weekly quizzes in preparation of lecture discussions
- Reading responses/reflections

**online**
- Group and individual paper submissions
- Peer review
- Student-generated questions for inclusion in exam

**onsite**
- Group project work
- Weekly quizzes in preparation of lecture discussions
- Reading responses/reflections

**onsite**
- Group project work
- Weekly quizzes in preparation of lecture discussions
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**onsite**
- Group project work
- Weekly quizzes in preparation of lecture discussions
- Reading responses/reflections
What are some recommendations for designing online assessments?
Assessment design checklist

Learner-centred approach

(Adapted from Meyer, Rose, and Gordon, 2014)
Questions
After this webinar

- Slides
- Links & References
- Feedback Survey
SUPPORT RESOURCES
Resources

Crowdmark Guides:
- Moving Your Assessments Online
- Assigned Assessments

Canvas Guides:
- Assignments
- Quizzes

U of T Central Documentation:
- Academic Toolbox Tool Guides
- Crowdmark
- Online Assessment Tools

FASE ETO Guides:
- How to administer Crowdmark in your course
- Select Your Assessment Tool
- Quizzes and Assignments from Student Perspective
- How Can I Submit Handwritten or Paper-Based Work?
- How can I add accommodations for a Crowdmark Assigned Assessment?
- Create a contingency plan for your online assessment
- Design your (alternative or traditional) assessment strategy

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THANK YOU!
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