Selecting an alternative assessment to the use of a quiz

Assessing student’s comprehension of the content being taught is critical to the learning experience. There are a variety of methods in which assessment can occur. As Marquette faculty move courses online, we must realize that the use of D2L’s quiz functionality is complex and that it should be used only as required to meet the learning outcomes for the lesson.

This document was created to provide faculty with alternative assessment ideas. The learning outcomes for each course are unique and the faculty must determine the best assessment for the students to learn in that course.

**Assessment defined:**

An assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring and interpreting information about learning (Penn State). The use of assessments provides a form of measurement that goes beyond testing the level of knowledge.

**When are quizzes effective learning tools?**

A quiz is the simplest method of determining what a student has learned. The test measures only the level of knowledge that has been reached.

**What activities can be used for assessment?** Note: Keep in mind the assessment is driven by the learning outcome. If you are uncertain about the appropriate verb in your learning outcome, please use the Cognitive Process Dimension Table at the end of this document as a guide.

* **Fact Sheet** – Creating a comprehensive fact sheet (based on research) can be an effective tool when there are multiple factors required to understand a topic.
* **Practice real-world experiences** - presentations, analyzing data or a situation, leading a team, making a critical decision, prescribing a treatment, developing a treatment, develop a plan.
* **Research,** summarize and defend a topic are good for multi-faceted topics such as decision-making.
* **Paper** – Focused on the learning outcome where the student demonstrates their knowledge, practices skills, thinks critically.
* **Annotated Research bibliography** – Research with a brief summary of each resource.
* **Presentations** – providing the students choices to create a video or PPT on a particular topic.
* **Concept map** – used to connect various topics, theories, ideas and concepts.
* **Timeline, historical pictorial** – creating a timeline or a picture of historical events help the student make connections to anything that is linear or requires spatial thinking such as critical events/people.
* **Create a composite graphic** - used to represent “layers” of learning over time.
* **Multi-phase Projects**  - built as the student learns, group or individual.
* **Case Study** – Application of course content to a real life situation such as a current event, research or video.
* **Journal** – reflection, personal or professional development.
* **Interviews** – Students can interview each other or other people to deepen their knowledge about a topic.
* **Daily Journals** – As students learn new concepts, they can journal, answer a list of questions that are relevant to the learning outcomes.
* **Peer Teaching or creating a teaching plan** – Students dig into the details of a topic when putting together a teaching plan.
* **Peer Review** – Students can be paired with another student to review and provide feedback of a paper, presentation or other form of assignment. Students are required to review the content, raise questions and point to sections that require more clarity.
* **Project** – Allow students to propose a project of a topic of their interest.
* **Quick Summaries** – Summarize important lessons or concepts.
* **Guided tour –** Students create the story, facts and interesting aspects of a topic.
* **Story Telling –** Students create a story about the topic learned, using terms, cautions, interesting points in the story to demonstrate their understanding of a complex topic.

**The Cognitive Processes dimension** (Iowa State -Table adapted from Anderson and Krathwohl, 2001)

Lower order thinking (left) to higher order thinking skills (right)

| **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** |
| --- | --- | --- | --- | --- | --- |
| recognizing   * identifying   recalling   * retrieving | interpreting   * clarifying * paraphrasing * representing * translating   exemplifying   * illustrating   classifying   * categorizing * subsuming   inferring   * concluding * extrapolating * predicting   comparing   * contrasting * mapping * matching   explaining   * constructing models | executing   * carrying out   implementing   * using | differentiating   * discriminating * distinguishing * focusing * selecting   organizing   * finding coherence * integrating * outlining * parsing * structuring   attributing   * deconstructing | checking   * coordinating * detecting * monitoring * testing   critiquing   * judging | generating   * hypothesizing   planning   * designing   producing   * constructing |

References:

1. [Berkley Center for Teaching and Learning](https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing)
2. [WABISABI Learning](https://wabisabilearning.com/blogs/assessment/7-best-assessment-practices-resources)
3. Ideas of Activities and Assessments, MU Distance Learning
4. Iowa State University, Center for Excellence in Learning and Teaching