

Strategies for Inclusive Assessment Practices for Remote Learning

Define Cheating:

- Provide students with a clear definition of cheating and convey the importance of academic integrity (Include information on repercussions for academic dishonesty and a link to campus policies)
- Describe permissible and non-permissible collaboration .Be clear about how much collaboration is permissible on each assignment given
- Write a message to your students about integrity and post it in your course

Written Assessments:

- Require that students turn in their bibliography or references prior to the due date for the paper
- Require that students turn in their drafts prior to the due date for the paper
- Require annotated bibliographies, abstracts and / or specific references be used (this might be the course text)
- Make assignments cumulative (students turn in parts of a project or paper throughout the remainder of the semester)
- Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.
- Look for whether a paper reflects the assignment, has changes in tense or includes odd sentences within a well-written paper
- Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level
- Check the computer “properties” for the “creation date” and “author” for essay or term paper submissions if students are suspected of submitting work created by someone else
- Have students submit hand written assignments
- Discourage last minute changes in assignment topics
- Have students state and justify their own opinion on a topic

Administering Online Assessments:

- Use a variety of assessment strategies (open book, quizzes, short and long papers, test questions that require the application of a theory or concept).
- Emphasize assessments that require written work and problem solving (e.g., essays, papers, online discussions) Have essay tests on course readings
- Don't allow students to get test feedback other than grades until all the students have taken a test
- Use a test bank with more questions than will be used on any particular test and pull a smaller number of questions from the test bank for your assessment
- Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else)
- Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be “a” for one student and “b” for another.
- Set a reasonable time limit for testing completion. Use test timing or force completion (but not at the same time)
- Provide rubrics, or detailed grading criteria, for every assignment so students understand how they will be graded.
- Provide students with information on test retakes (consider alternate tests or assessment requirements) and missed tests (indicate if you will drop any test or quiz grades)
- Ensure that students requiring testing accommodations (extended time for completion of examinations and quizzes) are accounted for.