



Slide 1

Session start: 10:00 AM

To help ensure a trouble-free experience...

1. Mute your mic.
2. Turn off (un-share) your video camera.
3. Close all other computer applications.

Technical Assistance
<https://citl.mun.ca/support/>

High-Stakes and Low-Stakes Assessment

Daph Crane | Jane Costello
CITL 12 August 2020

Daph

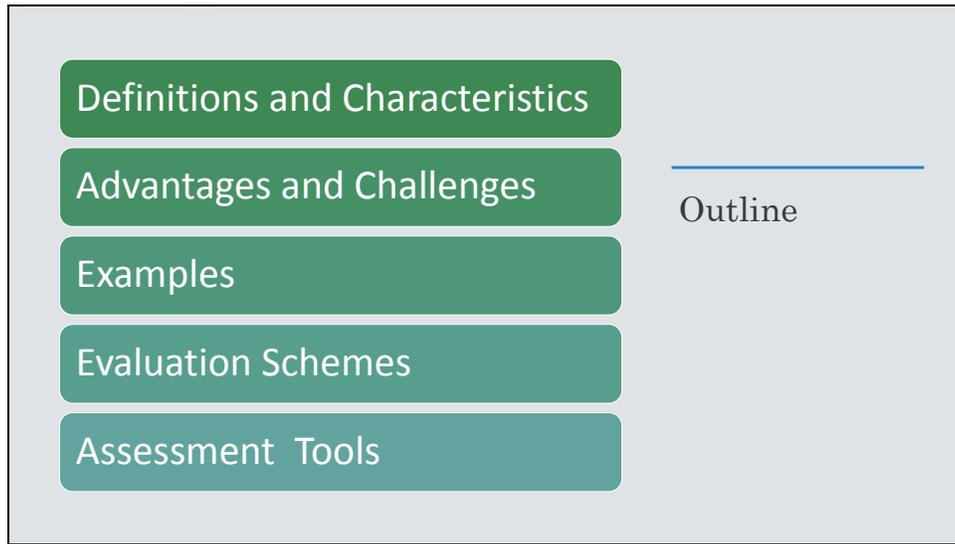
Slide 2

Web Conference Interface

The screenshot shows a Zoom meeting window with a whiteboard. At the top, it says 'Pam test' and 'Not recording'. At the bottom, there are icons for mute, video off, and chat. The whiteboard area is currently blank.

Daph

For those of you who may not be familiar with the web conferencing tool we are using today, please note that the mic and webcam icons are below the white board. Click the participants' icon located in the top left corner to see the list of participants attending. Also, you may click on the text chat icon to send us a question or comment.



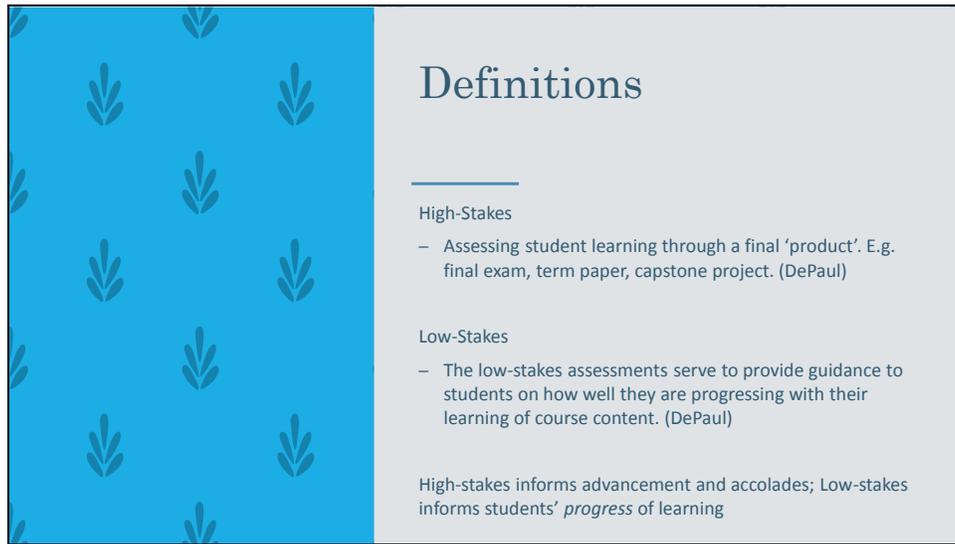
Daph

Today we will be alternating speakers when covering the following topics related to high- and low-stakes assessments:

- Definitions and Characteristics
- Advantages and Challenges
- Examples of High- and Low-Stakes assessments
- Evaluation Schemes and
- Technologies and Tools supported by CITL to assist you with evaluating student work, for example, Brightspace, ePortfolio, peerScholar, to name a few

At this point we should let you know that Jane will be focusing on High-Stakes assessments across these topics, while I will be focusing on Low-Stakes.

So, let's start with some definitions and characteristics.



Definitions

High-Stakes

- Assessing student learning through a final ‘product’. E.g. final exam, term paper, capstone project. (DePaul)

Low-Stakes

- The low-stakes assessments serve to provide guidance to students on how well they are progressing with their learning of course content. (DePaul)

High-stakes informs advancement and accolades; Low-stakes informs students’ *progress* of learning

Daph

You can think of High-stakes as assessments that are (greater than) > 20% of final mark (Daph’s estimate)

Assessing of learning

Whereas Low-Stakes assessments are often (less than) < 20% of final mark (Daph’s estimate).

This may be individually or collectively; depending on the needs of the course.

