

# Overcoming Challenges in Managing COVID-19 ODL Assessment

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# AGENDA OF THE SESSION



01

**ASSESSMENT**

General Principles



02

**ASSESSMENT IN  
A COVID-19 ODL**

Challenges



03

**OVERCOMING  
CHALLENGES**

Suggestions

**01**

# **ASSESSMENT**

**General Principles**

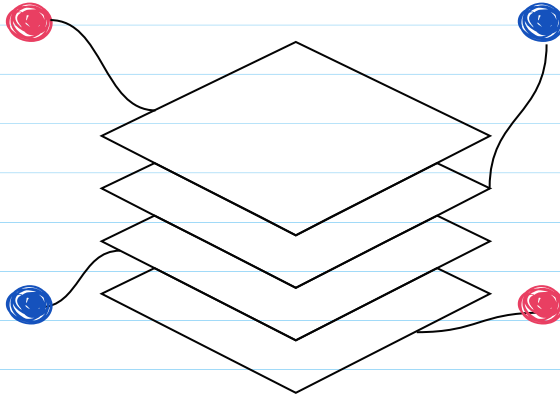
# GENERAL PRINCIPLES OF ASSESSMENT

## CONTENT OF ASSESSMENT

Clearly specified what to assess

## DIVERSIFY CHOICE

Diversify assessment for a complete picture of students' development



## CHOICE OF ASSESSMENT

The most effective for measuring the criteria to be assessed

## ALIGNMENT OF ASSESSMENT

Assessment must align with what has been taught

# TYPES OF ASSESSMENT

## FORMATIVE



Conducted throughout the TL process, also known as continuous or ongoing assessment

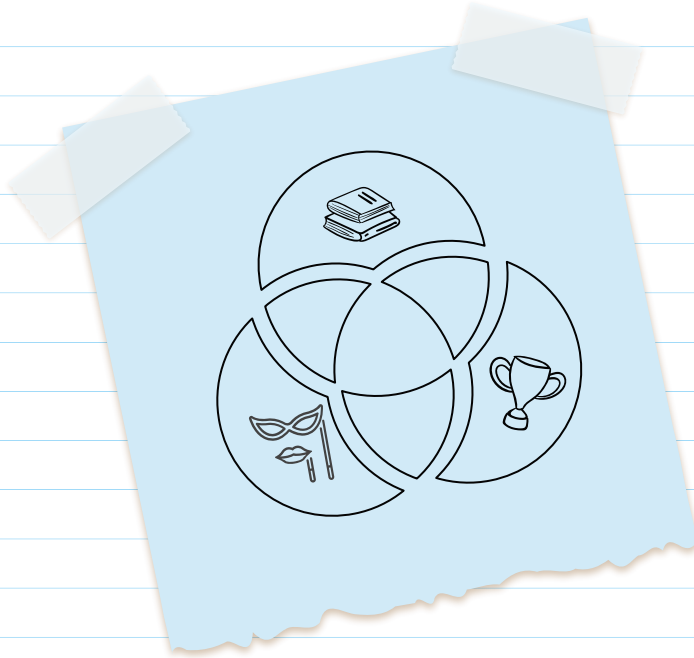
## SUMMATIVE



Administered at the end of the TL phase



# HOLISTIC ASSESSMENT



## COGNITIVE

Knowledge or mental Skills



## AFFECTIVE


Growth in feelings or emotional areas



## PSYCHOMOTOR

Manual or physical skills





“Assessment of Cognitive learning outcomes has remained the focus of most assessment system all over the world due to it being relatively easier to observe & measure”

