Course Design Institute - Online
Week 4: Assessment

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Needed in this workshop:
- Pen and paper
- Ability to scan a written document to a .pdf
- Access to Canvas
Zoom etiquette

Please mute your sound.

If your internet connection is unstable, feel free to turn off your video.

If you have a question, please use the chat box, and one of us will answer.

Please be aware that we will record this Zoom meeting.
TIDES Course Design Institute Online: **Topics**

Week 1 (July 15\textsuperscript{th}): **Big ideas:** What are my goals for student learning?

Week 2 (July 22\textsuperscript{nd}): **Present:** What are my options for presenting content online?

Week 3 (today): **Engage:** What are ways to engage students online?

Week 4 (August 5\textsuperscript{th}): **Assess:** What are my options for online assessment?

Week 5 (August 12\textsuperscript{th}): **Assemble:** How can I bring it all together?
“What was your experience with assessment when we went online in the spring?”
“What was your experience with assessment when we went online in the spring?”
What did you find interesting from the videos?
Backward design aligns goals/assessments/instruction

1. What assessments are you going to give?
2. How will you deliver those assessments?
What is assessment?

Assessment is a process of inference (much like science):

- Educators need to set up situations in which relevant data can be collected about learners.
- Data provide the evidence on which we the educators can base a judgment of student progress.

https://ep.jhu.edu/faculty/learning-roadmap-for-new-online-instructors/assessing-student-learning-online
After this workshop, you should be able to:

- Distinguish between two **types of assessment** - formative and summative
- Outline an **assessment strategy** for your course.
- Choose and practice using **technology tools for delivering assessments** in an online environment.
Agenda for this meeting

1. Introduction to types of assessment
2. Take a Canvas Quiz
3. Submit a .pdf to a Canvas Assignment
4. Make a Canvas Quiz
5. Make a Canvas Assignment with a rubric
6. Q&A
Types of Assessment

**Diagnostic** - Determine a student's prior knowledge and provide remediation activities and additional learning-support resources

**Formative** - Provide a student direction and feedback for her/his learning.

**Summative** - Measures a student's performance by using a formal evaluation tool, such as a key or rubric

**Authentic** - Measures students performances as they apply newly-acquired knowledge and engage high-order thinking skills to create an original work or approach to problem-solving using a formal evaluation tool, such as a rubric

https://www.unf.edu/cirt/services/id/bestpractices/assessments.aspx
<table>
<thead>
<tr>
<th></th>
<th>Summative Assessment</th>
<th>Formative Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Relationship to learning</strong></td>
<td>Assessment of learning</td>
<td>Assessment for learning</td>
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<tr>
<td><strong>Purpose for faculty</strong></td>
<td>Assign course grades Validate &amp; accredit programs</td>
<td>Diagnose student learning issues Inform changes to teaching</td>
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<tr>
<td><strong>Purpose for students</strong></td>
<td>Evaluate learning Enter programs Graduate from programs</td>
<td>Improve metacognition Modify study behavior</td>
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<tr>
<td></td>
<td>Achieve professional licensing</td>
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<tr>
<td><strong>Graded</strong></td>
<td>Usually</td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Periodic</td>
<td>Frequent</td>
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<tr>
<td><strong>Feedback</strong></td>
<td>Delayed feedback, usually as a score or grade on an assessment</td>
<td>Immediate feedback, usually with explanation &amp; opportunity for reflection</td>
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<tr>
<td><strong>Stakes</strong></td>
<td>Usually high stakes One opportunity to do well</td>
<td>Usually low stakes Multiple opportunities to improve</td>
</tr>
<tr>
<td><strong>Common Examples</strong></td>
<td>Exams Final Project Presentations Written reports</td>
<td>Group problem solving Homework In-class clicker / Instapoll Questions Minute papers Draft versions of presentations or reports</td>
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*From Assessment in the College Science Classroom by Dirks et al. 2014*
Assessment methods

- One-minute papers
- Observation
- Essays
- Pre/Post Testing
- Skill demonstration
- Project reports
- Student Presentations
- Discussion
- Portfolios
- Research Papers
- Reflective writing
- Think-Pair-Share
- Homework
- Peer-assessment
- Self-assessment
- Exams
- Quizzes
Three steps in any assessment

1. The instructor makes the assessment available to students
2. The students complete the assessment and submit their answers to the instructor
3. The students receive feedback on their work
   a. The feedback may be a grade, written comments, a key, or a combination
   b. The feedback usually comes from the instructor, but can come from peers or be self-generated
### Viable assessment technologies in Canvas