Assessing for learning or assessing as learning

Low-stakes assessment:

Does not impact final grade to a great extent

Gives an indication of how well a student is doing, while providing opportunities for improvement

Low-stakes assessment can be a larger project broken down into smaller components. For example, DePaul Uni suggests breaking down a term paper into multiple low-stakes components, each with their own mark or value. For example, you could have multiple graded deliverables before the final paper is submitted, such as:

Prospectus or proposal

Abstract

Thesis statement

Outline

Annotated bibliography

Early-stage drafts of a paper

Specific sections of the final project (e.g., introduction, methods, lit. review)

Best results occur when high-stakes is preceded by multiple low-stakes assignments that are frequent and timely. (DePaul)

Characteristics of High-Stakes



- COURSE-WIDE SYNTHESIS
- CREATION OF DISCIPLINE-SPECIFIC PRODUCTS
- IS OFTEN SUMMATIVE
- OFTEN LARGER PERCENTAGE OF GRADE

DePaul University

Jane

Some of the characteristics of High-stakes assessment are that it:

- Encourages synthesis across an entire course or discipline
- Requires creation of discipline-specific products (research papers, presentations)
- Is often summative, requiring demonstration of the degree to which students have learned key course concepts and skills
- Usually represents a larger percentage of the course grade



Daph

Low-Stakes assessments are useful when they generate formative feedback regarding where students are in the course, what they are doing well, and where they may need development to ultimately succeed in the class. (DePaul)

Low-stakes have the following characteristics:

- Encourages learners to demonstrate their ongoing learning
- Requires creation of discipline-specific products in steps (research papers, presentations, using components such as outline, Lit review, thesis statement, as individual assignments)
- Is formative, requiring demonstration of the degree to which students have learned key course concepts and skills, and works best when provided with ongoing feedback
- Usually represents a low percentage of the course grade

Slide 7



Daph

Q: before we move on to Advantages and Challenges, are there any other characteristics of high- or low-stakes assessment you wish to share with the group?

Next, Jane will review the Advantages and Challenges of High-Stakes Assessments

High-Stakes

Advantages	Challenges
<ul style="list-style-type: none">– Easy to measure learning outcomes– Establish high expectations– Motivate students = ↑ grades– Curricular reform / course redesign– Provides Quantitative data	<ul style="list-style-type: none">– Promotes teaching / studying to the test– Prone to academic misconduct– Correlation to increased rates of failure, lower graduation, and dropouts– “Stereotype threat”

Jane

Advantages

- Determine degree to which students are meeting learning outcomes; evidence of student learning with potentially less grading for instructors
- Establish high expectations for students to apply more effort to do well; for many students this is motivating
- Motivate students, yielding stronger results
- May reveal needs for curricular reform to a program or degree or course redesign to address challenging concepts and common misconceptions among students
- Provides Qn data for decision makers in relation to students' progress through programs and degrees; this is secondary to assessing student learning

Challenges

- Reliance on teaching to or studying to the test. A course that focuses on one or two High-stakes assessments runs the risk of teaching concepts to be assessed on the exam rather than exploring all concepts related to the topics covered in the course. The result is a focus on a 'Narrow' curriculum. The emphasis may change, resulting in less deep learning than desired. Sometimes happens when there are standardized tests involved in professional fields, like Nursing. Relatedly, there is often a tendency for less focus on engaging in course topics
- As high-stakes assessments add additional pressure on students to perform well, there is a tendency for them to be prone to cheating, plagiarism, and other types of academic misconduct.
- Correlation to increased rates of failure, lower graduation, and dropouts
- Introduces “Stereotype threat” – wherein students from backgrounds who are expected to perform poorly (non-privileged students) purposely do so

Low-Stakes

Advantages

- Students monitor progress
- Reduces student stress & cheating
- Increases student confidence
- Promotes longer retention of content
- Identify misconceptions to be addressed

Challenges

- Too many low stakes components, overwhelming for both students and instructor/faculty
- Harder to achieve wholistic assessment of learning outcome
- Throw away marks

Daph

Advantages

Lets learners know how they are doing throughout the semester (Students monitor progress)

Lets faculty/instructor know of any misconceptions learners have and enables instructor to address

Reduces cheating as stress levels are lower, stakes are lower, and it isn't worth the risk.

(Warnock, S., (2018).)

“This way, you get several samples of student work, evolving over time, and the students get spaced practice and feedback. If low-stakes assessments are combined with timely and constructive feedback on strengths as well as concrete suggestions for improvement, they will facilitate learning and build student confidence for later high-stakes assessments, thus reducing the likelihood of cheating.” From: Eberly Center, Carnegie Mellon University

Challenges

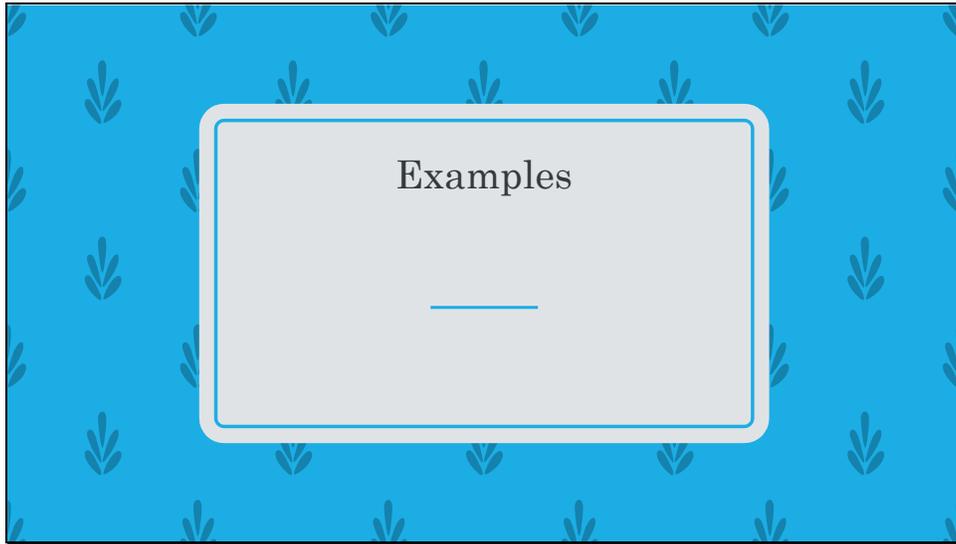
As we will see in the next couple of slides it is easy to get overwhelmed with too many low stakes assessments.

For some courses, it is important to see both student learning of aspects of a course as it progresses as well as the overall student achievement of learning outcome at end of course.

This is hard to do if only low-stakes assessments are used.

