



University of
New Hampshire

Performing Assessment and Grading Online

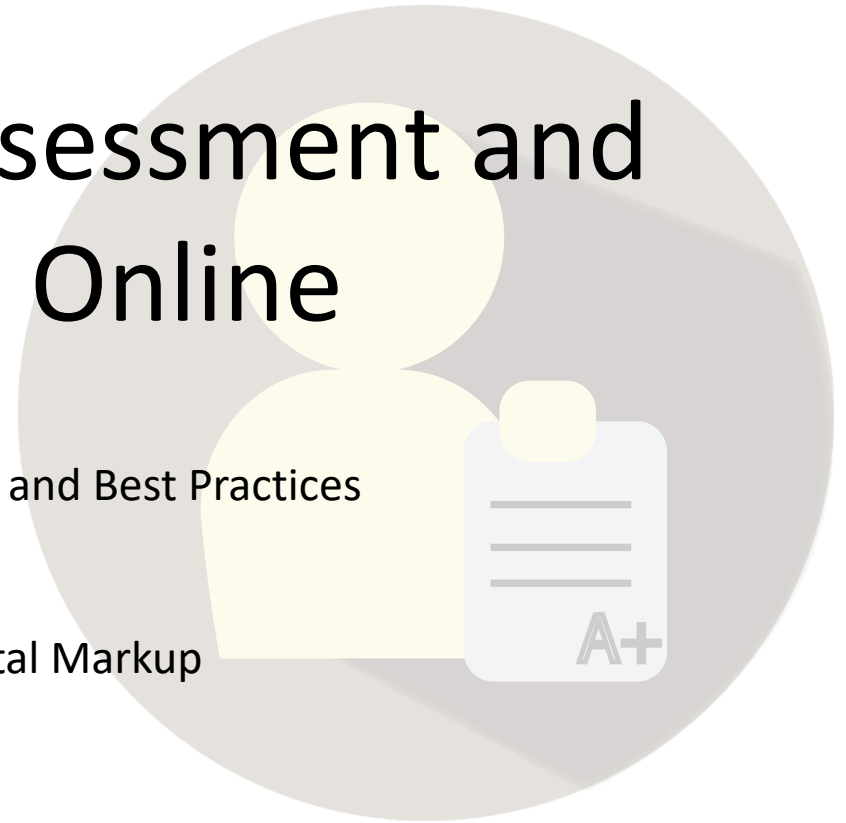
UNH Learning Development
and Innovation

Xuan Cai, Mike McIntire, Scott Kimball



Performing Assessment and Grading Online

- Online Assessment Strategies and Best Practices
- Feedback
- Rubrics
- Canvas Speedgrader and Digital Markup



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Online Assessment

Frequent (and low-stakes), varied assessments:

- Authentic
- Quizzing
- Essay
- Problem-based
- Group assignments/presentations



Authentic Assessment

Authentic Assessment examples:

- Case Study
- Research Papers
- Debate
- Role Play
- Process diagram or flowchart
- Analysis of real-world data sets
- Presentations / Projects



Authentic Assessment



Authentic Assessment is typically more valid than conventional tests for higher-order learning outcomes. Less prone to student cheating.



Authentic Assessment may be more time-consuming to develop and to grade. Rubrics are essential. Consider peer and self-assessment as a component of the grade.

Online Assessment

- Ask higher-order questions
- Consider problem-based questions with unique data-sets
- Consider presentations as assessment (group and individual)
- Consider Two-Stage Exams

Online Assessment

Respondus Lockdown Browser

- A custom browser that locks down the testing environment in myCourses
- Restricts access to other applications while the exam is in progress (browsers, chat apps)
- Does nothing to prevent the use of mobile devices

