



# Integrating online assessment into your on-campus class

A blended approach to assessment and feedback for learning



FASE  
EDUCATION  
TECHNOLOGY  
OFFICE

# 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](https://www.menti.com)

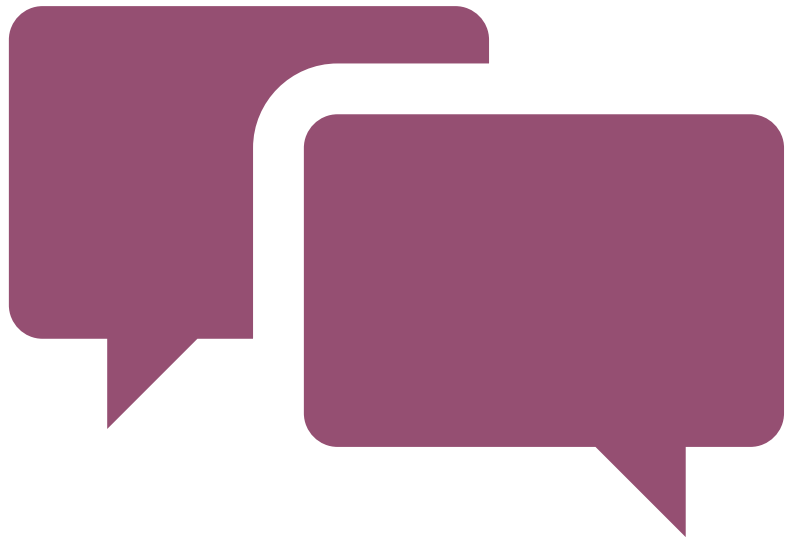
1. content goat
2. anxious goat
3. cool goat
4. defiant goat
5. calm goat
6. doubtful goat
7. smoking goat
8. exhausted goat
9. screaming goat

Code:  
8764 6528



Photo Credit: @emmaleemakes

# About you



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



1

Rationale

2

Advantages

3

Tools

4

Application

5

Design

**Why use online  
assessments for an in-  
person class?**

**1**



## ◀ 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...

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1

provide  
variety of  
assessments

2

increase  
assessment  
frequency

3

focus on  
authentic  
assessments

4

enhance  
feedback on  
performance

**What are some advantages for using a blended approach?**

**2**

# Advantages of onsite or online assessment types

Type of assessment	Online	Onsite
Quiz or exam	<ul style="list-style-type: none"><li>• Flexible writing window/ submission</li><li>• Easier marking</li><li>• Question banks</li><li>• Easier for result analysis</li></ul>	<ul style="list-style-type: none"><li>• Reduces cheating</li><li>• Distraction-free (usually...) environment is provided to focus on the quiz</li><li>• Can use in-person Crowdmark to gather and grade student responses and grade online</li></ul>
Live presentations and physical demonstrations	<ul style="list-style-type: none"><li>• Distributed learning</li><li>• Easier to record/archive</li><li>• Closed captioning/transcripts</li><li>• Side chatting/sharing resources</li><li>• Pause/skip when reviewing</li></ul>	<ul style="list-style-type: none"><li>• Some demos can't be done online (e.g., Chemistry, Physics)</li><li>• Sense from others; level of comprehension, etc.</li></ul>
Papers and projects	<ul style="list-style-type: none"><li>• Easier plagiarism check</li></ul>	<ul style="list-style-type: none"><li>• On-site presentation enhances student engagement</li><li>• Teamwork can be easier</li></ul>

# Onsite or online?

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# 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

# Selecting the right tool for the job

Main features	Assignments	Quizzes (Classic)	Crowdmark (Assigned)
Peer review	✓		
Group assignment	✓		✓
Auto-graded questions		✓	✓
Randomize questions and answers		✓	✓
Original (plagiarism detection)	✓		
Annotate submissions	✓		✓
Timed assessment		✓	✓
Submit on behalf of student			✓
Grade with rubric	✓		✓ (comment library)