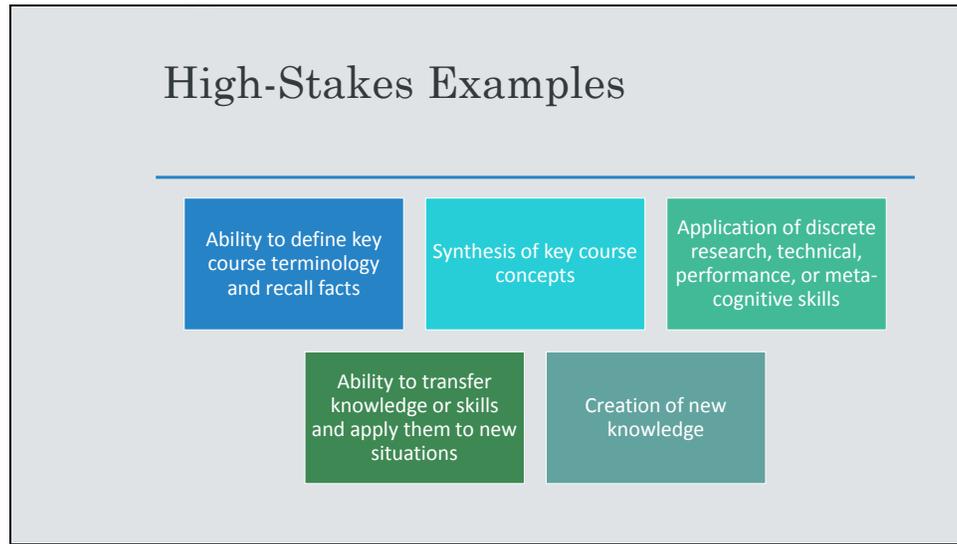
Some students will risk not completing low-stakes assessments, throwing away marks, when they do not value the reward for effort involved or have too much work due at one time. In some cases, something has to give and students sometimes will focus on bigger pieces of work that attain a larger amount of the overall course grade.

Slide 10



Daph

Q: Before we go onto the Examples, does anyone have any other advantages or challenges they wish to share?



Jane

Examples (from DePaul uni)

Beginning with sample course learning goals, you can identify an effective high-stakes classroom assessment or appropriate types of questions.

Note: A handout of these will be shared with you after the presentation.

Here we have five approaches, or functions, of evaluation. We will first look at ways to assess student learning that are suitable to each. Daph will then look at suitable approaches that may be used in low-stakes. You will note that the approaches, or functions, are the same and that many of the assessment options differ.

If you want to assess students by ... you can use... .

F1 Ability to define key course terminology and recall facts

Writing assignments that require appropriate use of disciplinary or course terminology

Mid-term or Final Exam with

Fill-in-the-blank questions

Matching questions

Multiple choice questions

Short answer questions

F2 Synthesis of key course concepts

Case studies

Debates

Essay exams

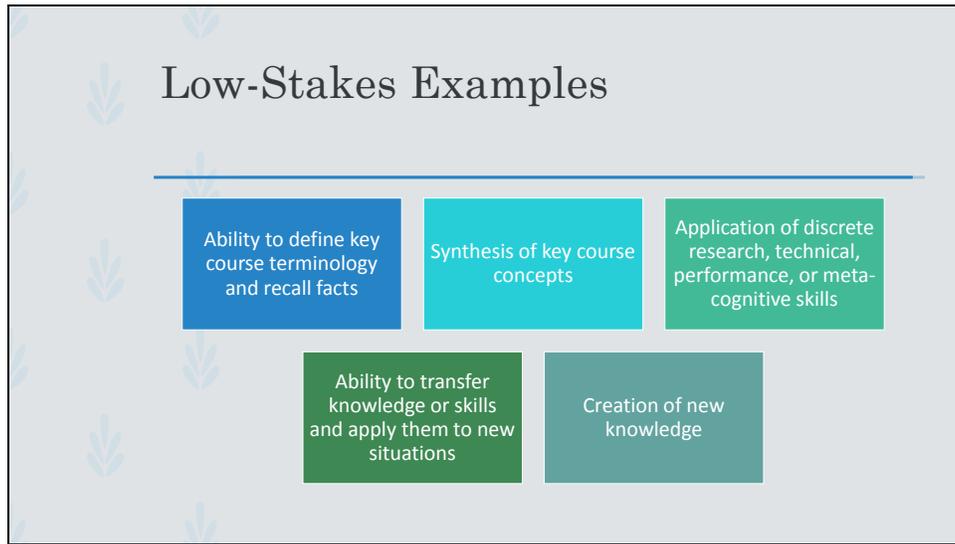
Final projects

Multiple choice questions

Presentations

Portfolios

- Research projects
- Simulations
- F3 Application of discrete research, technical, performance, or meta-cognitive skills
 - Writing projects
 - Case studies
 - Debates
 - Performances
 - Presentations
 - Simulations
- F4 Ability to transfer knowledge or skills and apply them to new situations
 - Writing projects
 - Case studies
 - Debates
 - Simulations
- F5 Creation of new knowledge
 - Portfolios
 - Video essays
 - Artwork
 - Websites
 - Presentations
 - Research projects
 - Thesis or dissertation



Daph

(these are drawn from DePaul University)

Note: Jane mentioned the handout of these functions and assessment options that will be shared with you after the presentation.

Again, we have the same five approaches, or functions, of evaluation; each with their ways to assess student learning. As I review the assessment approaches, you will no doubt note that while many assessment options are similar to those used in high-stakes, there are some differences.

Let's have a closer look.

If you want to assess students'...

Then assign or give

F1 Ability to define key course terminology and recall facts

Writing assignments that require appropriate use of disciplinary or course terminology

A series of quizzes with

Fill-in-the-blank questions

Matching questions

Multiple choice questions

Short answer questions

F2 Synthesis of key course concepts

Case studies

Debates

Essay questions

Final projects broken into small bit size pieces (we will look at an example of this later)

Multiple choice questions

- Short Presentations
- Portfolios with regular feedback
- Research projects broken into small bit size pieces
- Simulations
- F3 Application of discrete research, technical, performance, or meta-cognitive skills
 - Writing projects broken into small bit size pieces
 - Case studies
 - Debates
 - Performances
 - Short Presentations
 - Simulations
- F4 Ability to transfer knowledge or skills and apply them to new situations
 - Writing projects broken into small bit size pieces
 - Case studies
 - Debates
 - Simulations
- F5 Creation of new knowledge
 - Portfolios with regular feedback
 - Short Video essays
 - Artwork
 - Websites with regular feedback
 - Short Presentations



Daph

Q: We will look at specific examples of evaluation schemes shortly, but before we do, does anyone have any other examples of high or low stakes assessments they wish to share?

The slide features a light blue background with a white box on the left containing seven items, each with a small icon and a text label. To the right of this box, the title 'Things to keep in mind re: academic calendar' is written in a dark blue serif font, underlined with a thin blue line.

