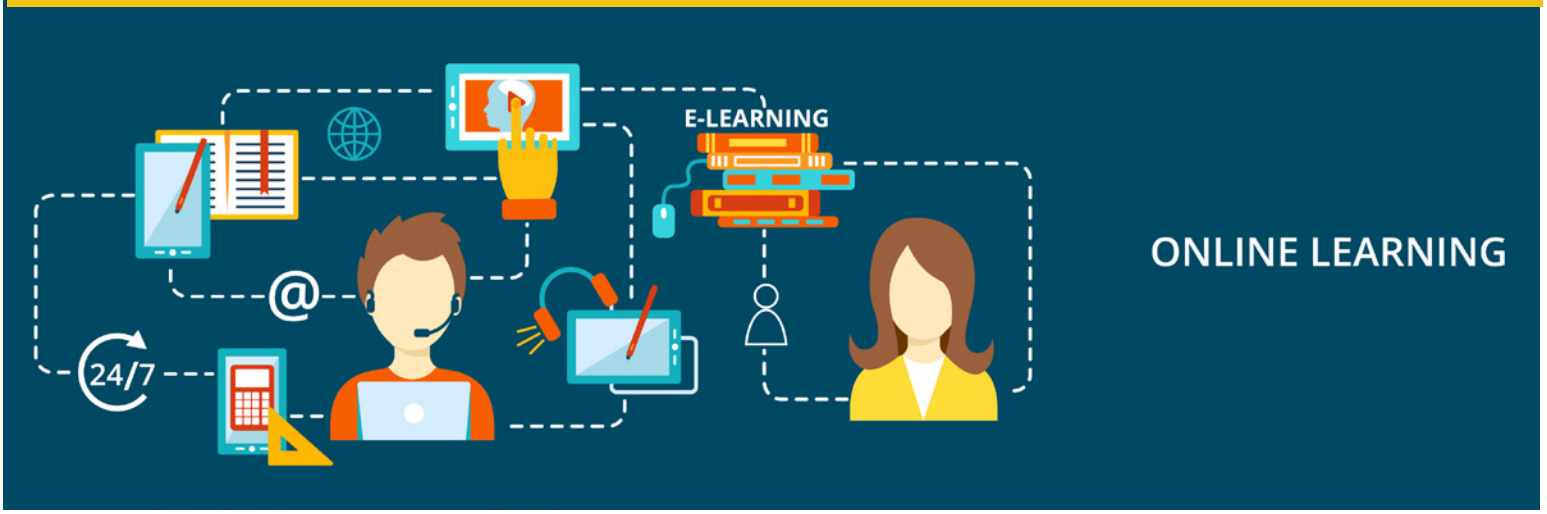
ONLINE ASSESSMENT RESOURCES

AT THE UNIVERSITY OF CENTRAL FLORIDA



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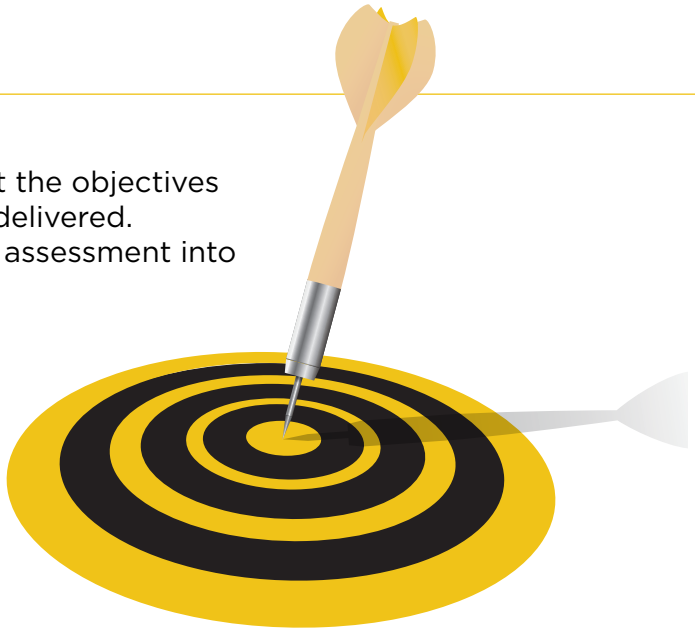
INTRODUCTION

Collected here is an array of options for your online course assessments (i.e. activities, quizzes, assignments). Review the options provided and consider which would best meet the academic objectives of your course.