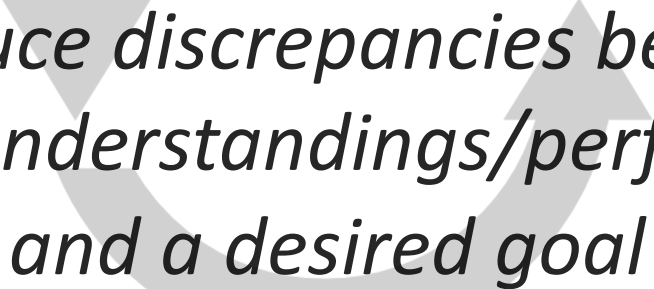
<https://tinyurl.com/LDI-Lockdown>

Online Assessment

Best Practice for Online Assessment

<https://tinyurl.com/LDI-Assessment>

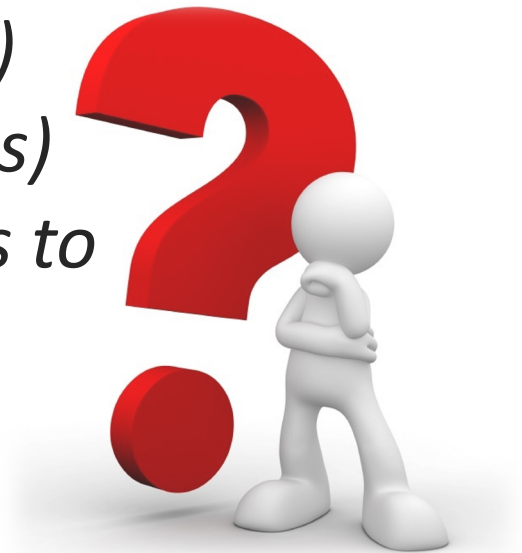
The Purpose of Feedback



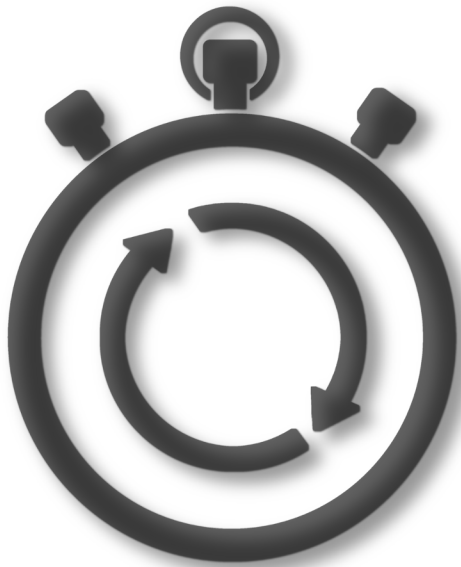
*To reduce discrepancies between
current understandings/performance
and a desired goal*

Effective Feedback Answers:

- *Where am I going? (goals)*
- *How am I going? (progress)*
- *Where to, next? (Activities to improve progress)*



Feedback

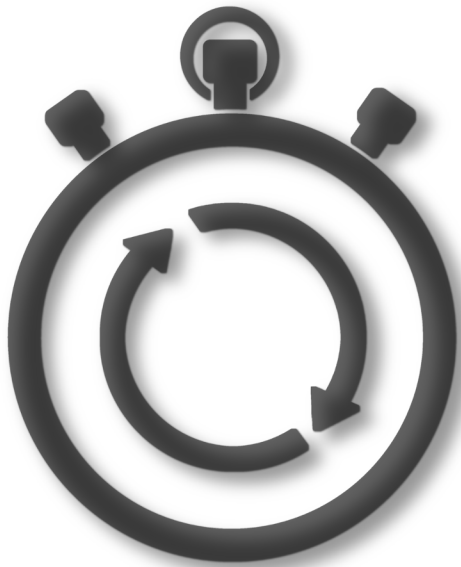


Timing Matters

Many studies have shown that feedback is most effective when it is received quickly



Feedback



Timing Matters

- *Canvas Speedgrader*
- *Rubrics*



Feedback Format

Effective feedback:

- Provides cues or reinforcement to learners
- Presented with audio or video enhancement
- Relates to learning goals

Asynchronous Audio Feedback

- Enhances Teaching Presence
- Enhances sense of community
- Enables detection of nuance
- Increases involvement / decreases social distance
- Improves retention

Using Asynchronous Audio Feedback to Enhance Teaching Presence and Students' Sense of Community. -- Ice, Curtis, Phillips & Wells, 2007

Asynchronous Audio Feedback

Use of media for feedback should not be done in online discussions or other group settings unless accompanied by contextualized transcripts, for accessibility

Using media feedback for individual assignments is best when accompanied by the return of the annotated assignment that would have been received without audio feedback. The audio should be value add.