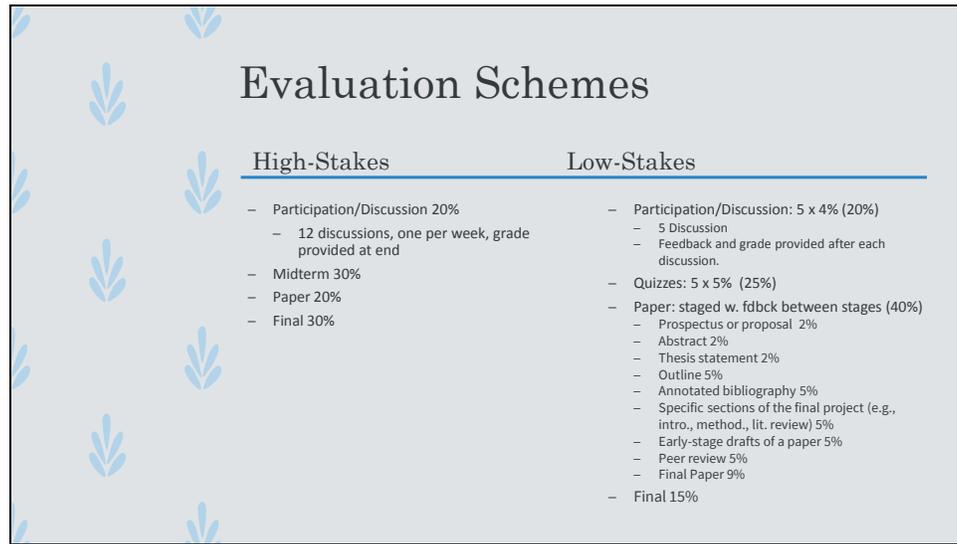
- 20% drop courses without academic penalty – week 8
- No due assessments in first two weeks
- Mid-term break; make-up days
- Careful of due dates in last two weeks
- Take home exams
- Submission of assessment items during examination period
- UG and G regulations may differ

Daph

Mention of other things to consider... syllabus needs info, making change to deadline, making change to evaluating type, grading and providing feedback (20% deadline),

Academic regs-evaluation: <https://www.mun.ca/regoff/calendar/sectionNo=REGS-0601>

- Remember dates to drop courses and the 20% rule (20% of course grade must be assessed by first day of week 8 – last day to drop without academic prejudice; F20 – 4November)
- Nothing due before last date to add courses, first day of week 3.
- Mid term break – timing changes semesterly; there are often days that switch in order to make up for missed days, e.g. Oct 15 (Thrs) follows Tuesday schedule; Oct 16 (Friday) follows Monday schedule.
- Last week nothing new may be assigned.
- 6.7.3.2: “No form of evaluation shall take place or be due during the last two weeks of the lecturing period in any semester or the last week of the lecturing period in any session, with the exception of oral exams and presentations, laboratory exams and reports, grading on participation, and take-home work which has been made available to students prior to this part of the lecturing period.. ”
- Take home assignments/exams and submitting during exams; cannot be due between last day of lectures and first day of exams.
- Regs for Grads and undergrads may differ; check university calendar to ensure you are familiar with the regulations for the course levels you are teaching
- Making changes once in syllabus is possible in first week of classes (deadline, eval type, scheme, etc.) is okay; after that, see 6.7.4.1
- Grading and providing feedback; feedback should be SMART; all items returned prior to final exam if exam used in course.

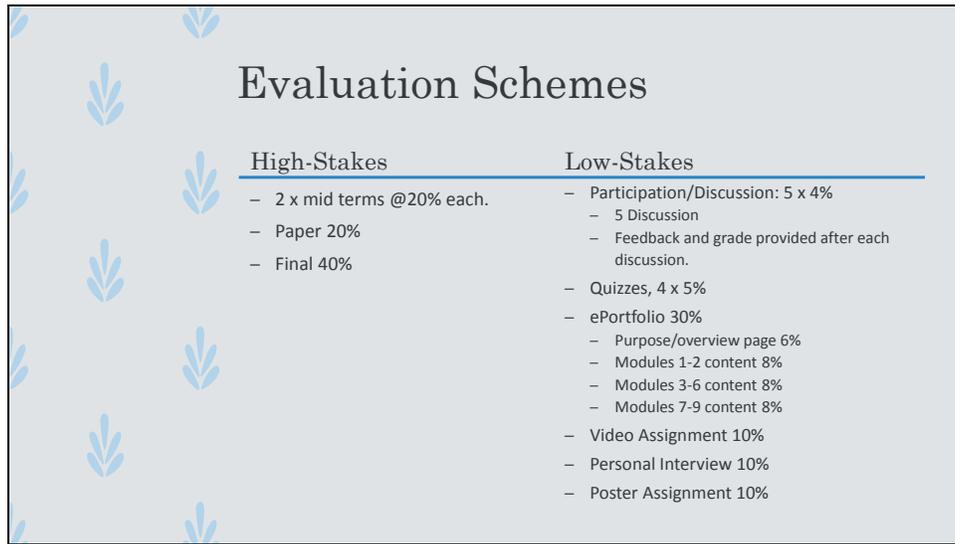


High-Stakes	Low-Stakes
<ul style="list-style-type: none">- Participation/Discussion 20%<ul style="list-style-type: none">- 12 discussions, one per week, grade provided at end- Midterm 30%- Paper 20%- Final 30%	<ul style="list-style-type: none">- Participation/Discussion: 5 x 4% (20%)<ul style="list-style-type: none">- 5 Discussion- Feedback and grade provided after each discussion.- Quizzes: 5 x 5% (25%)- Paper: staged w. fdcbk between stages (40%)<ul style="list-style-type: none">- Prospectus or proposal 2%- Abstract 2%- Thesis statement 2%- Outline 5%- Annotated bibliography 5%- Specific sections of the final project (e.g., intro., method., lit. review) 5%- Early-stage drafts of a paper 5%- Peer review 5%- Final Paper 9%- Final 15%

Daph

The things to note here are:

- There are similarities in the two schemes. The low stakes has the same properties, just broken down into component parts.
- Participation/discussions are reorganized/realigned so that there are fewer discussions, but feedback is more regular.
- The mod term is broken into 5 quizzes.
- The paper is broken in a variety of component parts. Don't get scared by the all the component parts of the paper. Feedback can be provided by the peer review process.
- The final is still a component but is worth less.