GENERAL CONSIDERATIONS



Align Online Assessments
Your assessments should evaluate how well students meet the objectives of your course after the corresponding content has been delivered. Consider creating a rubric for grading purposes or tie key assessment into programmatic objectives.

Select an Assessment Based on the Objectives of your Course
To select an assessment, consider the skill level of your students and the skill level required to achieve the objectives of your course, using Bloom's cognitive domain levels of learning as a guide. The assessment should measure the outcome as stated in the objective, exemplified via the **Objective Builder Tool**.

ENCOURAGING ACADEMIC HONESTY IN ONLINE ASSESSMENTS

Design Online Assessments to Enable Student Achievement
Students demonstrate their progress toward achieving the outcomes of the course by completing the online assessment plan you designed for them. Several formative assessments (or practice activities) build students' confidence and competence so that they may achieve higher order thinking skills. Additionally, giving students practice using multiple, varied assessments alleviates the pressure associated with high stakes exams so that they are less likely to engage in cheating behaviors.

> **"The assessment design can dissuade students from engaging in academic dishonesty."**

The assessment design can dissuade students from engaging in academic dishonesty. Authentic assignments are activities prompting students to generate a creative work relevant to real-world or actual situations where content can be applied or evoked. Consider too assessments that require the student to obtain unique resources and require analysis and synthesis. These types of assessments prompt students to draw from their own experiences to complete the assigned activities, not easily replicated; therefore, students would not likely engage in plagiarism. Additionally, using strategies, such as weekly writing submissions (e.g., mini-papers, journals) and discussion board postings can help you recognize the student's writing style and identify potential cheating attempts.

Randomize or Reorder Quiz Questions and Answers
This ensures that no two students take the same exact quiz in a course.

- **How do I create a quiz with a question group to randomize quiz questions?**
- **How do I reorder questions or question groups in a quiz?**
- **What options can I set in a quiz,** such as shuffling answers?

Use Strategies to Encourage Academic Honesty

- Cross-check submission time of exams and IP addresses of test-takers.
- Allow students to run their submissions through **TurnItIn within Webcourses** and revise based on feedback prior to final submission.
- Provide a statement about the **UCF Golden Rule** and a required acknowledgment from students.
- Provide resources about citing, quoting, and referencing sources, such as a link to the **Information Literacy Modules** from the UCF Libraries for **MLA** or **APA**.

Structure Assessments with Time Limit Restrictions

Limiting the time window students may access the exam may prohibit the time students have for sharing the answers. Additionally, time limits on exams can dissuade students from spending extra time to look up answers. Allot a reasonable amount of time expected for a student to complete each item, given its complexity, without using additional resources, e.g., notes and websites, to determine the total time limit. Before employing this technique, consider that students will need additional time if distractions occur in their test-taking environment. Give 90 seconds for completing an item that takes 60 seconds in a face-to-face environment. **Quiz Extensions** makes it easy to adjust time limits on a quiz.

Use Proctoring and Authentication Tools

UCF faculty have several remote proctoring solutions from which to choose to ensure academic integrity in electronically-delivered courses. In order to meet course assessment needs during the period of remote instruction during the COVID-19 pandemic, UCF provides the following platforms:

- Implement **ProctorHub** with assessments for authenticating students and snap-shot proctoring. (This cannot be used on mobile devices.)
- Implement **Honorlock** with assessments for on-demand online proctoring services. (This requires the use of Chrome web browser and cannot be used on a mobile device.)
- Implement **Examity** (available to College of Nursing faculty only) for learning validation via proctoring platforms.
- Enable **Respondus LockDown Browser** in your online course to prevent students from finding answers on their computers. This **custom browser** locks down the testing environment within Webcourses@UCF. (This cannot be used on a Chromebook.)

TYPES OF ASSESSMENTS

Using multiple assessments offers students practice and ample opportunity to demonstrate that they have learned the content. Consider using a variety of assessment types across a variety of activity platforms.