Adding Audio Comments

In a browser

- <https://community.canvaslms.com/docs/DOC-26396-how-do-i-leave-feedback-comments-for-student-submissions-in-speedgrader>

Teacher App

IOS

<https://community.canvaslms.com/docs/DOC-12452-71156793188>

Android

<https://community.canvaslms.com/docs/DOC-12553-71082794240>

A few Best Practices

- Quiet place
- Speak a little slower
- Audio should value add

Discussion Rubric

| Discussion Rubric | | | | |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------|
| Criteria | Ratings | | | Pts |
| Comprehension view longer description | Full Marks. Initial post is organized around a clear point of view or idea with adequate supporting detail. 5 pts | Needs Improvement. Initial post includes a point of view or idea with some gaps in supporting detail or organization. 3 pts | Not evident. Does not develop an initial post with a point of view or idea and/or includes no supporting detail. 0 pts | 5 pts |
| Responses to Peers view longer description | Full Marks. Responds to at least two peers; responses are thoughtful and contribute to the discussion. 5 pts | Needs improvement. Responds to one peer and/or responses are vague and generic. 3 pts | No Marks. Does not respond to peers and/or responses are irrelevant to the discussion topic. 0 pts | 5 pts |
| Timeliness | Full Marks. Submits both the initial post and response posts on time. 5 pts | Needs Improvement. Submits initial post or response posts after the due dates but prior to the end of the module. 3 pts | No Marks. Initial post or response posts are not submitted or are submitted after the end of the module. 0 pts | 5 pts |
| Articulation of Response | Full Marks. Posts are clearly written, well-organized, and free of spelling, punctuation, grammar, and citation errors. 5 pts | Needs Improvement. Posts are understandable and contain minor spelling, punctuation, grammar, and/or citation errors. 3 pts | No Marks. Posts are difficult to understand and contain numerous spelling, punctuation, grammar, and/or citation errors. 0 pts | 5 pts |
| Total Points: 20 | | | | |

- Rubrics are matrixes or tables that typically provide a list of the main criteria by which an assignment will be graded as the rows, while the columns provide the different levels of accomplishment.

What is a rubric?