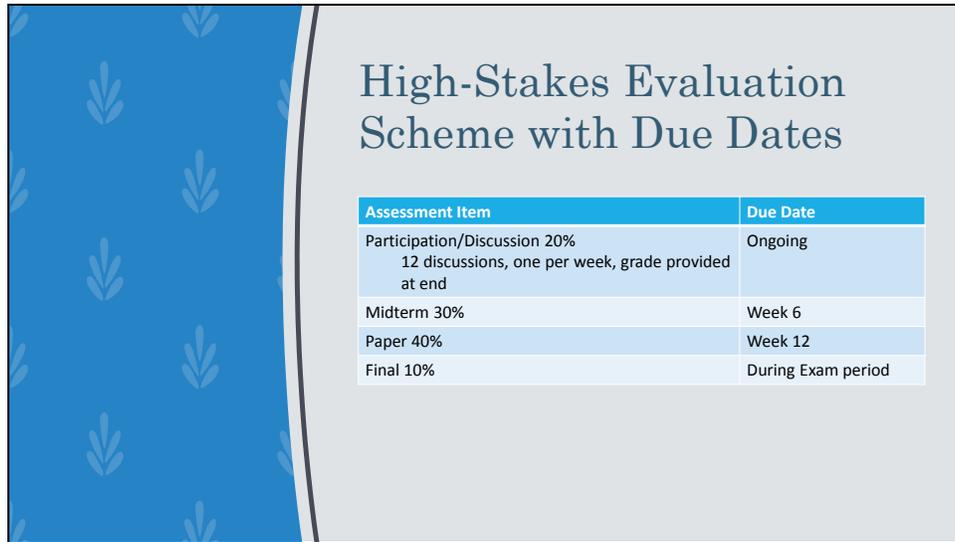
High-Stakes	Low-Stakes
<ul style="list-style-type: none">- 2 x mid terms @20% each.- Paper 20%- Final 40%	<ul style="list-style-type: none">- Participation/Discussion: 5 x 4%<ul style="list-style-type: none">- 5 Discussion- Feedback and grade provided after each discussion.- Quizzes, 4 x 5%- ePortfolio 30%<ul style="list-style-type: none">- Purpose/overview page 6%- Modules 1-2 content 8%- Modules 3-6 content 8%- Modules 7-9 content 8%- Video Assignment 10%- Personal Interview 10%- Poster Assignment 10%

Daph

The things to note here are:

- A Break down of eP
 - Students likely to throw one away, as too much work.
 - Be careful of overwhelming students
 - Ways to alter for ease of marking without a lot of extra effort for faculty.
- A combination of high and low stakes is better.

Slide 17



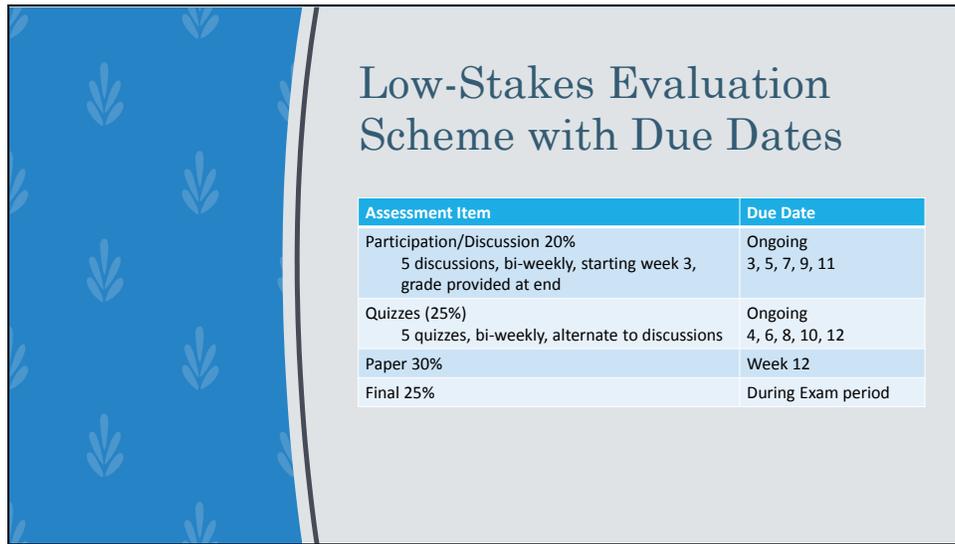
High-Stakes Evaluation Scheme with Due Dates

Assessment Item	Due Date
Participation/Discussion 20% 12 discussions, one per week, grade provided at end	Ongoing
Midterm 30%	Week 6
Paper 40%	Week 12
Final 10%	During Exam period

Daph

This evaluation scheme has too much at the end of the semester, with over 50% of the course being assessed.

Keep in mind the academic calendar considerations mentioned earlier.



Assessment Item	Due Date
Participation/Discussion 20% 5 discussions, bi-weekly, starting week 3, grade provided at end	Ongoing 3, 5, 7, 9, 11
Quizzes (25%) 5 quizzes, bi-weekly, alternate to discussions	Ongoing 4, 6, 8, 10, 12
Paper 30%	Week 12
Final 25%	During Exam period

Daph

Too much and students are overwhelmed.

Participation/Discussion: 5 x 4%

5 Discussion

Feedback and grade provided after each discussion.

Quizzes, 5 x 5%

Paper: in stages feedback provided prior to next stage

Prospectus or proposal 2%

Abstract 2%

Thesis statement 2%

Outline 5%

Annotated bibliography 5%

Specific sections of the final project (e.g., introduction, methods, lit. review) 5%

