

A dark, semi-transparent background image showing a laptop with a website of charts on its screen. In the foreground, a hand holds a blue pen over a book titled 'Mometrix Test Preparation'. The book cover is yellow and black with the text 'Mometrix TEST PREPARATION' and 'SLIP' visible. The overall scene suggests a focus on learning and assessment.

Assessing Learning in Online Courses

Kelly Spoon
Math Faculty

Mesa's Ongoing Support for Teaching
Online Faculty Mentor
San Diego Mesa College

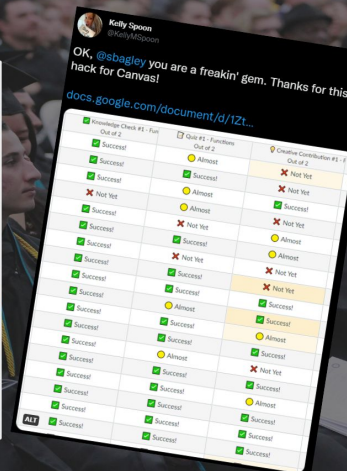
Grading to Support Learning

Kelly Spoon
Math Faculty
MOST Member



Your Canvas Ungrading Checklist

Kelly Spoon
@kellymspoon



Equitable Grading

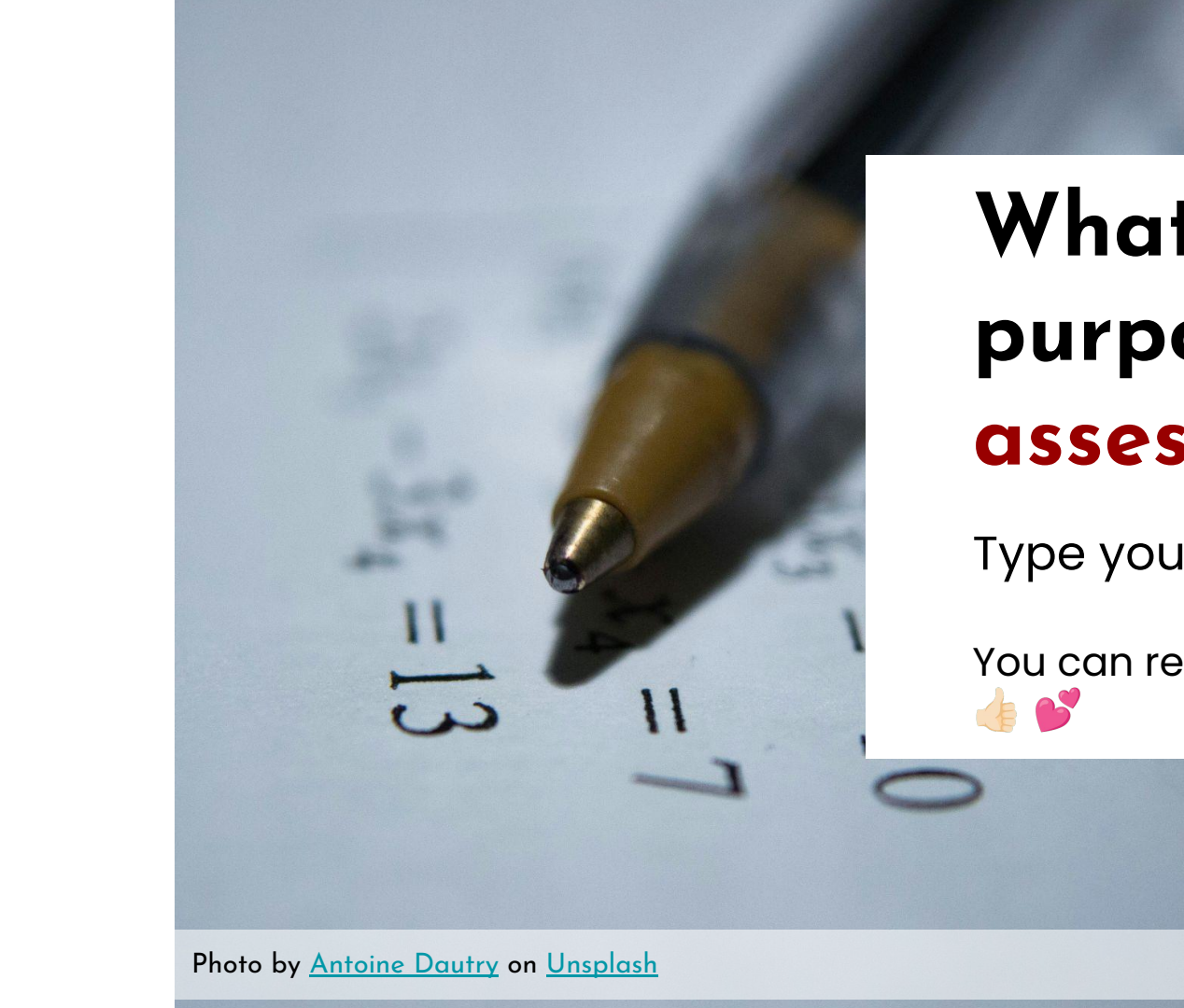
Oscar Preciado
English Faculty, City College
Kelly Spoon
Math Faculty, Mesa College

ASSESSING OUTCOMES

Kelly Spoon
Math Faculty, Mesa Online Success Team

I WEBINAR GOALS

- Reflect on traditional grading practices and their impact and effectiveness in online courses.
- Provide strategies for creating effective and equitable online assessments.
- Share resources and techniques to improve assessment practices.