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
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<tbody>
<tr>
<td>1. Polling (Zoom, Instapoll)</td>
<td>1. Canvas Quizzes</td>
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<tr>
<td>2. Panopto Video Quizzes</td>
<td>a. Proctorio</td>
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<td>3. Canvas Quizzes</td>
<td>2. Canvas Assignments</td>
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<td>4. Canvas Assignments</td>
<td>3. Gradescope</td>
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<td>5. Quest</td>
<td>4. Quest</td>
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<tr>
<td>6. Integrated publisher tools (eg. Connect)</td>
<td>5. Integrated publisher tools (eg. Connect)</td>
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</tbody>
</table>

*Each of these options can be used for all three steps in the assessment process. You will have to choose a solution that works best for your situation.*
Take a Canvas Quiz

- Do not panic right now!!
- Navigate to the Canvas course called “TIDES_CDI_Playground”
- In this course, the Modules view is the Home page
- Click on “Sample Summative Quiz”
- Complete the quiz - the time limit is set to two minutes
Submit an Assignment to a Canvas Assignment

Step 1: Make the assignment available to students

- Navigate to the Canvas course called “TIDES_CDI_Playground”
- In this course, the Modules view is the Home page
- Click on “Upload Practice Assignment”
Step 2: Students complete the assignment and upload to Canvas

Diagram and categorize on paper how you assessed student learning in a course you taught in the past (your choice) or how you plan to assess student learning in your Fall 2020 course.
Here is an example of what you should do...

- **Unit 1**
  - **Week 1**
    - Δ0
  - **Week 2**
    - Δ0
  - **Week 3**
    - Δ0

**Key:****
- □ = M, W, F class
- Δ = Instructor-driven, formative Reading self-check
- O = Instructor-driven, formative In-class polling and worksheets

**Events:**
- Quiz 1
- Quiz 2
- Midterm Exam
- ▲Quiz 3 = Instructor-driven/Student-driven Summative/formative Weekly quiz
- ▲Midterm = Instructor-driven Summative
Assessment Plan Activity

Step 2 (cont.): Students complete the assignment and upload to Canvas

Scan your diagram to make an electronic file. (see instructions here: https://cns.utexas.edu/images/CNS/TIDES/Remote_Teaching/PDF_Scanners_Mergers_TIDES.pdf)
Assessment Plan Activity

Step 2 (cont.): Students complete the assignment and upload to Canvas

Upload the .pdf you made of your Assessment diagram to the Canvas Assignment
Canvas Quizzes (both types of assessment)

Step 1:
- Home
  - Quizzes
  - Assignments
  - Gradescope
  - Secure Exam Proctor (Proctorio)
  - Panopto Video
  - Zoom

Step 2:
- Quiz
- Details
- Questions

Step 3:
- Details
- Questions

Step 4: Details

Step 5: Add Questions

Consider using Canvas Quizzes if your assessment is a collection of multiple-choice/short answer type questions.
Canvas Quizzes: Set-up is different for formative and summative

If you do NOT want students to see their quiz grade immediately, set up your quiz as shown here.

Grade Posting Policy: Sample Summative Quiz

Post Grades
- **Automatically**
  - Assignment grades will be visible to students as soon as they are entered. Grades that have already been hidden will remain hidden.

- **Manually**
  - Grades will be hidden by default. Any grades that have already posted will remain visible. Choose when to post grades for this assignment in the gradebook.

While the grades for this assignment are set to manual, students will not receive new notifications about or be able to see:
- Their grade for the assignment
- Grade change notifications

Quiz Type: Graded Quiz
Assignment Group: Assignments
Options:
- Shuffle Answers
- Time Limit: 5 Minutes
- Allow Multiple Attempts
- Let Students See Their Quiz Responses (Incorrect Questions Will Be Marked in Student Feedback)
- Show one question at a time

Quiz Restrictions:
- Require an access code
- Filter IP Addresses

Assign:
- Assign to: Everyone
- Due: May 19 4pm
  - May 19, 2020 4:00pm
- Available from: May 19 3pm
  - May 19 5pm
Canvas Quizzes: Question Groups

Put several similar questions into a question group

Define how many questions from the group will be given to each student on the quiz

Each student then gets different questions from the question group

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**Summative 1**

An instructor makes a graded Canvas quiz available to students one week before the due date and students can take the quiz anytime during the week. Once a student starts a quiz, that student has 10 minutes to complete it. The students have only one chance to take the quiz and they do not find out their grade until after the due date. The quiz grade counts for 5% of their overall course grade.