Early-stage drafts of a paper 5%

Peer review 5%

Final Paper 9%

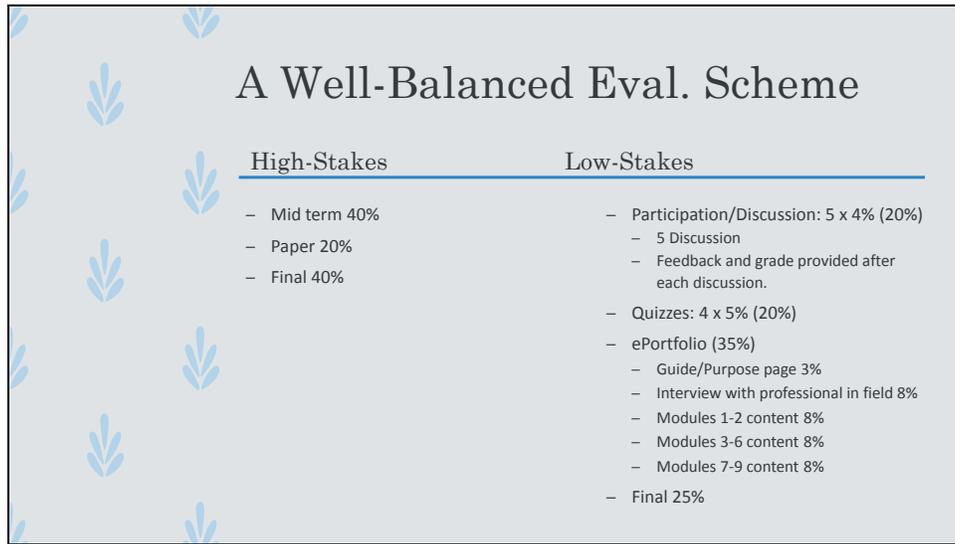
Final 10%

Weeks 3, 5, 9, 11

Weeks 4, 6, 8, 10, 12

Week 3 Week 4 Week 5 Week 5 Week 7 Week 9 Week 10 Week 12 During exam period

Slide 19



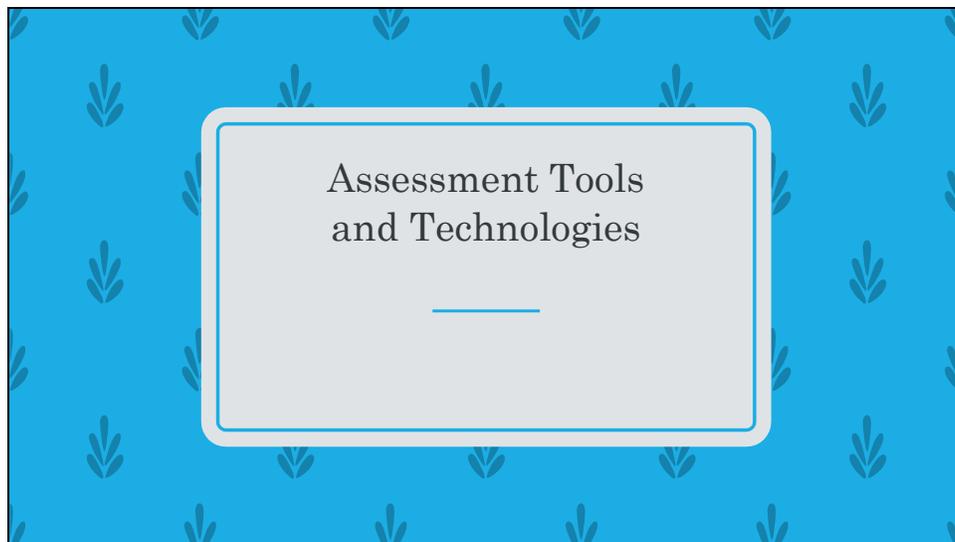
A Well-Balanced Eval. Scheme

High-Stakes	Low-Stakes
<ul style="list-style-type: none">- Mid term 40%- Paper 20%- Final 40%	<ul style="list-style-type: none">- Participation/Discussion: 5 x 4% (20%)<ul style="list-style-type: none">- 5 Discussion- Feedback and grade provided after each discussion.- Quizzes: 4 x 5% (20%)- ePortfolio (35%)<ul style="list-style-type: none">- Guide/Purpose page 3%- Interview with professional in field 8%- Modules 1-2 content 8%- Modules 3-6 content 8%- Modules 7-9 content 8%- Final 25%

Daph

For the eP feedback is ongoing throughout the semester.

Slide 20



Daph

Q: Any thoughts on any of the Evaluation schemes we shared; or do you have any questions about your own evaluation schemes that you would like to ask now?

Jane will now mention some of the tools in Brightspace that can use used for assessment.

Assessment Tools

The following tools may be useful in assessing student learning

- Assignments
- Quizzes
 - Question Library
- Video Assignments
- ePortfolio
- PeerScholar
- Blogging
 - Microblogging
- Discussion Forum

Jane

CITL supports many web-based tools and technologies that you may consider when designing your courses' evaluations. Some are found within Brightspace, some have direct connections to the class list or gradebook in Brightspace. Others are stand-alone technologies.

Assignments Folders

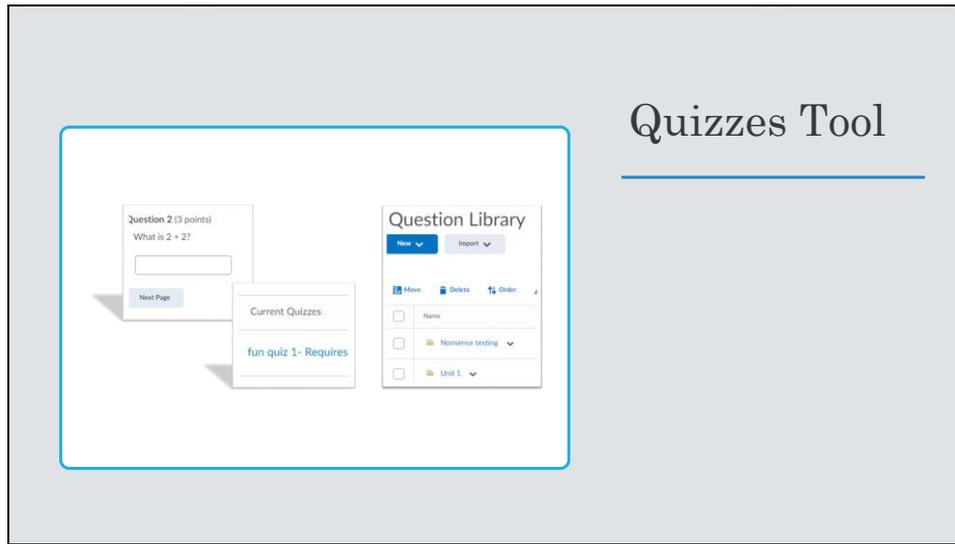
New Folder Edit Categories More Actions

Bulk Edit

<input type="checkbox"/>	Folder
<input type="checkbox"/>	Essays  
<input type="checkbox"/>	Essay 1  