What is the purpose of **assessment?**

Type your answer in the chat.

You can reply and react to other posts!



1:00

I THE PURPOSE OF ASSESSMENT

according to ChatGPT 4.0

- Measure student learning
- Guide instructional decisions
- Provide feedback
- Motivate performance
- Evaluate effectiveness
- Fulfill articulation requirements

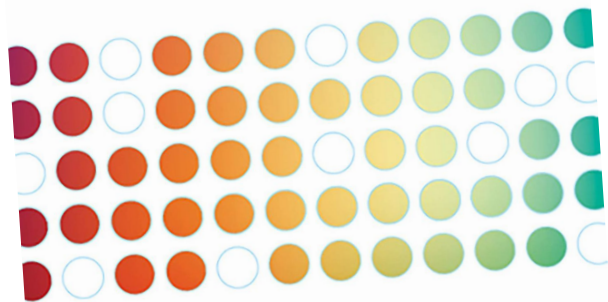
I THE PURPOSE OF ASSESSMENT

according to ChatGPT 4.0

- Measure student learning
- Guide instructional decisions
- Provide feedback
- **Motivate performance**
- Evaluate effectiveness
- Fulfill articulation requirements

UNgrading

Why Rating Students
Undermines Learning
(and What to Do
Instead)



EDITED BY

Susan D. Blum

With a foreword by Alfie Kohn



FAILING OUR FUTURE

HOW GRADES
HARM STUDENTS,
AND WHAT WE
CAN DO ABOUT IT

JOSHUA R. EYLER

GRADING FOR GROWTH



A Guide to Alternative Grading Practices
That Promote Authentic Learning and
Student Engagement in Higher Education

DAVID CLARK AND ROBERT TALBERT
FOREWORD BY LINDA B. NILSON

| THE IMPACT OF GRADES

According to Jesse Stommel, grades....

- pit students and teachers **against** one another
- rank students in fiercely **competitive** ways
- **measure output** with little concern for the learning process
- **demean student work** by crudely quantifying it

I THE PURPOSE OF ASSESSMENT

- Measure student learning
- Guide instructional decisions
- Provide feedback
- ~~● Motivate performance~~
- ~~● Evaluate effectiveness~~
- ~~● Fulfill articulation requirements~~

THREE PILLARS OF GRADING



ACCURATE

measure
objective(s) of
interest



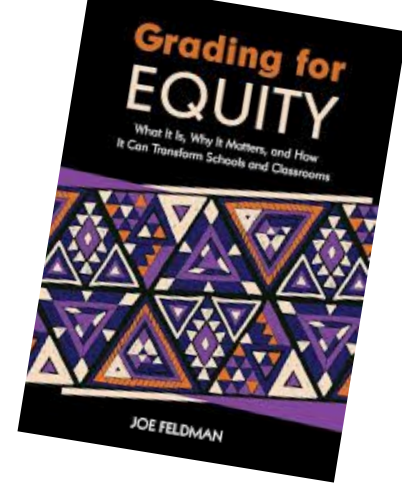
BIAS-RESISTANT

not influenced
by subjectivity



MOTIVATIONAL

encourage
students to take
risks



| CVC-OEI ONLINE COURSE DESIGN RUBRIC

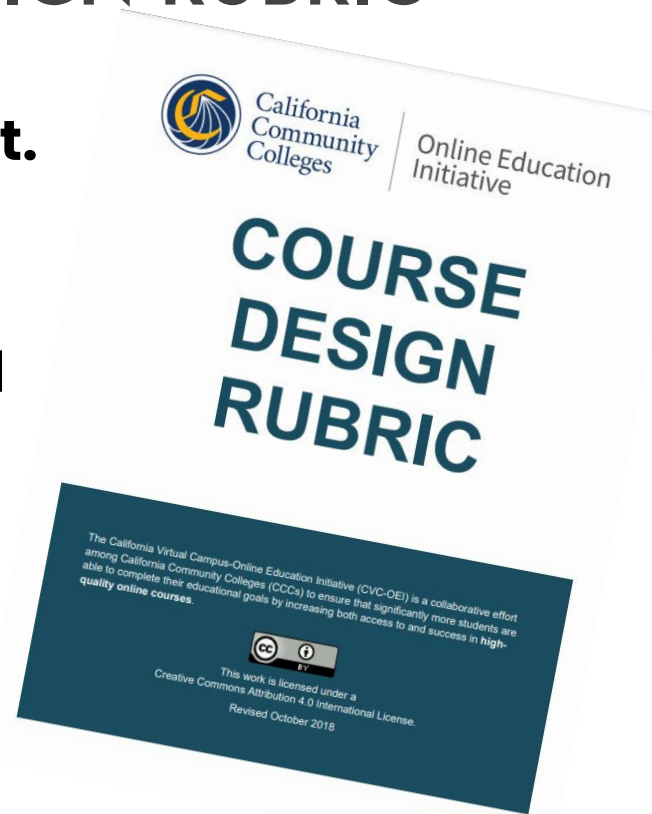
Put your level of familiarity in the chat.