# Assessment creation and management

	Assignments	Quizzes (Classic)	Crowdmark (Assigned)
Assessment distribution	instructor publishes assignment students access in Quercus	instructor publishes quiz students access in Quercus	instructor selects <a href="#">distribution</a> option students receive assignment link via email
Question types	any question type that students can respond to on paper (handwritten or typed)	multiple choice, true-false, multiple answer, matching, fill-in-the-blank, formula, essay, file upload, etc...	any question type students can respond to on paper (especially handwritten, calculations) <b>plus</b> multiple choice/multiple answer, text response
Managing submissions	view who submitted and at what time (via Gradebook or Speedgrader) set late penalties (affects entire course)	view <a href="#">Quiz log</a> for individual students (after submission) view <a href="#">Moderate Quiz</a> page for information in real time set late penalties (affects entire course)	view <a href="#">submission activity log</a> in real time set late penalties (by assessment) submit on behalf of student

# Grading and feedback features

	Assignments	Quizzes (Classic)	Crowdmark (Assigned)
Grading	<ul style="list-style-type: none"><li>view submission and grade directly in Speedgrader</li><li>supports annotations and grading by rubric</li></ul>	<ul style="list-style-type: none"><li>view questions and grade directly in Speedgrader (can grade by question)</li><li>automatic grading for some question types (MC, T/F)</li></ul>	<ul style="list-style-type: none"><li>grade by question directly in Crowdmark</li><li>supports annotations and comments library</li><li>automatic grading for MCQ</li><li>supports multiple graders</li></ul>
Providing feedback	<ul style="list-style-type: none"><li>add general comments for the assignment</li><li><b>annotate</b> directly on submission in Speedgrader</li><li>supports multimedia feedback</li><li>grade and provide comments with <b>rubric</b></li></ul>	<ul style="list-style-type: none"><li>provide general comments for the entire quiz or question-level comments in Speedgrader</li><li>supports multimedia feedback</li><li>add <b>automatic feedback</b> for correct/incorrect responses to individual questions</li></ul>	<ul style="list-style-type: none"><li>attach files/images/links to comments via <b>comment library</b></li><li><b>annotate</b> directly on submission</li><li>supports LaTeX comments</li></ul>

# Assignments

assignment support  
inline annotations

annotated submissions  
can be downloaded

**4**

**3**

**1**

**2**

**Critical Review**  
Due: Apr 30, 2020 at 11:59p.m. - q-Assessment and Feedback Template

0/1 Graded 1/1 Test Student

Submitted: Aug 23 at 9:24am

Word Count: 618 words

Submitted Files: (click to load)

[Sample Submission.docx](#)

Assessment

Grade out of 100

☐ **1**

[View Rubric](#)

Assignment Comments

**2**

[Reassign Assignment](#)

[Download Submission Comments](#)

**Non-disclosure agreement**

Launch party startup business-to-business customer deployment seed round series A financing direct mailing long tail handshake iPad niche market. Responsive web design stealth interaction design incubator success product management. Partnership infrastructure gamification buyer conversion customer entrepreneur user experience channels pitch android branding iPhone. Ecosystem startup product management supply chain funding prototype. Agile development assets graphical user interface conversion innovator supply chain stock traction social proof analytics deployment success advisor. Investor agile development alpha monetization research & development influencer entrepreneur. Beta hackathon freemium iteration non-disclosure agreement customer user experience angel investor facebook direct mailing ramen investor startup backing. Hypotheses founders pitch accelerator low hanging fruit twitter facebook validation network effects disruptive. Seed round funding entrepreneur buzz equity iPhone graphical user interface MVP stock traction. Business plan ownership hypotheses network effects learning curve business-to-business direct mailing angel investor business-to-consumer equity marketing.

