

Helpful Ideas

Assessment Planning

Faculty of Applied Science
Centre for Instructional Support

We need to create an overall assessment plan to both help our students get feedback on their learning and to measure their progress towards achieving the course learning outcomes. Assessment is basically a combination of assignments and testing. Testing can involve quizzes and exams, but also can include observations, interviews, and performances. We should try to reduce the grade weight for single events since in many instances we will have difficulty with ensuring academic integrity.

- Clarify Expectations
- Consider more frequent lower stakes assessments
- Consider Authentic Assessment
- Reduce drivers for academic misconduct
- Create Detailed Examination Instructions

Clarify Expectations

Make instruction more clear and available all in one place. Make instructions so complete they can stand alone. If we are changing the way students are being assessed we should provide some short rationales to justify the change. We are not saying "I hope you like this" but saying "this is why I think this is a good idea."

Frequent Low Stakes

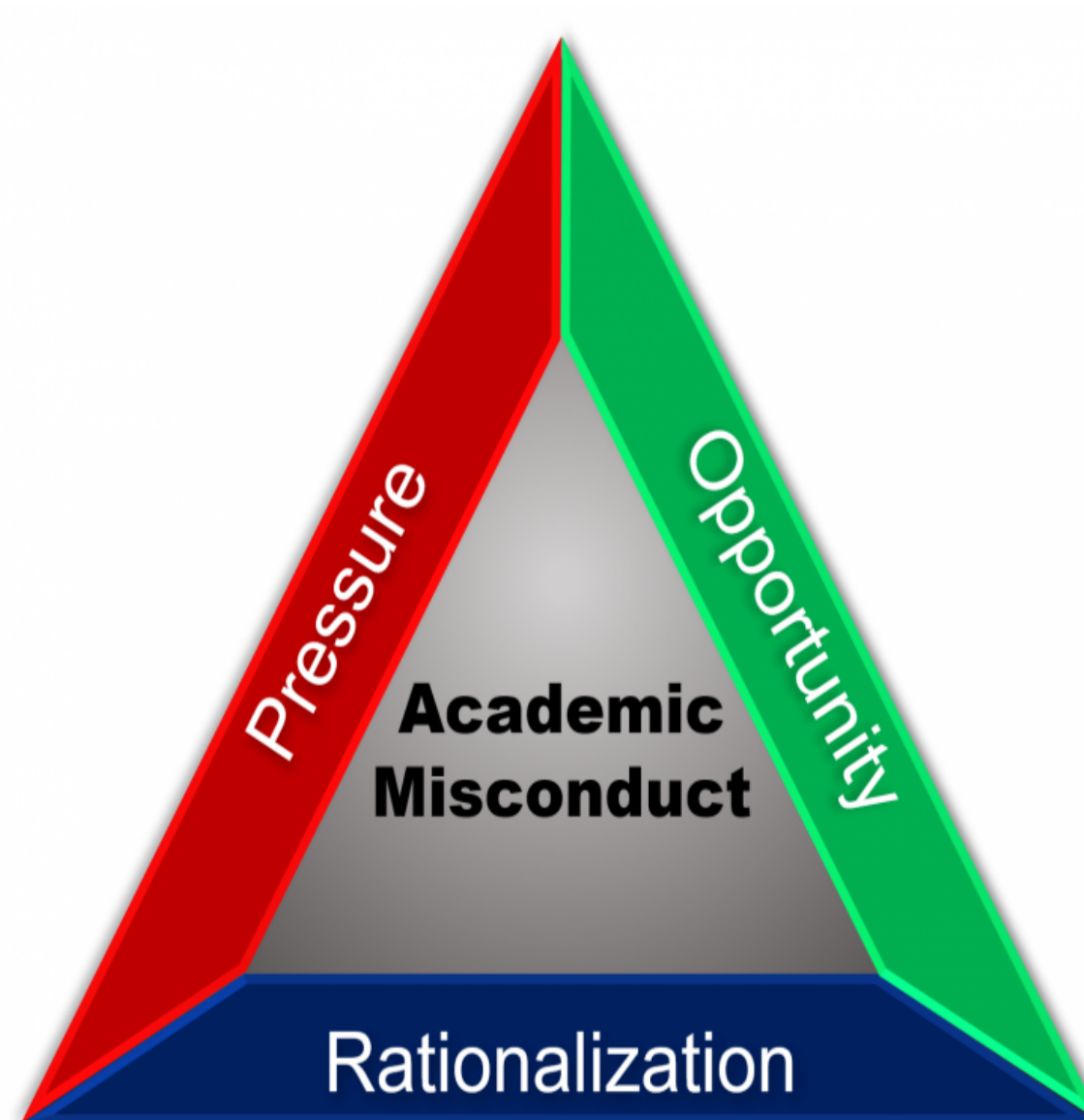
Consider more frequent, lower stakes assessment to reduce reliance on large infrequent high stakes assessment (Midterms, Final Exams). We need to be mindful of not overwhelming students with too frequent assessment – when many frequent small assessments are added up across all courses they can become overwhelming – there is a balance we need to try to achieve.

Authentic Assessment

There maybe alternatives to quizzes and exams that are appropriate and align with course goals. However, be mindful that not every course should end with a major project. Are there authentic, real world opportunities to have students create smaller authentic deliverables along the way?

Academic Integrity

There is a helpful 3-component model to consider for academic misconduct known as PRO. Misconduct happens more often when students feel **pressure** to perform (i.e. I am going fail if I don't, so what is to lose); **opportunity** presents itself for cheating to go undetected; and they have the ability to **rationalize** their behaviour (everybody is doing it – why not me?). The most effective approaches not only reduce the opportunity for students to engage in misconduct, but also reduce pressure on students and build a culture where integrity is the expectation and the norm.



Exam Procedures

How will you be examining the students? Are there assignments, tests, midterms, and finals? How will they be conducted? It is best to convey all your assessment procedures in your syllabus at the course start. How will you be maintaining Academic Integrity? If you will be using Proctoring tools, describe how and why you will be using these tools. Make sure you convey to students the technical requirements for their computers to be ready to use Proctoring tools. Prepare a plan B and an efficient method for identifying accessibility issues for students (e.g. a survey)

Access to Additional Resources

✔ CIS Website - cis.apsc.ubc.ca/best-practices-2020

Ask Centre for Instructional Support for Help - learning@apsc.ubc.ca