0 – I have no idea what this is

1 – I'm aware of it, but haven't explored

2 – I'm pretty familiar

3 – I'm a POCR ★



SECTION C: EFFECTIVE ASSESSMENT

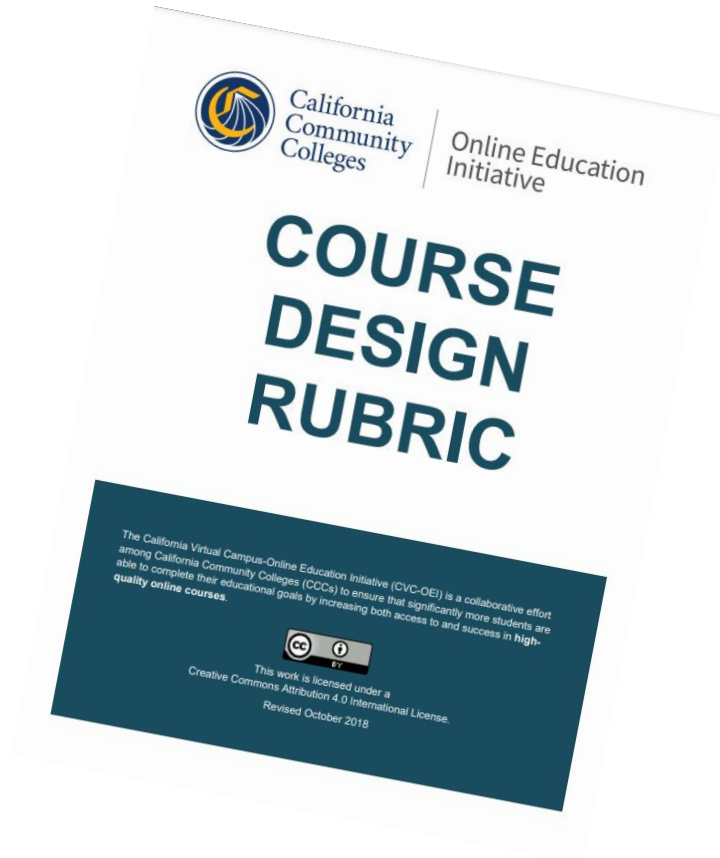
- Authenticity
- Validity
- Variety
- Frequency



ACCURATE



BIAS-RESISTANT



SECTION C: GUIDANCE AND FEEDBACK

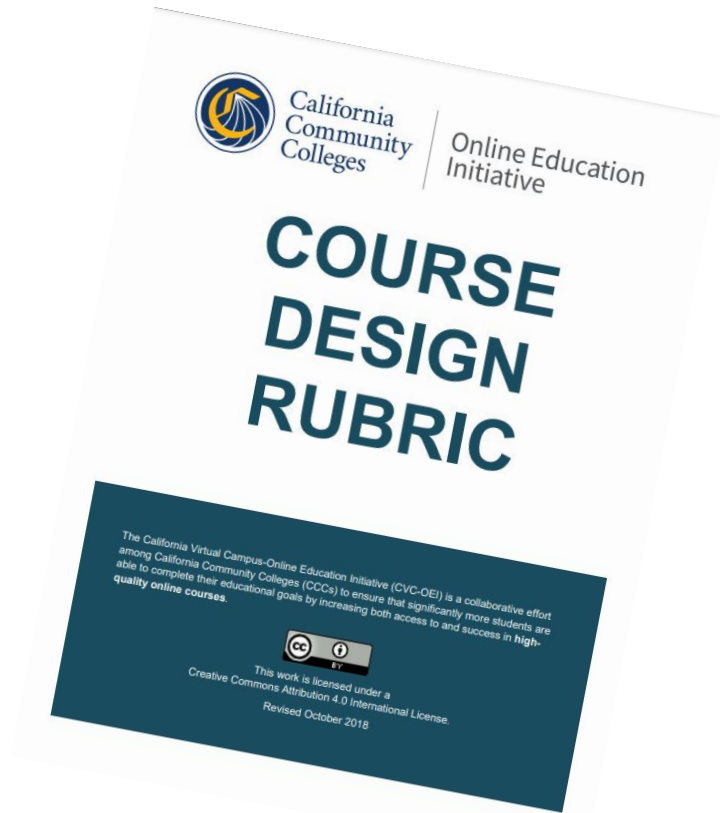
- Rubrics / Scoring Guide
- Assessment Instructions
- Feedback
- Self-Assessment



BIAS-RESISTANT



MOTIVATIONAL



What are challenges with assessment in an online course?

Give your answers in the chat.

You can reply and react to other posts! 👍 ❤️

1:00





Brainstorming Space:

[https://padlet.com/kspoon1/
assessment_online](https://padlet.com/kspoon1/assessment_online)



| EXPLORING ACCURACY



ACCURATE

measure
objective(s) of
interest



BIAS-RESISTANT

not influenced
by subjectivity



MOTIVATIONAL

encourage
students to take
risks

| BACKWARDS DESIGN 101



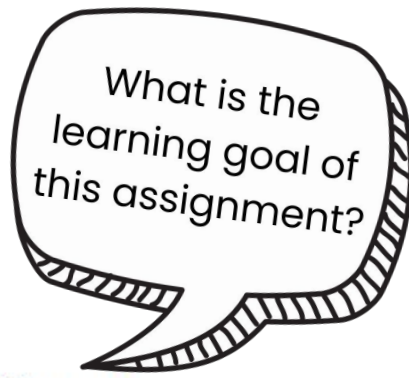
I ACCURACY IN ASSESSMENT

Sample B.