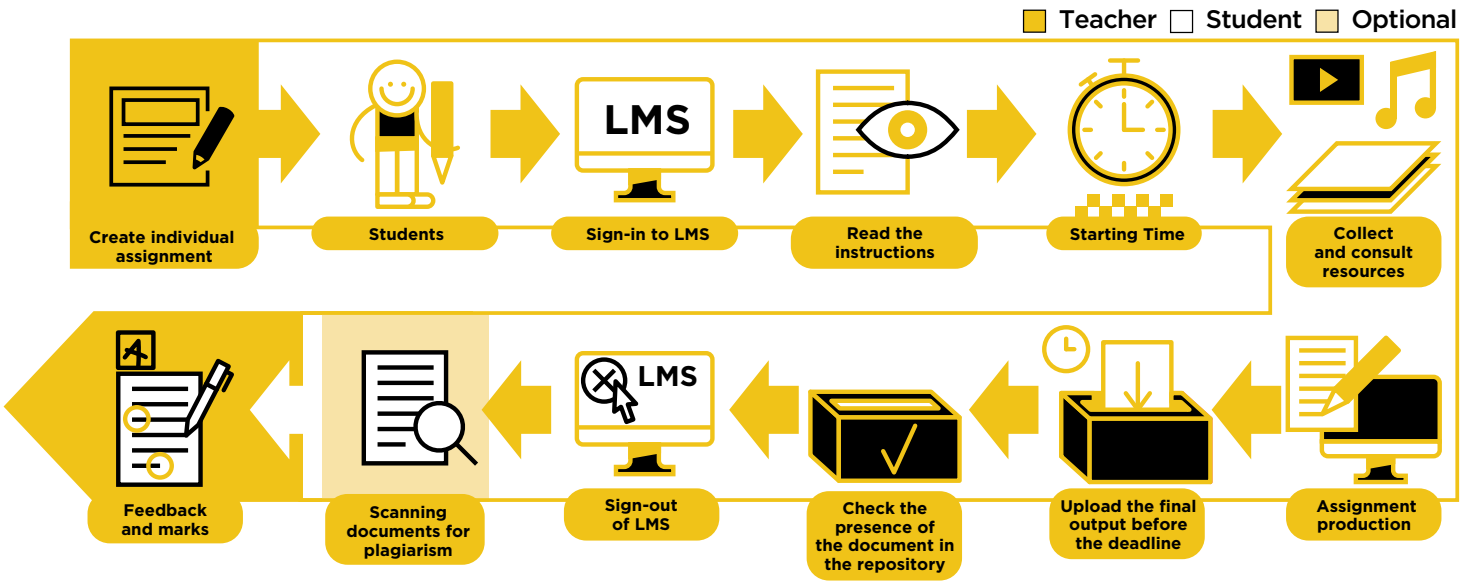
Introductory Assessments

- Student introductions offer a low-stakes, financial aid requirement activity for students to personalize the online learning experience for students:
  - o **Create intentional communities through meaningful student introductions**
  - o **Implement student video introductions to foster social presence**
  - o **Use digital posters for online community introductions**
- Setting expectations with a **syllabus quiz.**
- **Using scavenger hunts to orient students.**