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**In a nutshell...**



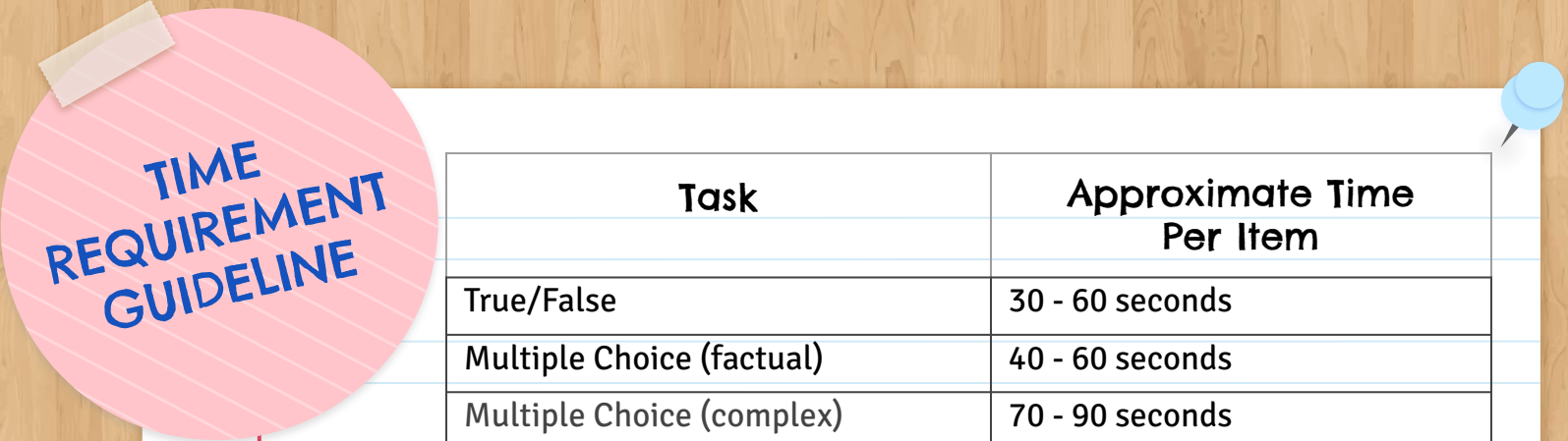
# PLANNING AN ASSESSMENT: TEST



## SOME GUIDELINES

### Note the following!

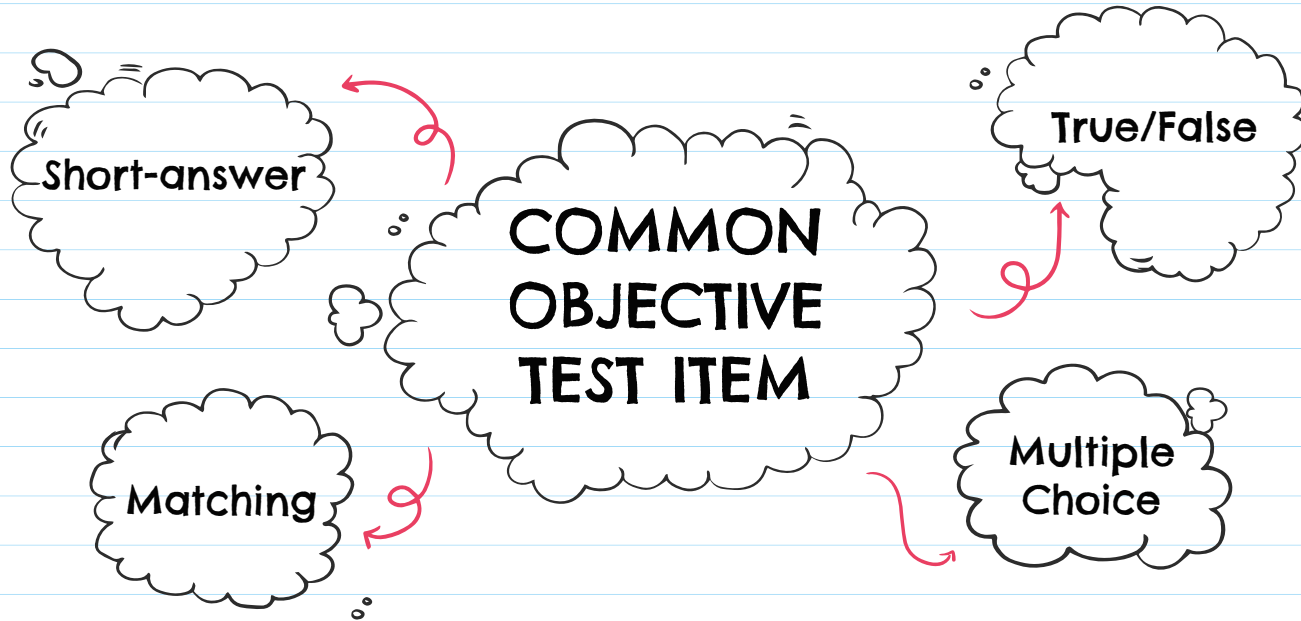
- A test construction requires a test plan - also referred as a Table of Specification (JSU)/ Blueprint
- It ensures a valid representation of the learning objectives & tally with the emphasis of the topics covered in class
- It helps determine the types of items to include in a test
- The choice between essay items & objective items will depend on the learning objectives and the level of thinking to be assessed
- Take note of the general requirements of the length of the test