What type of assessment is this?

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**Formative 1**

An instructor uses Instapoll to ask all students in the class a multiple-choice question about the topic of the day. The instructor leaves the question open for one minute, then shows students the histogram of student answers, and asks one student to explain which answer is correct and why. Students earn a small amount of participation credit toward their grade for answering the poll.

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**Summative 2**

Students are given access to an exam three hours before it is due. They answer the questions in writing, scan their answers, and submit their completed exams to Gradescope before the time it is due. The instructor and teaching assistants grade the exam using rubrics entered into Gradescope. The students receive feedback and are notified of their grade one week later. The students do not have a chance to revise their work. The exam grade counts for 20% of their course grade.
Canvas Assignments

Step 1:

Step 2:

Note: If you want students to submit a document to a Canvas Assignment, the assignment must be a “graded assignment” and it will show up in the gradebook.

Consider using Canvas Assignments if your assessment has few questions, with longer answers.
Human Population Project

Instructions: Complete all questions on this page and save as a pdf file. Submit to the Human Population project assignment on Canvas by May 3rd at 11:59pm.

You may discuss this assignment with classmates, but you need to compose your own answers independently for submission. We will check for plagiarism and collusion (having the same answers as classmates or previous students).

1. Go to http://www.census.gov/popclock/
   a. What is the current estimate of the human population on earth? Write it down and write the date you checked.
      i. Current population 7569677461
      ii. Date checked: May 3, 2019
   b. The United States is the 3rd most populous country in the world.
   c. Texas is the 2nd most populous state in the United States.
**Rubrics**

**Make the rubric in Canvas Assignments**

**Upload Practice Assignment**

Upload a .pdf of the assessment diagram you made in the Assessment workshop here.

**Due**

- **For**: Everyone
- **Available from**: -
- **Until**: -

**Upload Practice Rubric**

You've already rated students with this rubric. Any major changes could affect their assessment results.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time submission</td>
<td>1 pts</td>
<td>1 pts</td>
</tr>
<tr>
<td>Assessment plan is complete</td>
<td>1 pts</td>
<td>1 pts</td>
</tr>
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<td>Types of assessment are identified</td>
<td>1 pts</td>
<td>1 pts</td>
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</table>

Total Points: 3

**Click to grade in Speedgrader**

**Grading**

- **On-time submission**
  - 1 pts Full Marks
  - 0 pts No Marks

- **Assessment plan is complete**
  - 1 pts Full Marks
  - 0 pts No Marks

- **Types of assessment are identified**
  - 1 pts Full Marks
  - 0 pts No Marks

Total Points: 1 out of 3
Panopto Video Quizzes (formative assessment)

- Videos can be recorded in Panopto, or videos recorded elsewhere can be imported into Panopto
- The videos can be edited, spliced together, separated out
- Quiz questions can be embedded into the video (other tools can do this, but this one is integrated with Canvas)
- Panopto video quizzes can be associated with a Canvas Assignment and a grade automatically entered into the Canvas Gradebook
Step 1: Create Assignment

Step 2: ASSIGNMENT TYPES
- Exam / Quiz
- Homework / Problem Set
- Bubble Sheet
- Programming Assignment
- Online Assignment

Step 3: ASSIGNMENT NAME
- Exam 1

Step 4: W2A Drawings
- 2.1: 98 OF 98 GRADED
- 0.0 / 10.0 pts
- 1: Correct (-0.0)
- 2: Single drawing does not show four chromosomes (-1.0)
- 3: Chromosomes are not duplicated or sister chromatids are not attached by a centromere (-1.0)
- 4: Allele not labeled correctly (-1.0)

Consider using Gradescope if the grading load is heavy, you have lots of students, or multiple people will be grading remotely.
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Each of these options can be used for all three steps in the assessment process. You will have to choose a solution that works best for your situation.
Which one is right for you?

As you decide, keep these guiding principles in mind:

- **Consider the time needed to learn to use a new tool** - for yourself and your students. Choose one or two technologies and use them repeatedly and predictably throughout the course.

- **Communicate with and support students** in using the technologies you choose?
  - Remember - incredibly organized and regular communication and practice is needed

- **Keep your plan simple and flexible** (for yourself and your students)
  - Some students will not be able to participate as usual. You need a plan to accommodate them
Assessment in Online Learning
Thank you!

- Be sure to check out our “Follow-Up Resources”. We will update this document throughout the Course Design Institute.
- Next week - *Assemble: Putting it all Together* (bring a draft of your syllabus for a Fall 2020 class)