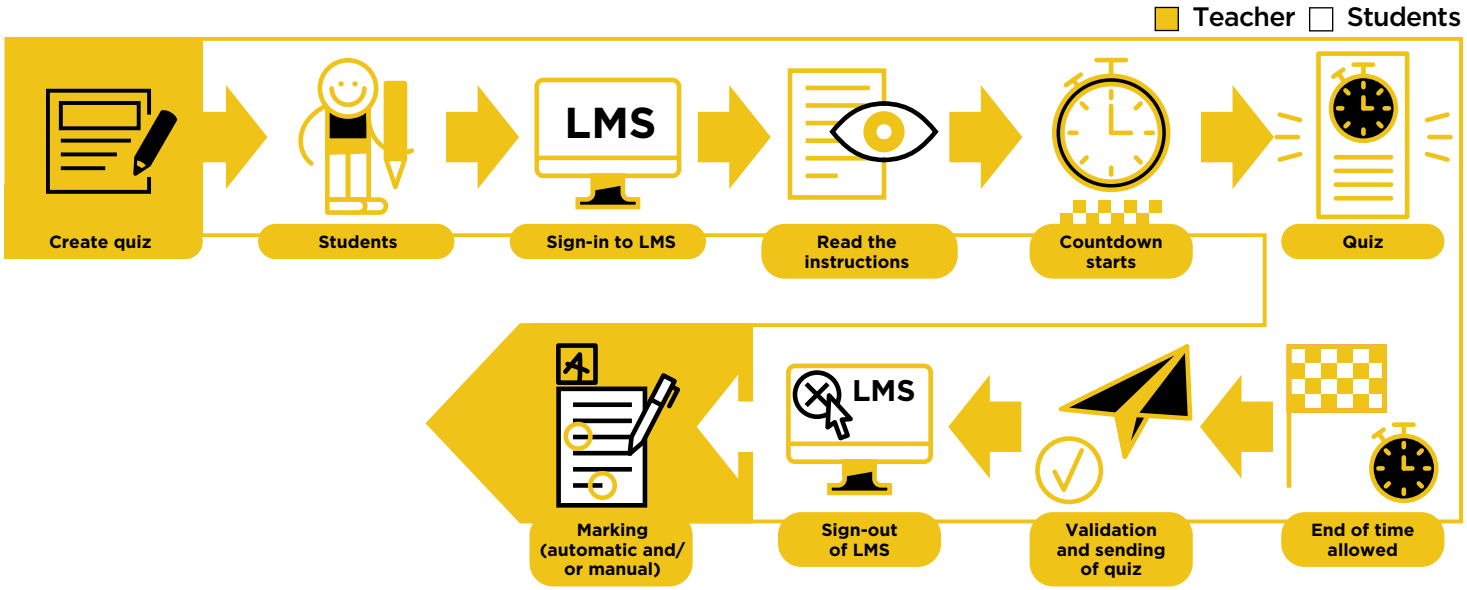
Activity Tools

In looking at the assessment tools below, choose the process that you'd like your students to follow in the learning management system (LMS) Webcourses@UCF.

