

Exploring Alternative Assessment Types for Remote Proctored Assessments



GOAL: Consider different assessment types, how they align with learning outcomes and possible modes for engagement, delivery and submission.

This resource provides a non-exhaustive list of assessment types that are alternative to traditional midterms and exams. If you would like to explore different types of alternative assessments before diving in to your assessment redesign we recommend you start your exploration with the table below.

If you would like step-by-step guidance for planning and selecting which type of assessment best suits your needs, and aligns with your learning outcomes we recommend beginning with the resource [Outlining Plans to Replace your Remote Proctored Assessments with Alternative Assessments](#).

Assessment Strategies for Different Course Learning Outcomes

<u>Bloom's Level</u>	Sample Learning Outcomes "Students will be able to..."	Sample Assessment Strategies
Remember / Understand	<ul style="list-style-type: none"> Recall basic concepts and definitions Describe basic concepts 	<ul style="list-style-type: none"> Series of quizzes (E) Justification of a multiple-choice answer (E) Meaningful paragraph or short summary (students use a list of terms in a paragraph that demonstrates their understanding of the terms and their connections) (W)
Apply	<ul style="list-style-type: none"> Apply course concepts to address real-world situations Apply course concepts to one's own experiences Synthesize course concepts to solve hypothetical problems 	<ul style="list-style-type: none"> Take-home, open-book, two-stage exam, or oral exam, including use of MCQs that assess higher-order thinking (E) Student-developed test questions (W/M) Reflection paper (W) Laboratories, field work (W/M) Policy memo, executive summary, proposal (W) Newspaper article critique, editorial (W) Webpage, blog post (M) Chart, graph, or diagram with explanation (M) Fact sheet or resource sheet (W/M)
Analyze	<ul style="list-style-type: none"> Discuss benefits and shortcomings Articulate the pros and cons for different stakeholders Analyze the quality of sources Make connections between course concepts Organize and structure course concepts 	<ul style="list-style-type: none"> Take-home, open-book, two-stage exam or oral exam, including use of MCQs that assess higher-order thinking (E) Laboratories, field work, simulations (W/M) Case study (W) Annotated bibliography, literature review (W) Legal brief, policy memo, executive summary (W) Infographic, poster, presentation, webpage (M)



	<ul style="list-style-type: none"> Integrate information 	<ul style="list-style-type: none"> Newspaper article critique, editorial (W) Advertisement (M) Analysis of an event, performance, work of art (W) Concept map, diagram (M) Analysis of data, graph, problem set (W)
Evaluate/Create	<ul style="list-style-type: none"> Compile information in a new way Justify decisions by evaluating information Evaluate the appropriateness or effectiveness of a solution Design, generate, or create an original product, piece, or problem Develop a set of guidelines 	<ul style="list-style-type: none"> Take-home, open-book, two-stage exam or oral exam, including use of MCQs that assess higher-order thinking (E) Debate (M) Legal brief, policy memo (W) Diagram, table, chart, or visual aid (M) Webpage (M) Review/critique (W) Product development (W/M) Poem, play, song lyrics, or dialogue (W/M) Performance, work of art, music, architecture (M) Portfolio (W/M)

E = similar to exams; W = written assignment; M = multimedia, visual, or oral assignment

Adapted from: [Assessment Strategies](#), McGill University and [Alternatives to Traditional Exams and Papers](#), Indiana University Bloomington

Additional Resources:

[Alternative Online Assessments](#), University of Calgary

[Assessing Students' Learning Face-to-face](#), University of Guelph

[Assessing Students' Learning Remotely \(Online\)](#), University of Guelph

[Best Practices: Alternative Assessments](#), Ryerson University

Engagement, Delivery or Submission Modes for Assessments

- See [Delivery and Engagement Modes Handout](#) for information about these modes and their ideal uses

If your assessment mode is...	Consider using...
Asynchronous Online	<ul style="list-style-type: none"> CourseLink tools (e.g., quizzes, discussion boards, assignment drop box) Virtual boards for students to share their work (text or multimedia) with their peers (e.g., Padlet, Jamboard, discussion boards, Google docs) Student choice about use of tools to complete assessments (e.g., tools to record their own videos)



Synchronous Online	<ul style="list-style-type: none"> • Zoom or Teams for real-time assessment sharing/submission (e.g., live or play-back of pre-recording) • Virtual boards for students to share their work (text or multimedia) with peers and instructor (e.g., Padlet, Jamboard, discussion boards, Google docs) • Third-party tools for quizzing (e.g., TopHat, Mentimeter)
In-Person	<ul style="list-style-type: none"> • Physical display, presentation or demonstration • Discussion or oral responses • Hard copy • Digital submission via methods noted above where assessment questions are delivered in-person, but response is completed in digital environment (e.g., ask a question live with digital response using a tool such as Mentimeter)

See our [Adapting your Assessments guide](#) (page 19) for more delivery and engagement mode options and technology suggestions. This guide also provides information and strategies for using the following assessment types in a virtual environment:

- authentic assessment (p23)
- presentations, demonstrations, and performances (p31)
- online discussions (p32)
- online group work (p34)

Adapted from:

<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/assessment>

<https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/index.html>