**TIME  
REQUIREMENT  
GUIDELINE**

<b>Task</b>	<b>Approximate Time Per Item</b>
True/False	30 - 60 seconds
Multiple Choice (factual)	40 - 60 seconds
Multiple Choice (complex)	70 - 90 seconds
Matching (5 stems/6 choices)	2 - 4 minutes
Short-answer	2 - 4 minutes
Multiple Choice (with calculations)	2 - 5 minutes
Word Problems (simple math)	5 -10 minutes
Short Essays	15 - 20 minutes
Data analysis/graphing	15 - 25 minutes
Extended Essay	35 - 50 minutes

# OBJECTIVE TEST ITEMS: OVERVIEW



# CONSTRUCTION OF MCQ

What is the capital of Malaysia?

Stem

Options/  
Alternatives

- A. Kota Tinggi
- B. Kota Kinabalu
- C. Kuala Selangor
- D. Kuala Lumpur ✓

Distractors

Key

Parts of a MCQ

## SOME PROCEDURAL RULES

### Consider the following:

- Test for important or significant information
- Avoid trick items
- Vocabulary consistent with the students' level of understanding
- Avoid overly specific knowledge
- Avoid textbook or verbatim phrasing
- Be sensitive to cultural, religious, gender issues

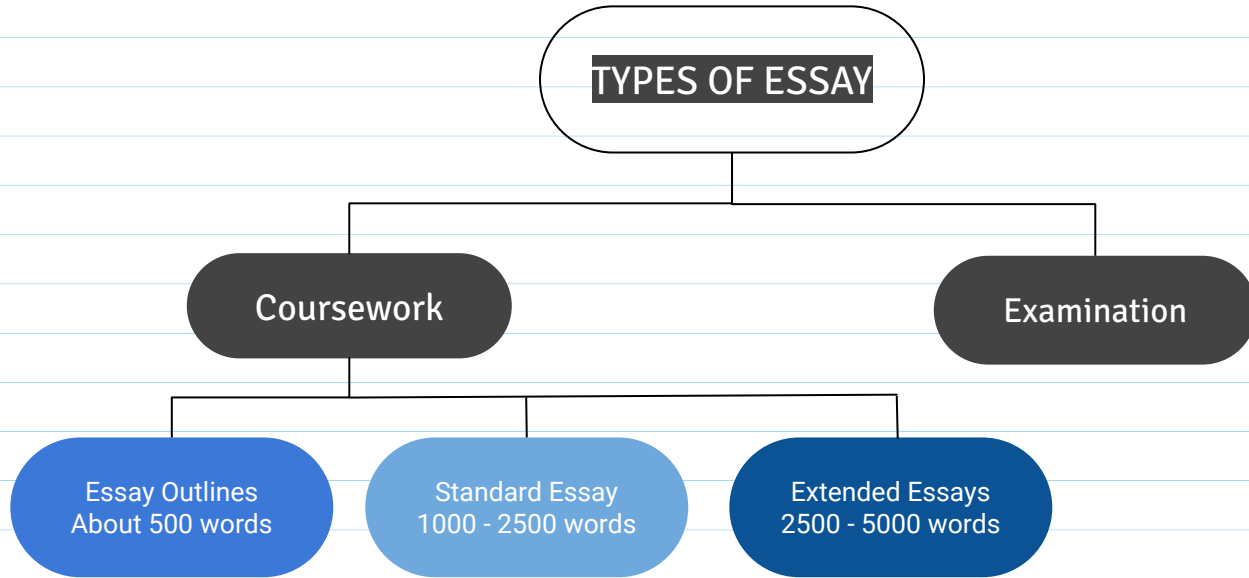




- Keep options/alternatives independent & not overlapping
- Avoid giving clues due to grammatical/typo error
- Avoid the use of humour
- Present practical or real-world situations to students
- Use pictorial materials requiring students to apply principles & concepts
- Use charts, tables or figure that requires interpretation



# Essay Test Items: Overview



## ESSAY ITEM CONSTRUCTION

### Some Guidelines

- Clearly defined intended learning outcome to be assessed by the question
- Avoid using essays for intended learning outcome that are better assessed with other kinds of assessment
- Clearly defining the task and delimiting the scope of the content
- Questions that are fair, considering the students adequacy of materials & practice & thought process in the subject matter





“Research have shown that essay grading is unreliable  
Steps needed to improve grading reliability include  
using a scoring rubric or marking scheme which helps  
control the shifting of standards while grading essays”



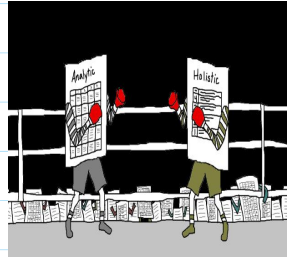
**In a nutshell...**

# TYPES OF SCORING RUBRIC

## Analytic



Analytic Rubrics is based on a two-dimensional grid of “criteria” as rows and “levels” of achievement as columns.