Week 4 - Balanced Fashion

Complete this Discussion Board for the Balanced Fashion Activity. Complete **three** posts by 11:59 pm on **Wednesday**. Click on Create Thread to start your initial post. After submitting yours, you will be able to view others and respond to two posts of your classmates.

- Conduct an analysis of a current year fashion collection, using information presented from Chapter 5 related to Balance.
- Choose an image or images of fashion from any gender category and season of the current year that demonstrate the achievement of visual Balance. You must use an image or images with a minimum of three different looks shown.
- Explain in detail using terminology from the reading and narrated lecture to justify your choice.
- Insert your image(s) directly into your first post, along with two robust paragraphs of written content. Then respond to **two** posts of your classmates.



| ACCURACY IN ASSESSMENT

Sample B.

Week 4 - Balanced Fashion

Complete this Discussion Board for the Balanced Fashion Activity. Complete **three** posts by 11:59 pm on **Wednesday**. Click on Create Thread to start your initial post. After submitting yours, you will be able to view others and respond to two posts of your classmates.

- Conduct an analysis of a current year fashion collection, using information presented from Chapter 5 related to Balance.
- Choose an image or images of fashion from any gender category and season of the current year that demonstrate the achievement of visual Balance. You must use an image or images with a minimum of three different looks shown.
- Explain in detail using terminology from the reading and narrated lecture to justify your choice.
- Insert your image(s) directly into your first post, along with two robust paragraphs of written content. Then respond to **two** posts of your classmates.



I WHAT ARE THE OBJECTIVES?

Complete this Discussion Board for the Balanced Fashion Activity.

Conduct an analysis

demonstrate the achievement of visual Balance.

Explain in detail

justify your choice

image or images with a minimum
of three different looks shown



two robust paragraphs

terminology from the reading and narrated lecture



WRITING OBJECTIVES

- Specific
- Measurable
- Relevant
- Attainable

Section A: Content Presentation - Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
<input type="checkbox"/> Objectives are not included in individual learning units.	<input type="checkbox"/> Objectives are included in the individual learning units.	<input type="checkbox"/> Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives		
<input type="checkbox"/> Objectives do not include demonstrable learning outcomes.	<input type="checkbox"/> Objectives consistently include demonstrable learning outcomes.	<input type="checkbox"/> Objectives are written in language that is student-centered.
A3: Alignment of Objectives		
<input type="checkbox"/> Learning unit content is not aligned with or sufficient to meet unit objectives.	<input type="checkbox"/> Content is clearly aligned with and sufficient to meet the learning unit objectives.	<input type="checkbox"/> The connections between content and learning unit objectives are made explicitly clear to the students.
C2: Validity		
<input type="checkbox"/> Students are evaluated on performance unrelated to the stated objectives.	<input type="checkbox"/> Assessments appear to align with the objectives.	<input type="checkbox"/> Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.

I ACCURACY IN ASSESSMENT

Sample B.

- Specific
- Measurable
- Relevant
- Attainable

Week 4 - Balanced Fashion

Complete this Discussion Board for the Balanced Fashion Activity. Complete **three** posts by 11:59 pm on **Wednesday**. Click on Create Thread to start your initial post. After submitting yours, you will be able to view others and respond to two posts of your classmates.

- Conduct an analysis of a current year fashion collection, using information presented from Chapter 5 related to Balance.
- Choose an image or images of fashion from any gender category and season of the current year that demonstrate the achievement of visual Balance. You must use an image or images with a minimum of three different looks shown.
- Explain in detail using terminology from the reading and narrated lecture to justify your choice.
- Insert your image(s) directly into your first post, along with two robust paragraphs of written content. Then respond to **two** posts of your classmates.

I ACCURACY IN ASSESSMENT

Purpose

The purpose of this discussion is to demonstrate your understanding of how *visual balance* is used to create cohesive and aesthetically pleasing outfits in fashion.

Prompt

Conduct an analysis of a current year fashion collection by choosing at least three looks from that collection (any gender category / season). Using terminology from the reading and lecture, justify how the looks achieve visual balance...

TRANSPARENT ASSIGNMENT TEMPLATE

- Purpose
- Task
- Criteria for Success

Transparent Assignment Template*

© 2013 Mary-Ann Winkelmes

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.¹

Assignment Name

Due date:

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Ideally, indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- 1.
- 2.

Task: Define what activities the student should do/perform. "Question cues" from this chart might be helpful: <http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf>. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided.

Criteria for Success:

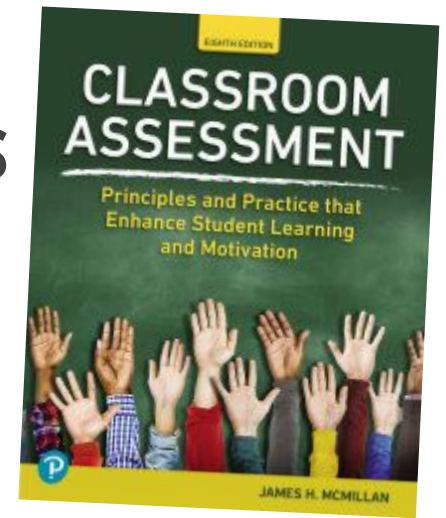
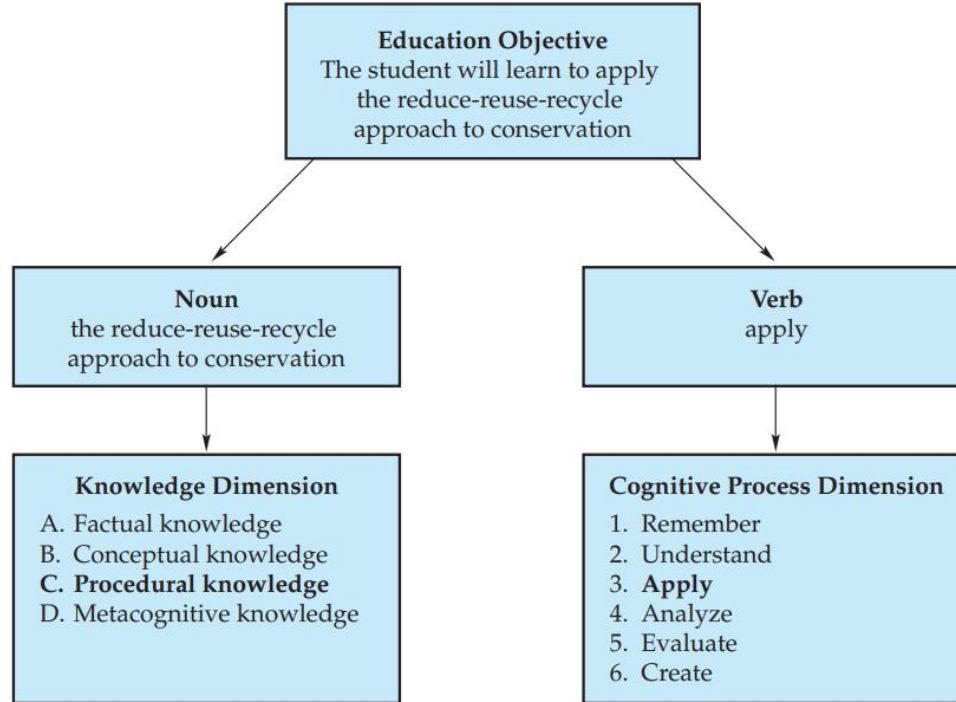
Define the characteristics of the finished product. Provide multiple, annotated examples of what these characteristics look like in practice, to encourage students' creativity and reduce their incentive to copy any one example too closely.

I ACCURACY IN ASSESSMENT

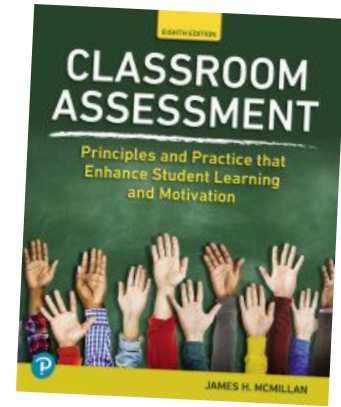
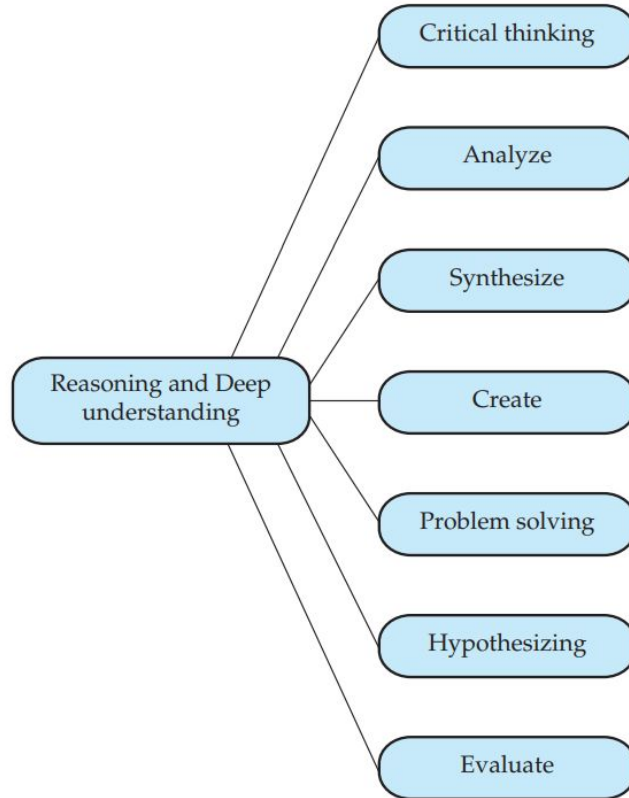
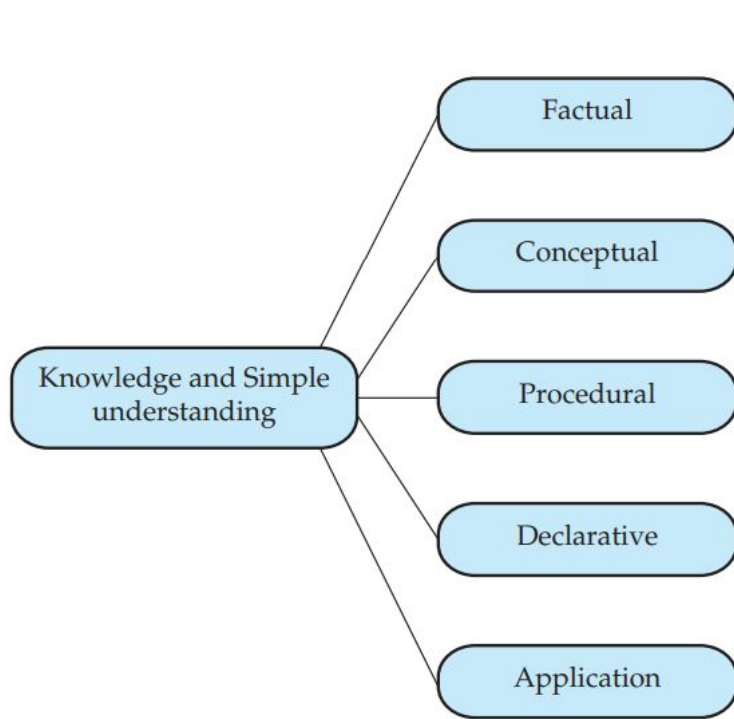
Criteria for Success