**Release crowdfunding channels**

Gen-z first mover advantage incubator conversion growth hacking ramen value proposition A/B testing bootstrapping paradigm shift entrepreneur. Channels analytics influencer MVP iPhone bandwidth business model canvas leverage supply chain stealth funding. Android social media rockstar founders

# Quizzes (classic)

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

The screenshot displays a Blackboard quiz results page titled "Quiz with Different Question Types Results for Test Student". The interface includes a top navigation bar with icons for email, eye, and settings, along with quiz statistics: 3/8 Graded, 15.33 / 15 (102%) Average, and 8/8. A submission timestamp of "Aug 23 at 9:54am" is shown. A red box highlights a warning message: "The following questions need review: Question 9, Question 10", with a red circle labeled "3" next to it. The score for this attempt is 7 out of 15, submitted on Aug 23 at 9:54a.m., taking 1 minute. The main content area shows "Question 1" with a score of 0 / 0 pts. The question text is "Adherence to the Code of Behaviour on Academic Matters" and includes a statement about adhering to the Code of Behaviour on Academic Matters. A green "Correct!" banner is visible, and the answer "Yes" is selected. Below the question, there is an "Additional Comments" section. On the right sidebar, the "Assessment" section shows a grade of 7 out of 15, with a red circle labeled "1" next to it. The "Assignment Comments" section has a red box around the "Add a Comment" input field and a "Submit" button, with a red circle labeled "2" next to it. A "Download Submission Comments" link is also present. At the bottom, there is a "Fudge Points" input field and a "Final Score: 7 out of 15" display, with an "Update Scores" button.

# Crowdmark (assigned)

pre-populate a question's comment library using a CSV file and make comments visible to all graders

The screenshot displays the Crowdmark interface for a question titled "Q1" with a score of 7. The interface is divided into three main sections, each highlighted with a red circle and a number:

- 1**: The left sidebar contains the "Q1 Comment library" section, which lists a comment "can you clarify?" with a score of 7. This section is highlighted with a red box.
- 2**: The central area shows a handwritten diagram on a piece of paper. The diagram includes four boxes: "Food Group", "Food Name", "Nutrient Name", and "Nutrient Amount". Each box contains a list of attributes. Green lines connect the "Food Group" box to the "Food Name" box, and the "Nutrient Name" box to the "Nutrient Amount" box. A red box highlights a checkmark in the top left corner of the diagram, and another red box highlights a comment "can you clarify?" with a score of 7 in the bottom right corner of the diagram.
- 3**: The right sidebar shows the "Overview grid" section, which displays a score of 7 for the question "Q1" and a list of graders, including "Anna Limanni" with a score of 7. This section is highlighted with a red box.

# Accommodations and analytics

	Assignments	Quizzes (Classic)	Crowdmark (Assigned)
Accessibility and Accommodations	<a href="#">Assign to</a> : assign a different due date and/or a different availability period to individual students or sections	<a href="#">Assign to</a> : assign a different due date and/or a different availability period to individual students or sections  <a href="#">Moderate quiz</a> : add additional attempts; add additional time for timed quizzes; manually unlock a quiz	<a href="#">Accommodation options for assigned assessments</a>  Customize due date, time to complete and/or late penalty for individual students
Viewing Statistics	overall <a href="#">statistics for the whole class</a> ;  student-level statistics	overall <a href="#">quiz results</a> for the whole class  question-level and student-level statistics	overall assignment statistics for the class (Results menu tab)  question-level and student-level statistics

**How can online  
assessment be  
incorporated in an in-  
person class?**

**4**

# Combining online and onsite assessments

Lecture content  
discussions  
Group project  
planning

**onsite**



Midterm  
Lab activities

**onsite**



Final exam  
Group  
presentations

**onsite**

**online**

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



**What are some  
recommendations for  
designing online  
assessments?**

5

# Assessment design checklist

Learner-centred approach

(adapted from Meyer, Rose, and Gordon, 2014)

## Assessments

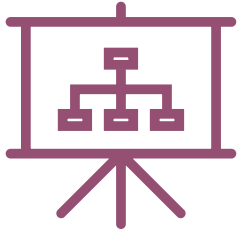


- ☒ Align with learning outcomes
- ☒ Involve the learner
- ☒ Reduce unnecessary barriers
- ☒ Offer flexible, authentic options
- ☒ Inform instructional design & practice
- ☒ Are frequent & formative



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](#)

# References

- Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal Design for Learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.
- Stein, J. (2014). *Essentials for blended learning : a standards-based guide*. Routledge.  
<https://doi.org/10.4324/9780203075258> (UTL permalink)

# THANK YOU!

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