From a student's perspective



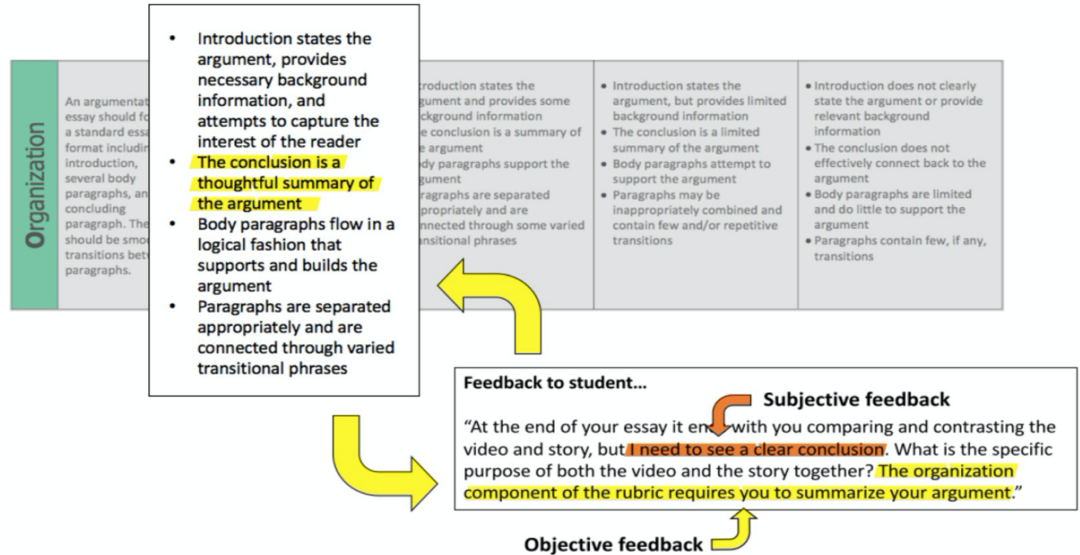
Better
understanding



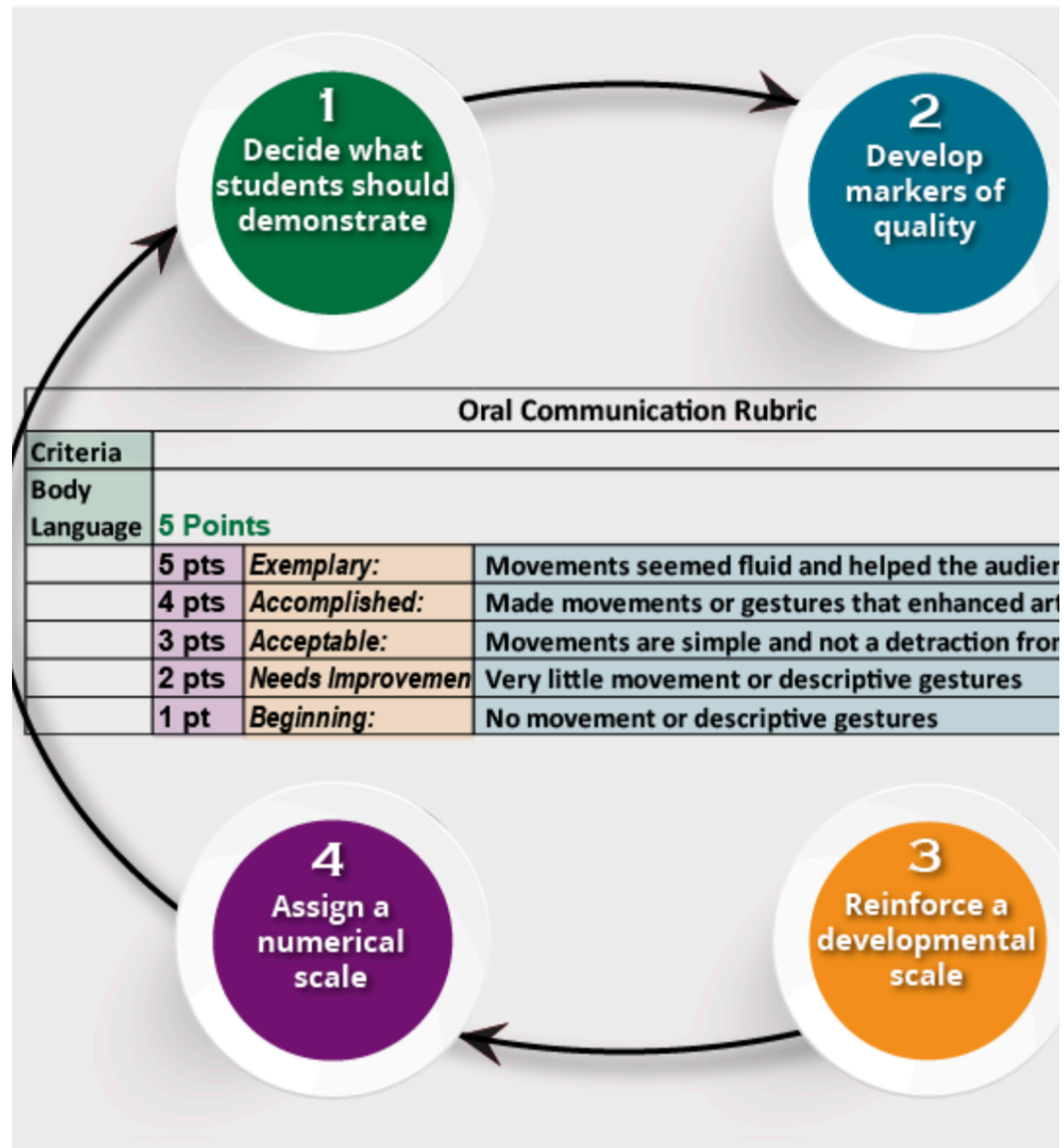
Self-reflect and
peer-reflect

From an Instructor's perspective:

Save time
Provide objective feedback
Prioritize the feedback
Peer-review/ TA grading



How to Develop a Rubric?



Need Help?

[Academic Technology Training](#)

[myCourses Support](#)

[RubiStar](#)