Hand out for High Stakes and Low Stakes Assessment

Examples of High Stakes and Low Stakes Assessments

Function and Components of Evaluation	High Stakes Examples	Low Stakes Examples
Ability to define key course terminology and recall facts		
Writing assignments that require appropriate use of disciplinary or course terminology	✓	✓ This may be done in bite size pieces, where a student will receive feedback on various components.
Fill-in-the-blank questions Matching questions Multiple choice questions Short answer questions	✓ Mid-term or Final Exam that include these style questions	✓ A series of quizzes that include these style questions
Synthesis of key course concepts		
Case studies	✓	✗
Debates	✓ one-on-one debates	✓ short small group debates
Essay exams	✓	✓ short essay style questions
Final projects	✓	✓ broken into small bit size pieces with feedback provide on the various components
Multiple choice questions	✓	✓
Presentations	✓	✓ short
Portfolios	✓	✓ with regular feedback
Research projects	✓	✓ projects broken into small bit size pieces

Simulations	✓	✓ focus on one task or component in simulation
Application of discrete research, technical, performance, or meta-cognitive skills		
Writing projects	✓	✓ broken into small bit size pieces with feedback provide on the various components
Case studies	✓	✘
Debates	✓ one-on-one debates	✓ short small group debates
Performances	✓	✘
Presentations	✓	✓ short
Simulations	✓	✓ focus on one task or component in simulation
Ability to transfer knowledge or skills and apply them to new situations		
Writing projects	✓	✓
Case studies	✓	✘
Debates	✓ one-on-one	✓ short small group debates
Simulations	✓ full simulation	✓ focus on one task or component in simulation
Creation of new knowledge		
Portfolios	✓	✓ with feedback provided regularly
Video essays	✓	✓ short
Artwork	✓	✓ small pieces
Websites	✓	✓ with feedback provided at different stages
Presentations	✓	✓ short
Research projects	✓	✘
Thesis or dissertation	✓	✘

Resources:

Memorial's Academic regulations regarding evaluation:
https://www.mun.ca/regoff/calendar/sectionNo=REGS-0601

Memorial's CITL Technology Resources site Video Assignments:
https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/assessment/video-assignments/

Memorial's CITL Technology Resources site peerScholar:
https://blog.citl.mun.ca/technologyresources/other-edtech/peerscholar/
> *It is coming soon if not available.*

Memorial's CITL Instructional Resources site: https://blog.citl.mun.ca/instructionalresources/

Videos and resources related to other CITL instructional webinars:
https://blog.citl.mun.ca/technologyresources/webinar-recordings

Memorial's CITL Technology Resources Site: https://blog.citl.mun.ca/technologyresources

Keith, T. (2019). How Should You Choose between Canvas Discussion Boards and a Course Blog?
https://courses.uchicago.edu/2019/09/26/how-should-you-choose-between-canvas-discussion-boards-and-a-course-blog/

The following three resources pertain to the use of Twitter in courses:

Peters, A., Costello, J., Crane, D. (2018). Deviating From the Traditional Instructional Tools: Integrating Twitter in a Sociology of Deviance Course. *Canadian Journal of Learning and Technologies, 44*(3). Available online: https://www.cjlt.ca/index.php/cjlt/article/view/27792 (accessed 24 January 2019)

Peters, A., Crane, D., Costello, J. (2019). A comparison of students' twitter use in a postsecondary course delivered on campus and online. *Education and Information Technologies*, https://doi.org/10.1007/s10639-019-09888-1

Rohr, L. E., & Costello, J. (2015). The use of Twitter as an assessment tool in a large enrollment online course. *Online Learning: Official Journal of the Online Learning Consortium: Invited Papers / OLC 20th Anniversary Conference Special Issue, 19*(4), 25-36.

References:

Boevé AJ, Meijer RR, Albers CJ, Beetsma Y, Bosker RJ. (2015). Introducing Computer-Based Testing in High-Stakes Exams in Higher Education: Results of a Field Experiment. *PLoS ONE 10*(12): e0143616. doi:10.1371/journal.pone.0143616

> *A study on the difference in online and pen and paper assessments*.

DePaul University's Teaching Commons: https://resources.depaul.edu/teaching-commons/Pages/default.aspx

> *DePaul has several resources on High and Low-Stakes Assessments*

Eberly Center, Carnegie Mellon University: https://www.cmu.edu/teaching/solveproblem/strat-cheating/cheating-05.html

> *An article on how to reduce cheating.*

Warnock, S., (2018). Frequent, Low-Stakes Grading: Assessment for communication, confidence. *Faculty Focus:* https://www.facultyfocus.com/articles/educational-assessment/frequent-low-stakes-grading-assessment-for-communication-confidence/

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