- Images included in post & meet requirements: At least 3 different looks from a current year collection.
- Terminology from reading and lecture used correctly.
- Justification of how selected looks demonstrate visual balance consistent with material in Chapter 5.
- Length: At least 2 robust paragraphs of written content.

! DIVING DEEPER: BEYOND BLOOM'S



| WRITING OBJECTIVES FOR ONLINE



| ACCURACY IN ASSESSMENT

Exam 2

This exam covers material from Parts 4&5 of the lecture notes and the material presented in the last two weeks of our 8 week class. You may use any resources you would like, open book, open note, open Google... but no help from outside people.

You have 3 hours to complete the exam and it must be done in a single sitting. The exam will automatically submit at 11:59pm on Saturday, so start it no later than 9pm.

If something goes wrong and you need a second attempt, you must contact me no later than noon on Saturday so I can create a new exam for you. If you are worried about internet issues or anything else technological, be sure to start your first attempt before 9am on Saturday,

Any evidence of cheating (using an outside tutor or collaborating with a classmate) will result in a zero score on the exam.

I ENSURING ACCURACY

Consider and remove 'confounding variables'

Week 4 - Balanced Fashion

Complete this Discussion Board for the Balanced Fashion Activity. Complete **three** posts by 11:59 pm on **Wednesday**. Click on Create Thread to start your initial post. After submitting yours, you will be able to view others and respond to two posts of your classmates.

- Conduct an analysis of a current year fashion collection, using information presented from Chapter 5 related to Balance.
- Choose an image or images of fashion from any gender category and season of the current year that demonstrate the achievement of visual Balance. You must use an image or images with a minimum of three different looks shown.
- Explain in detail using terminology from the reading and narrated lecture to justify your choice.
- Insert your image(s) directly into your first post, along with two robust paragraphs of written content. Then respond to **two** posts of your classmates.

| ENSURING ACCURACY WITH SCAFFOLDING



Give students formative assessments to build skills and knowledge needed for assessment.

What are some ways we could scaffold the needed skills and knowledge for our fashion assignment?

| ENSURING ACCURACY WITH OPTIONS



Give students options for how to demonstrate their understanding.

The purpose of this discussion is to demonstrate your understanding of how *visual balance* is used to create cohesive and aesthetically pleasing outfits in fashion.

What is another way students could demonstrate their understanding of this objective?

I UNIVERSAL DESIGN FOR LEARNING

Assignment Options

Option 1: Create a Casino Game	Option 2: Build Learning Materials	Option 3: Explore Further
<p>The most structured option. You will create some sort of Casino game using dice, cards, coins, etc... and create a probability distribution for how much your game will pay out to determine how much to charge to play your game. This is a great option for students who:</p> <ul style="list-style-type: none">• want to know exactly what to do• felt good with the material in 5.1	<p>Less structure here. As you know, I'm still building my newer version of this course. I would love more student voice, more options, more everything... You will create some learning materials for the first four modules. This option is great for students who:</p> <ul style="list-style-type: none">• like to be creative• want to build something to help future students	<p>Go learn about a probability topic beyond what was covered in our material and create a one-pager with an example to illustrate! This is a great option for students who</p> <ul style="list-style-type: none">• are more mathematically-oriented• want to learn more

| REDUCING BIAS



ACCURATE

measure
objective(s) of
interest



BIAS-RESISTANT




not influenced
by subjectivity



MOTIVATIONAL

encourage
students to take
risks

RUBRIC EXAMPLE

Module 2 Discussion			  	
Criteria	Ratings			
Display Provided	Standard Met Image of display is embedded in post.	Not Yet Please update your post to include an embedded image of the display!		
Accessible Link	Standard Met Link is given as descriptive text as described in 2.3	Not Yet Please double check that you're using a descriptive link, rather than putting the html into your post!		
Graph Purpose	Standard Met A good description for the inclusion of the display in context is given.	Not yet Description of purpose of graph is either missing or incorrect.		
Communication Assessment	Standard Met Assessment of title, axes labels, and legend for graph is accurate.	Not yet Assessment is missing or inaccurate.		
Accessibility Assessment	Standard Met Accurate assessment of color contrast and inclusion of alt text provided.	Not Yet Accessibility assessment either missing or incorrect.		
Alt Text	Standard Met Alt text follows format given in 2.3: "A ___ of ___ showing ___."	Not Yet Alt text is missing at least one of the parts of the structure provided in 2.3.		

| BACK IN FASHION

From Criteria to Single-Point Rubric:

- Three looks provided illustrating visual balance
- Correct terminology usage
- Justification referencing course materials

I BIAS-RESISTANT IDEAS

- Grades based on work, not timing of the work.
- Alternative consequences for cheating.
- Excluding participation and effort grades.
- Grades based entirely on summative assessments.

| USING GRADES TO MOTIVATE



ACCURATE

measure
objective(s) of
interest



BIAS-RESISTANT

not influenced
by subjectivity



MOTIVATIONAL

encourage
students to take
risks



“Research has found that once we put a score or a grade on an assignment, the student is less likely to review comments or learn from that grade (Butler & Nisan, 1986).”