Jane

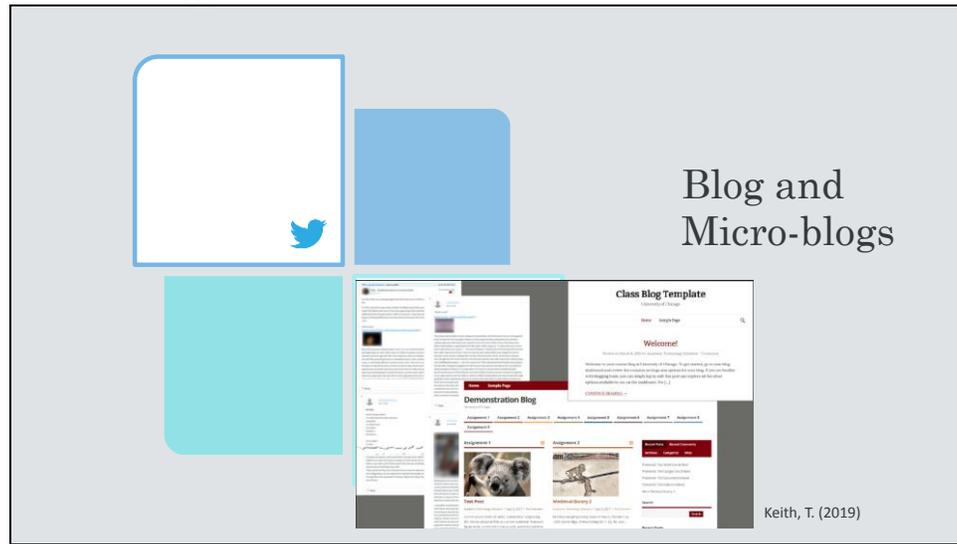
This is a Brightspace tool. It works like a dropbox. You can set limits on when its open, closes, how may upload attempts, Folders may be set up for individual and group-based work. You can provide feedback using the tools in the folders. It removes the possibility of the adage....'but, prof, my doggie ate it!'



Jane

Interestingly, Boevé AJ, Meijer RR, Albers CJ, Beetsma Y, and Bosker RJ compared assessment results in f2f (paper and pen) exam versus online exam and found that the student results were similar.

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



Jane Blog

A conversation, usually between experts in a field.

Learners can creatively express themselves in a variety of formats.

Easy to grade.

Can use a variety of tools/applications.

To avoid confusion, set clear expectations for learners.

Provide feedback on the first couple of entries of the blog, and watch the quality improve!

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/>

Microblogging

Encourages learners to be clear and concise in their writing. Since the tweets are short, they can be quick to read.

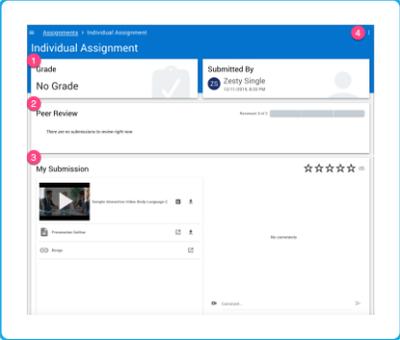
Great for courses that are discussing current events.

CITL created a Tweet aggregator for use in Brightspace which greatly helps with assessment and monitoring of work.

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.



Video Assignments Tool

Possible Uses:

- Oral assignment
- Language course
- Case study
- Role play
- Lab work

Jane

The Bongo Video Assignment tool is integrated into Brightspace

Video Assignment

Video Presentations are great for soft skills, oral assignments or exams, demonstration of skills and knowledge as well as for interviewing experts in the field. The video can be created using the Video Assignment tool or Online Rooms in Brightspace or a digital video camera or phone for on location videos.

The Video Assignment tool in Brightspace uses Online Rooms. These videos can be longer but cannot be edited. Using a digital camera or video app on a computer, increases the ease of editing, but the files need to be kept short, less than 1 MB. These files can be uploaded to the assignment tool.

Example Uses

- **An oral assignment:** student records themselves discussing a topic and sharing his or her opinion via a video.
- **A language course:** students need to demonstrate and/or practice their vocabulary.
- **Case Study:** students are required to make a video using a “real world” example to demonstrate a concept learned in class.
- **A role play:** students are required to write and record poetry or short stories that illustrate literary elements learned in an English class.
- **Lab work:** to display the results of a science lab project from beginning to end, from hypothesis to conclusion.

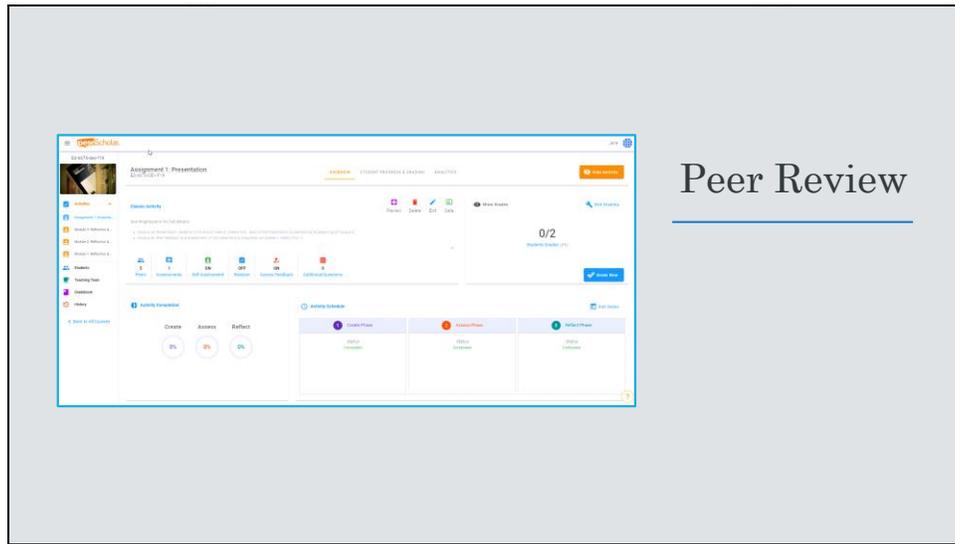
4 Types of Video Assignments

- Individual Project **Sample Use Cases:** Key Skills Demonstrations | Presentations with or without Visual Aids | General/Scalable Video Submissions | Role play | Skill practice
- Group project **Sample Use Cases:** Capstones | Group Presentations, | Role Play | Foreign Language Conversation Scenarios

- Questions and Answer **Sample Use Cases:** Oral Quiz | Checking for Understanding | Skills Demonstrations | Case Study Methodology | Mock Interviews | Oral Quizzes for Language Learning | Skill Assessment for Vocational Training | Interview Preparation
- Interactive **Sample Use Cases:** safety/compliance training, checking for understanding, video quizzes, soft skills training

More information may be found on The Technology Resources site:

<https://blog.citl.mun.ca/technologyresources/brightspace-how-tos/assessment/video-assignments/>



Peer Review

Jane

This is the peerScholar interface. It is integrated into Brightspace. Only students who are enrolled in a course have access to their course's instance of peerScholar. Reviews are done among classmates and grades may be submitted to Brightspace's Grade Book.

