



Online Options for Common In-Person Assessments

Queen's University Centre for Teaching and Learning

Type of Assessment	Remote and Online Options
Examination (Midterm, End-of-Term, Final Exam)	<p>Convert your test or in-class quiz into a quiz in onQ with randomized questions and a time limit.</p> <p>Turn your final project or exam into a take-home exam that students can submit to onQ within a specific time window (usually 48 or 72 hours).</p> <p>Have students develop quiz questions to build and demonstrate understanding of the material. This assignment can be structured as a collaborative group activity.</p> <p>If circumstances force you to quickly shift to a remote-delivery test or exam, either for an individual student or a whole class, see the CTL resource Designing Remote Final Exams for in-depth strategies.</p>
Presentations/ Performance	<p>Have students submit video recordings of their performances, presentations, or projects using their phones or simple video recording software.</p> <p>For a low-tech alternative, ask students to submit a written script of their presentation and assess content knowledge or other skills like persuasive thinking. This substitution is most appropriate when oral communication not the core focus on the assessment.</p>
Lab/Simulation/Practicum	<p>If a key outcome of the lab can be related to data analysis, share a data set with students and ask them to analyze it with guided questions.</p>

Commented [RA1]: Kaitlin, for this I think if we just convert the existing page <https://www.queensu.ca/ctl/teaching-support/assessment-strategies/designing-remote-final-exams> to a PDF that cuts out the link to the webinar and the list of sections, that would be fine. Or it could also remain preserved as a website that's linked only from here – I'm fine with whatever you think is best.

	<p>Can some aspects of the lab be accomplished if students watch them, rather than do them? Have students watch a demonstration and then work with concepts through application, calculation, or analysis questions.</p> <p>Reflective assignments after a practicum are excellent ways to prompt critical integration of practical learning.</p>
Creative Work and Critique	<p>Students can create audiovisual presentations using a variety of media such as Powerpoint, Prezi, Canva, and other tools.</p> <p>Ask students to create a one-page fact sheet on a topic. Students must select relevant facts and explain them clearly and concisely.</p> <p>An annotated bibliography assignment gives students choice in selecting works while assessing their higher-order abilities to evaluate sources, compare multiple perspectives, and provide rationales for their choices.</p>
Group Work	<p>Technology can be leveraged to create student groups, collaborate on documents, submit group-authored documents, and grade based on group arrangements.</p> <p>Kick off group work by having groups develop their own rubric that outlines how the group will measure their own success (e.g. what does effective group work look like to us?). The rubric they develop will help them set their own expectations for guiding engagement.</p> <p>There are a range of options for assessing group work. Check out this comprehensive list of ideas by the Eberly Center at Carnegie Mellon University.</p>
Group Discussions	<p>Online discussion forums are often used as a substitute for in-person discussions, but student learning and engagement across the two modalities can be quite distinct. Regardless of format, three key recommendations can help you facilitate and assess dialogue:</p>

Comment strategically: Instructors often find it difficult to know when to chime in or even what to say in facilitating a discussion board. Use this [AUCE handout](#) as your guide.

Develop a rubric: A rubric ultimately saves you time by standardizing your frame of assessment. No need to recreate the wheel: borrow from rubrics already in existence, such as this [AUCE rubric](#).

Assign a reflection activity: Have students reflect on their own success by having them complete a self-assessment using the rubric. The grade can be calculated based on a combination of their own score and your observations.

For more on facilitating discussions following strategies of inclusion, equity, and diversity, see the CTL's [Inclusive Community Start Here Guide](#)