Joe Feldman
[“Grading for Equity”](#)

Probability Displays W	
Out of 20	
20	
12.5	
20	
20	
14	
16.5	
15.5	
2	

#5
[view longer](#)
[description](#)

Full Marks
Correct notation and value


#6
[view longer](#)
[description](#)

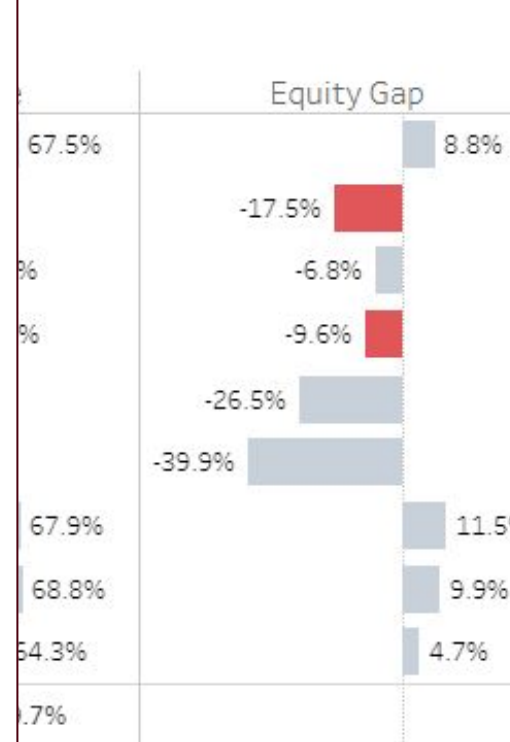
No Marks
Comments
Remember, the thing after IF, OF or GIVEN goes use the formula to find these.

#7
[view longer](#)
[description](#)

Value OK, Notation is off.
Comments
You have one mistake in your work! But the nota

Assignment Comments

 Nice first pass, I've added feedback to the rubric to help resubmit. If you need more help, reply here or send me a



SPRING 2022

Unlimited revisions... rarely taken.

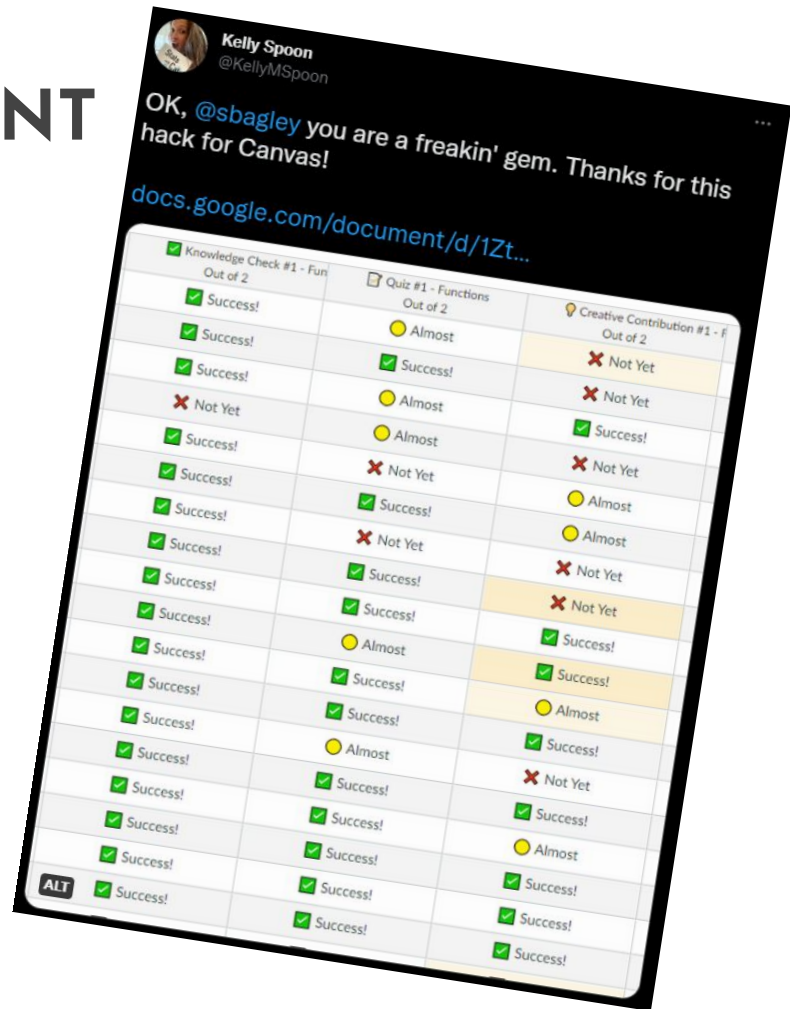
| A COMMON 'GRADE-LESS' ALTERNATIVE

0 point – Incomplete / Complete

- Can't use Module requirements for tracking progress
- Harder to manually enter grades for things like in-person quizzes
- Only two levels...