Peer Review

Creating a peer review assignment

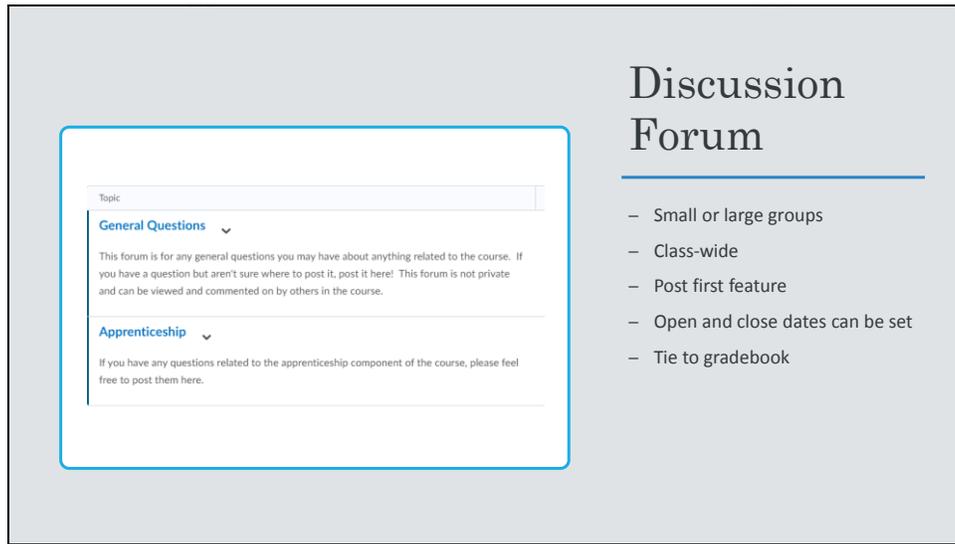
Students automatically enrolled in peerScholar if tool activated in course shell

Three main phases: Create, Assess, Reflect

Instructional Resources forthcoming

Technology Resources: <https://blog.citl.mun.ca/technologyresources/other-edtech/peerscholar/>

Slide 27



The image shows a screenshot of a discussion forum interface. On the left, there is a form with a 'Topic' field and two dropdown menus. The first dropdown is 'General Questions' with a description: 'This forum is for any general questions you may have about anything related to the course. If you have a question but aren't sure where to post it, post it here! This forum is not private and can be viewed and commented on by others in the course.' The second dropdown is 'Apprenticeship' with a description: 'If you have any questions related to the apprenticeship component of the course, please feel free to post them here.' On the right, the title 'Discussion Forum' is displayed above a horizontal line, followed by a bulleted list of features.

Discussion Forum

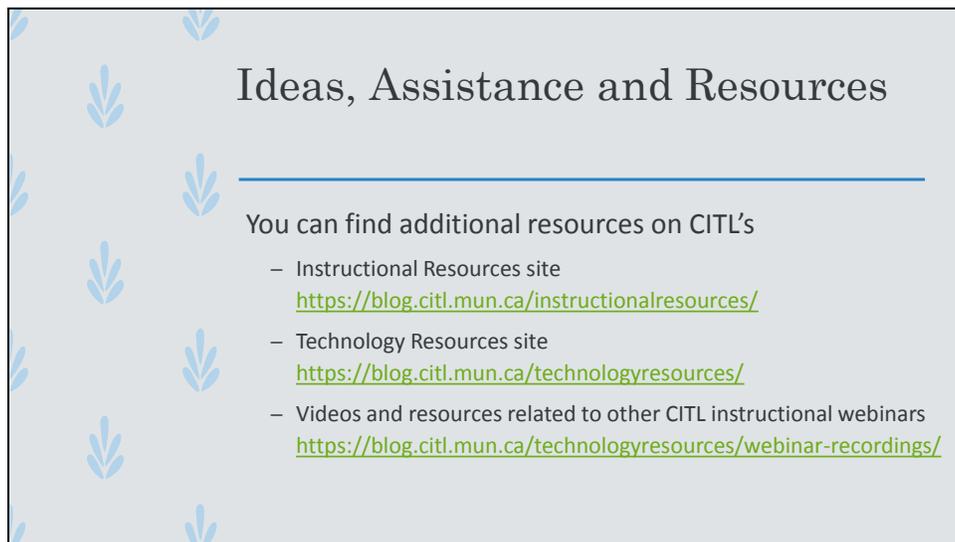
- Small or large groups
- Class-wide
- Post first feature
- Open and close dates can be set
- Tie to gradebook

Jane

Of course, there are other tools, like this, online rooms, journals, third-party applications.

Q: can you name any other technologies you might use for assessment of student learning?

Slide 28



The slide has a light blue background with a decorative pattern of stylized leaves on the left side. The title 'Ideas, Assistance and Resources' is centered at the top, followed by a horizontal line. Below the line, the text 'You can find additional resources on CITL's' is followed by a bulleted list of three items, each with a URL.

Ideas, Assistance and Resources

You can find additional resources on CITL's

- Instructional Resources site
<https://blog.citl.mun.ca/instructionalresources/>
- Technology Resources site
<https://blog.citl.mun.ca/technologyresources/>
- Videos and resources related to other CITL instructional webinars
<https://blog.citl.mun.ca/technologyresources/webinar-recordings/>

Slide 29



Questions?

Contact information:

- Daph Crane daphne@mun.ca
- Jane Costello jcostello@mun.ca

Slide 30



References

- DePaul University's Teaching Commons: <https://resources.depaul.edu/teaching-commons/Pages/default.aspx>
- Eberly Center, Carnegie Mellon University: <https://www.cmu.edu/teaching/solveproblem/strat-cheating/cheating-05.html>
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