

# ONLINE ASSIGNMENTS AND ASSESSMENTS

## BEYOND TESTS AND PAPERS

In an online environment, there are so many ways your students can show you that they've learned critical content or skills. Without set class times that necessitate timed tests or the need to print or hand write work, we are no longer limited by the ways we've evaluated learning in the past! See below for some ways students might show their understanding in a variety of online course learning tasks besides tests, quizzes, or papers.



### Close Reading

Many faculty assign quizzes or tests to encourage close reading or analysis of primary sources. In an online learning environment, instructors can also use:

- \***Hypothes.is** or **Perusall**, collaborative reading and annotating platforms
- \*A **google doc** of the reading with the commenting feature enabled
- \*A **discussion forum** in the LMS
- \*A **no-stakes poll** to check for understanding using Poll Everywhere or similar tool



### Foundational Knowledge

Instead of using high-stakes tests to evaluate a student's foundational knowledge, you might:

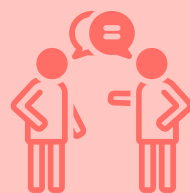
- \*Build a **wiki** or **glossary** in your LMS to which all students contribute a definition or example
- \*Assign students to create an **infographic** (using a tool like Canva) to explain the assigned content
- \*Have students **blog** or respond on social media (as they are comfortable) with a response to a test-style prompt you design



### Application of Knowledge

Faculty often assign papers or timed tests to give students an opportunity to apply foundational concepts. In online environments, students could also:

- \*Create **short videos** in a genre, such as a news report, press conference, etc. that use foundational knowledge in a new way
- \*Build **podcasts** and interview experts or contextualize course content
- \*Collaboratively **solve problems** in break out groups in Zoom



### Communication

It is common to assign papers to evaluate student communication skills, but in an online environment you might also:

- \*Use a **video platform** like Loom or FlipGrid to share student reports and ideas
- \*Develop a **collaborative annotated bibliography** in Box or Google docs that asks students to clearly communicate how their new-found resource relates to the course or unit

## Sure ... but how do I grade it?

Effectively and equitably grading online assignments is actually not that different from grading tests, quizzes or papers! It only requires clearly communicating a few things:

- 1) **A clear learning goal or goals.** Why are students doing this assignment at this time at the class? How will it help students succeed in this course, in their chosen profession, or in their life as humans in the world?
- 2) **A well-defined assignment.** What tools or applications are required or recommended to meet the learning goals? What steps are necessary? What are the deadlines? What are some examples of A, B, and C level work?
- 3) **A transparent evaluation tool.** How will students know they have been successful? What will be evaluated in this assignment (application? argumentation? other learning goals?) and what won't? Which of these included evaluative elements are most important, and which are least important? You may develop an evaluation tool yourself based on the answers to these questions, or you may wish to do so with your students in a zoom session or discussion board. Either way, make sure it is available to students well in advance of the due date.

For More Information on any of these tools or approaches, please use this link: <https://bit.ly/WabashAssignAssess>

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