MY FALL 2022 EXPERIMENT

Created a three-level grading scheme in Canvas.





THREE CONSIDERATIONS

01

DETAILS

How many levels? What language?

02

WHERE

Which assignments will you use this for?

03

OVERALL

What will your overall course grades look like?



GRADING SCALE

SBG Grading Scheme

Name	Range	
✔ Success!	100%	to 51%
● Almost	< 51%	to 1%
✘ Not Yet	< 1%	to 0%





“Do we do enough to
create classroom
environments for
students to be
intellectually curious?”

Zaretta Hammond
“Culturally Responsive Teaching & The Brain”

AUTHENTIC ASSESSMENTS

01
ACTION

Do something to demonstrate understanding.

02
PURPOSE

Contextualize and apply learning.

03
GOAL

Make connections and be remembered.



Typical assignments “**add no value to the world**— after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away.”

- David Wiley





I RENEWABLE ASSIGNMENTS

The work is of value **beyond** the students' own learning.

	Student creates an artifact	The artifact has value beyond supporting its creator's learning	The artifact is made public	The artifact is openly licensed
Disposable assignments	X			
Authentic assignments	X	X		
Constructionist assignments	X	X	X	
Renewable assignments	X	X	X	X

SECTION C: EFFECTIVE ASSESSMENT

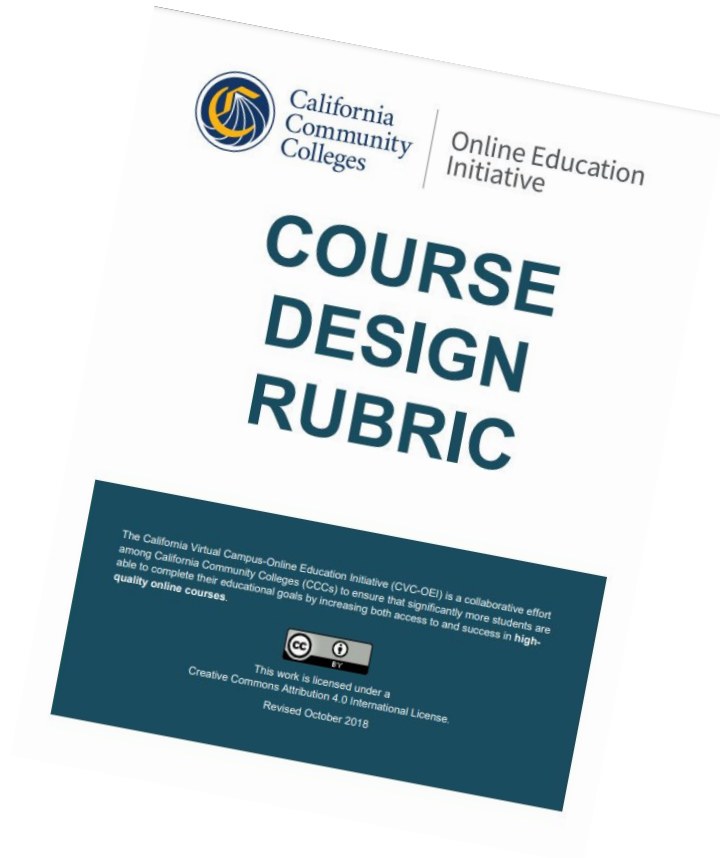
- Authenticity
- Validity
- Variety
- Frequency



ACCURATE



BIAS-RESISTANT



SECTION C: GUIDANCE AND FEEDBACK

- Rubrics / Scoring Guide
- Assessment Instructions
- Feedback
- Self-Assessment



BIAS-RESISTANT




MOTIVATIONAL





Kelly Spoon

 @kellymspoon
kspoon@sdccd.edu

**THANK
YOU**



RESOURCES

Ungrading Stuff:

- [Ungrading episode with Susan Blum](#) on Teaching in Higher Ed Podcast
- [Alt Grading Resources](#)

Hacking Canvas' Gradebook:

- [Recorded](#) Version of ['Creating an Ungrading Checklist' Workshop](#)
- [Spencer Bagley's Google Doc Walkthrough](#)

Authentic Assessment:

- [@ONE's Guide to Authentic Assessments](#)
- [Authentic Assessment in STEM Courses](#) (Spring 2024 Webinar with Suzanne Wakim)
- [MOST's Toolkit C1 Authenticity Examples](#)

Online Teaching:

- [CVC-OEI Online Course Design Rubric](#)
- [Small Teaching Online](#)

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and images by Unsplash.

 **Allison Baker** 03:18 PM

Regarding "Variety" can you fulfill variety by having most assignments be the same format (ie discussion forums), by providing a variety of assignments in terms of content, sources, etc.?

Answer live

Type answer

 **Allison Baker** 03:20 PM

Regarding "Frequency," I'm wondering about how to juggle that with my large number of students? I teach 6 classes in History (writing intensive) with about 35 students or more in each class? It takes me at least 25 hours or so to get through all six assignments. And if there is a red flag regarding academic integrity -- well, that adds a huge amount of time!

Answer live

Type answer

 **Jennifer Kattman** 04:24 PM

Would it be possible to see a Sample Module or Course and how you pull all of this together? Perhaps via Commons?

Answer live

Type answer

 **Jennifer Kattman** 04:24 PM

Thanks!

Answer live

Type answer

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and images by Unsplash.