## Holistic



Holistic Rubrics uses a single criteria rubrics (one-dimensional) to provide feedback for an overall judgement of student work.

# ANALYTIC RUBRIC

- Analytic rubrics are particularly useful for problem-solving or application assessments because a rubric can list a different category for each component of the assessment that needs to be included, thereby accounting for the complexity of the task.

# ADVANTAGES OF ANALYTIC RUBRIC

- Criterion can be weighted and scored
- In an analytic rubric you can provides feedback on areas of strengths and weaknesses of the students.




A blue rectangular sticker with a folded bottom-left corner, containing the word "Sample" in a bold, black, sans-serif font.

Criteria	Standards/Score			
	Adequate - 1 (50-59%)	Competent - 2 (60-69%)	Good - 3 (70-79%)	Excellent - 4 (80-100%)
Knowledge of forms, conventions, terminology, and strategies relative to the importance of sources to subject	Demonstrates limited knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates some knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and idea	Communicates information and idea with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Quality of argument and writing	Argument is simple and unoriginal, and the writing is weak and inconsistent	Argument takes on a fair and expected position, and the writing is moderately clear and coherent	Argument bridges on the complex and original, and the writing is clear and coherent	Argument is complex and original, and the writing is strong, fluid, and creatively coherent
Spelling and grammar	Several errors in spelling and grammar	A few errors in spelling and grammar	Some errors in spelling and grammar	No errors in spelling and grammar


# HOLISTIC RUBRIC

- It involves considering the students' answer as a whole and judging the total quality of the answer relative to the other student's response
- Holistic rubrics are best to use when there is no single correct answer or response and the focus is on overall quality, proficiency, or understanding of a specific content or skills.

# ADVANTAGES OF HOLISTIC RUBRIC



This approach is more simplistic and relies on generalizations when writing the criteria.



The goal of a holistic rubric is to provide feedback on what the learner is able to demonstrate, rather than what s/he cannot do.