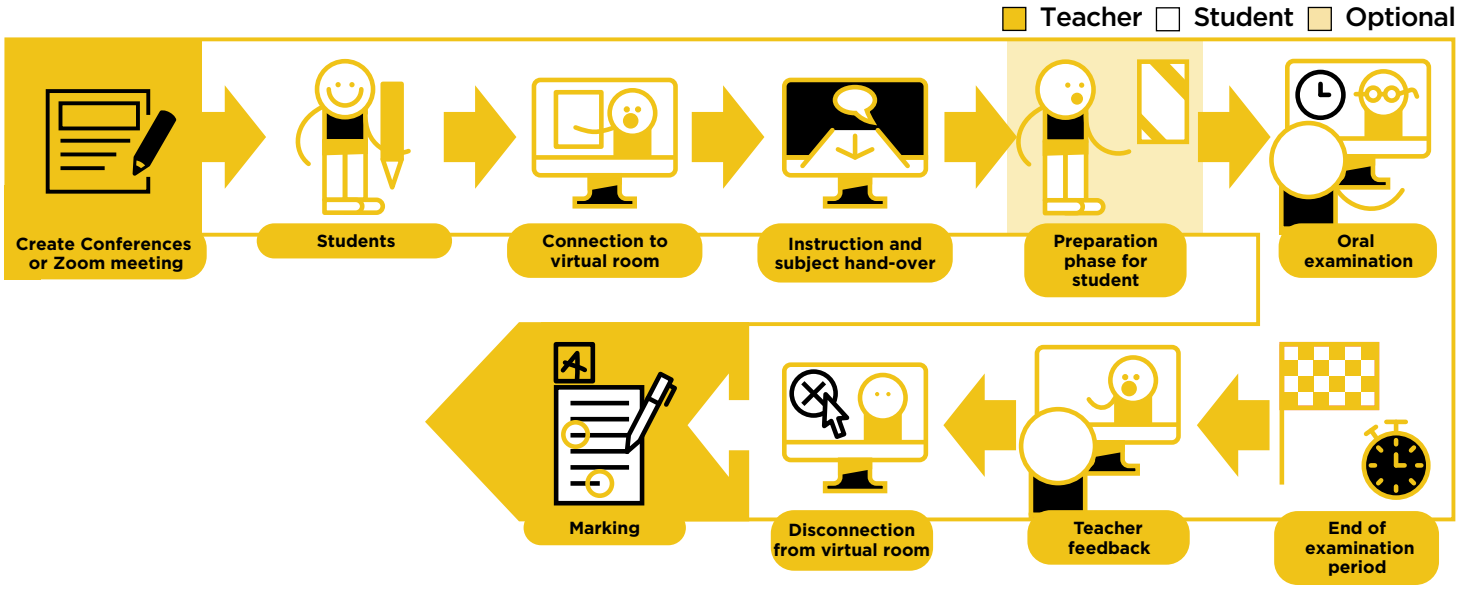
Individual Assignment Process



Quiz Process



Oral Assessment Process



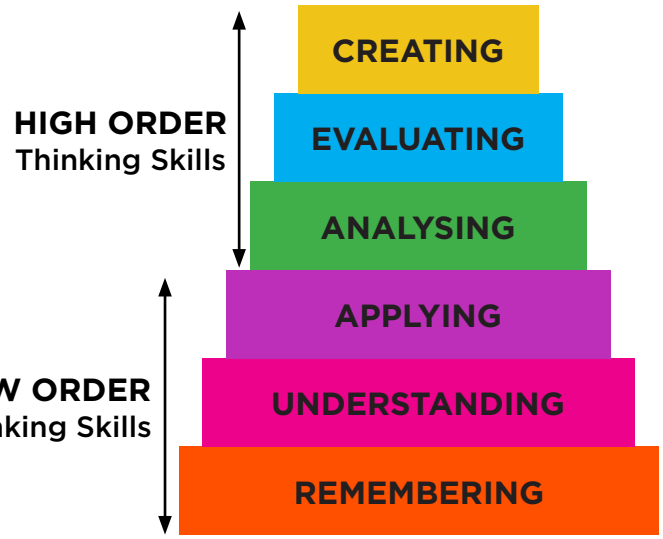
"Vademecum for the remote assessment of students: Elements for determining remote evaluation modalities" [Infographic] by Sylvestre Emmanuel, Van de Poël Jean-François, Carbonel Henrietta, Jullien Jean-Michel, and Julian Bader is licensed under CC BY NC SA

- **Discussions**
- Video conferencing platforms for assessing participation
  - o **Conferences (BigBlueButton) in Webcourses@UCF**
  - o **Zoom video conferencing platform**
- Quizzes
  - o **Using low stakes quizzes to encourage mastery**
  - o **Allow multiple attempts, students to see their quiz response and the correct answers.**
- Assignments
  - o **Using the minute paper assessment**
  - o **Providing formative feedback for student success in interactive assessments**
  - o **Providing learners' options for expressing what they know through Universal Design for Learning**
- Diagramming platforms (such as a concept map, Venn diagram, flowchart, whiteboard or notes for brainstorming, affinity diagram, timeline)
- **Materia widgets** (such as hangman, crossword, sequencer, matching, sort-it-out and more) to engage students in course content for self-assessment or as a graded activity
- Collaborative learning via publishing platforms
  - o **Fostering meaningful learning with renewable assignments**
  - o **Provide student-centered feedback and engagement with gallery walks**

    - Wikis, blogs, or websites
- **ePortfolios**

Assessments for Higher-Order Thinking

- Case- or problem-based learning assessments
    - **Create a case method activity to engage students in critical thinking**
    - **Incorporate debates in online discussions to stimulate critical thinking and engagement**
    - **Individualizing assignments by selecting a case**
    - **Using guided approach to support critical thinking in online discussions**
- Reflections and reflexive learning assessments
    - **Empower higher-order student engagement in online discussions**
    - **Scaffold student success in online learning through metacognitive prompting and reflective journaling**
    - **Using student created blogs as a progressive formative assessment in online STEM course**
    - **Engage individual learning from group projects**
    - **Incorporating self tests for reflection**
    - **Using a reflective online discussion**
    - **Using mind watch journals to reflect and connect to content**
- Application-oriented assessments
    - **Using digital storytelling**
    - **Using images to encourage visual creativity, display comprehension, and application of a lesson**
    - **Using academic challenges and experiential missions to provide learner choice and engage students**
    - Service learning
- Creating portfolios as assessments
    - **Using learning portfolio for a STEM laboratory**



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Group Assessments

- **Fostering group collaborative discussion about a case scenario**
- **Using Discussion boards, Google docs, and Pages for online, case-based, collaborative learning**
- **Structuring group discussion projects with roles**
- **Facilitating small group problem-based learning through social networking**
- Peer review assessments
    - **Peer review discussions**
    - **Peer review assignment**

RUBRICS/SCORING CRITERIA

Rubrics are a set of criteria with some rating or point system associated with it. These not only give students clear expectations, but rubrics also offer faculty as systematic, time saving mechanism for scoring students' submissions. You can **use criteria starters to develop rubrics**. Here are a sample of the variety of rubrics available to adopt and adapt:

- **Comprehensive group evaluation**
- **Discussion rubrics**
- **Peer review rubrics**
- **Rubrics to encourage reflective practice**

Here are some ways to embed rubrics in your online course:

- **How do I add a rubric to a graded discussion?**
- **How do I add a rubric to a quiz?**
- **How do I add a rubric to an assignment?**

ONLINE ASSESSMENT CONSULTATION OR SUPPORT

The Center for Distributed Learning is available to answer any questions you may have about online assessments. Our Webcourses@UCF Support Team offers expert technical support assistance to answer any questions you might have about Webcourses. Our instructional design team of pedagogical experts provides consultations to enhance the effectiveness of online courses, often collaborating with faculty to devise online assessment strategies.

ADDITIONAL RESOURCES

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