**MAY 2020**

**Using an Online Multifaceted Assessment Approach**

Knowing the extent to which students are comprehending or retaining course material presented in online formats can be challenging. For this reason, when teaching online it is important to regularly assess students' learning using multiple formats.  The more assessment evidence that is gathered from multiple online formats, the better the indication about the extent of student learning in an online course.

Online platforms provide many ways for gathering multifaceted assessment information.  For example, online quiz and test technology can provide instructors and students with almost instantaneous feedback about students' performance.  In addition to this direct assessment evidence, instructors also can see how long students have spent on a quiz or test question.   This can provide useful indirect assessment information about questions that were either too easy or more challenging for students.

Instructors can also use alternative assignments such as online discussions, Zoom multimedia presentations, or electronic portfolios to gather assessment evidence about students’ attainment of course and program-level objectives. For example, teachers can ask students to post questions for the class pertaining to online lectures and/or readings in order to gauge their understanding of the content.  By having students submit papers or projects  electronically, instructors can use features such as inserting marginal comments or redline edits to provide students with clear, detailed, and organized feedback. With electronic review tools, peers also can easily access and provide feedback to their classmates.  Online rubrics also can be easily created and synced to assignments on Canvas to facilitate the grading process and make assignment expectations transparent.  Finally, individual or small group Zoom meetings provide an easy way for instructors to check in with students in real-time.

 In sum, distance learning does not mean that professors need to feel distant from their students and unsure about how much they are comprehending or retaining.  Online learning and assessment tools can provide instructors with many creative options for regularly gathering multiple forms of assessment information and providing students with prompt feedback about students’ learning progress.

**Check out!**Miller, Andrew (2020). Formative assessment in distance learning. *Edutopia.* Retrieved April 30, 2020 from <https://www.edutopia.org/article/formative-assessment-distance-learning>

Miller, Andrew (2020). Summative assessment in distance learning. *Edutopia.* Retrieved April 30, 2020 from <https://www.edutopia.org/article/summative-assessment-distance-learning>

**Please share examples** of how courses in your program are creating and implementing effective online student learning assessments and I will feature those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Note:** If you need any assistance with creating or evaluating online student learning assessments, please contact me.

**Reminder:** Please remember to submit a Spring 2020 assessment report or alternative assessment narrative by the beginning of the Fall 2020 semester. If choosing to submit the latter, below are some guiding questions to consider:

* What are some examples of online learning assessments that your program's faculty conducted this semester, and what student learning objectives were those assessments designed to measure?
* What are some of the challenges that faculty and/or students experienced in connection with these online assessments?
* Based on your experience this Spring, what do you consider to be some of the relative benefits  of online student learning assessments  vs. traditional assessments?
* Should program faculty consider using blended learning assessment techniques (i.e., a combination of online and traditional assessments ) in the future?  If so, how?