**Sample**

Score	Criteria
4 (80-100%)	Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one point of development at the expense of developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose.
3 (70-79%)	Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently.
2 (60-69%)	Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points, and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities, and may read confusingly and incoherently.
1 (50-59%)	Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points, weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently.

Adapted from John Bean, *Engaging Ideas*, Exhibit 15.4: Holistic Scale for Grading Article Summaries (262)  
[https://www.queensu.ca/teachingandlearning/modules/assessments/35\\_s4\\_05\\_types\\_of\\_rubrics.html](https://www.queensu.ca/teachingandlearning/modules/assessments/35_s4_05_types_of_rubrics.html)

# PRINCIPLES OF EFFECTIVE ASSESSMENT

01

## VALIDITY

Care should be taken to verify whether the purpose of assessment has been achieved

02

## RELIABILITY

Assessment is free from errors of measurement

03

## FAIRNESS

Objectivity of assessment and making assessment free of subjective judgment



# SOME CONSIDERATIONS

## Length of Time

The longer the time the more reliable & valid

## Method of Test Administration

adequate timing, clear instructions, physical conditions favourable to students (space, lighting, temperature, distractions - noise & movement)

## Selection of Topics

Should reflect the emphasis given during teaching & learning

## Method of Marking

Must be as objective as possible, allow system of checks

## Choice of Techniques


Essay: validity high, reliability low; short answer question: reliability high, structured essays: more reliable than open ended essays.





**ASSESSMENT  
IN A COVID-19  
ODL**

**Challenges**

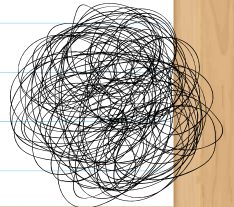


**02**



# ISSUES AND CHALLENGES

- How to verify whether the purpose of assessment has been achieved in an ODL set during a pandemic? Does the assessment measure what it sets out to measure? Is it a test with relevance? Does it tally with what have been taught?
- How to ensure that the assessment is free from errors of measurement and thus, reliable? Error may come from various sources - the test takers (student), the test (questions not clear), the administration of the test (location, schedule, methods used) & the examiners (grading process).
- How to make assessment free of subjective judgment? Minimize grading subjectivity by using scoring rubric



## THOUGHTS

### Consider the following:

- Length of time - how long should be allowed to students to finalize the 'test'? Consider difficulty level of the questions & resources available
- Selection of topics - has similar emphasis been given during ODL to justify similar selection of topics?
- Choice of testing techniques - Objective or Essays? Combination?
- Method of test administration - when is & what is considered adequate timing, how do we ensure the physical conditions at home is favourable to the students? Dealing with issues of internet & data connectivity
- Method of marking - ensuring usage of appropriate rubrics

**03**

# **OVERCOMING CHALLENGES**

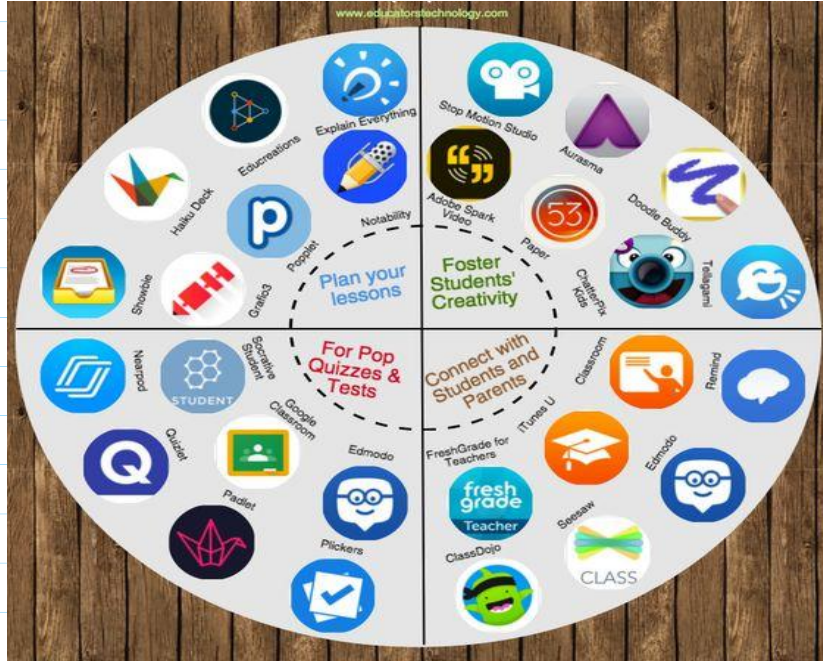
**Suggestions**

# TECHNOLOGY BEGETS TECHNOLOGY



**GAFE**

# TECHNOLOGY BEGETS TECHNOLOGY



**CLASS  
MANAGEMENT**



# TECHNOLOGY BEGETS TECHNOLOGY

DIVERSIFIED  
ASSESSMENT

## 15 CONTENT CREATION TOOLS FOR STUDENTS



Book Creator



Explain  
Everything

Adobe Spark



MySimpleShow

Canva



Storybird

Padlet



Zoom

Tellagami



Meme  
Generator

Moovly



Kidblog

Comic Life



Spreaker

BookWidgets



Icon: creativity by  
Becris from the Noun  
Project

# TECHNOLOGY BEGETS TECHNOLOGY

**INSTRUCTIONAL  
CONNECTIVITY**







# BookWidget Quiz for Quiz

- Can all the common objective items be designed in the app? - Yes
- Can the quiz be conducted with a time limit/timer countdown? - Yes
- Can the students answer the quiz offline? - No
- Can the quiz be automatically graded? - Yes
- Can the grades be imported into Google Classroom? - Yes
- <https://www.bookwidgets.com/>

# Google Doc for Test



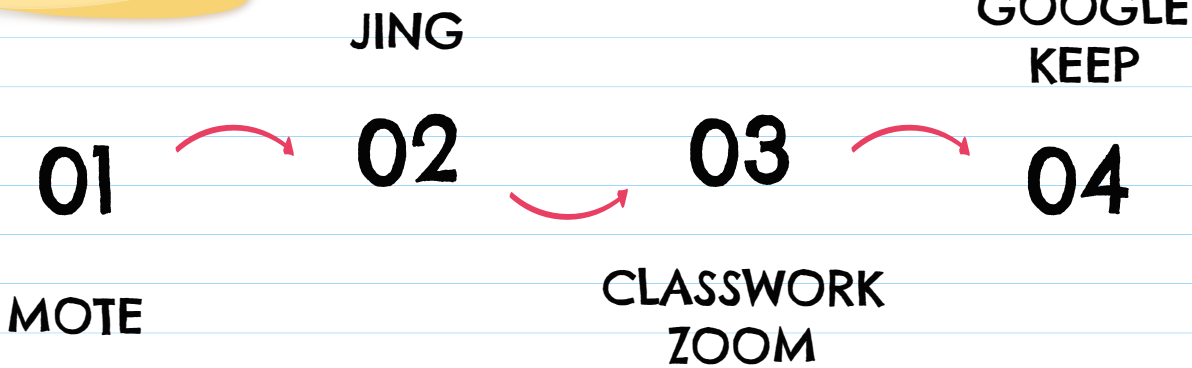
- Can you assigned different sets of test questions to students in the same class? - Yes
- Can you assign and attach a rubric to the question? - Yes
- Can the students work on the test offline? - Yes
- Can students still submit after the due date? - Yes
- Can the students make any editing once they have submitted? - No
- Can the grades be imported into Google Classroom or download in excel? - Yes

# Grading in Google Doc

- Can you grade students' answers directly in the document? - Yes
- Can you make or leave feedback on the document? - Yes
- Can you reuse or re-edit comments/feedback? - Yes
- Can you see how long students spend on the document and structured their answers? - Yes
- Can you assign the marks directly from the document's interface? - Yes
- Can you return the assessment in bulk? - Yes



**TRY  
OUT**



# THANK YOU!

**Questions/Thoughts?**

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