THE AGE OF

Alternative Assessments

Benefits?

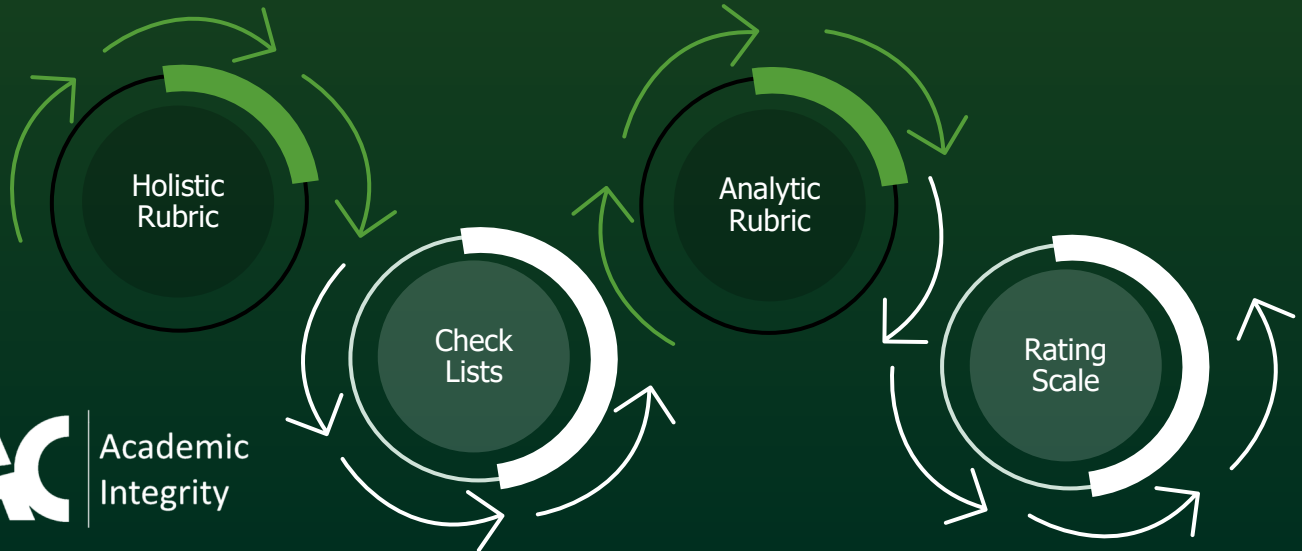
ENCOURAGES
Critical Thinking, Analysis, Reasoning Skills & Academic Integrity

EMPOWERS
Learners by increasing their involvement and decision making in the learning process

SIMULATES
Real World Application of Knowledge and Understanding

LEARNER DRIVEN
Reduces constraints around a learner's ability to demonstrate their understanding of the subject matter.

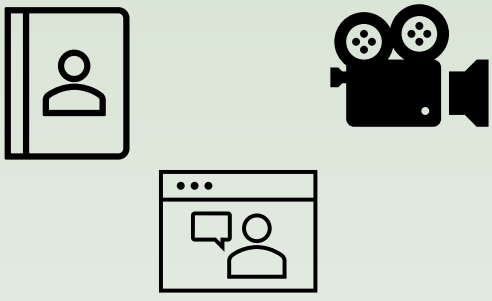
Tools for Evaluating Alternative Assessments?



AC | Academic Integrity

Academic Integrity

Alternatives to Typical Assessments

Assessment Types:	Considerations:
Research Papers or Other Written Assignments • Abstract • Biography; autobiography • Case Analysis • Contemplative Essay • Description of a process • Executive Summary • Essay/ Micro-Essay • Review of literature/scientific journals • Research proposal • Instruction Manual • Policy and Procedures Manual • Technical/Scientific Report • Term Paper/Research Paper • Blog posts • News or feature story • Personal Letter • Cover Letter • Narrative	• Specify detailed student topics and change the topics often. • Assign specific resources that students are required to use as references and change those resources often. • Use Turn-It-In tool and ensure students can view their Similarity Report and resubmit before the deadline if they notice they have made an error, missed a reference, have accidentally copied content.
Presentations • PowerPoint Presentations • Posters/Brochure/Advertisement • Information Graphics • Videos/Vlog • Oral Report • Podcast 	• Provide specific topics. • Allow students to present live in class or create a pre-record presentation, and share the pre-recorded presentations to a discussion forum; present one-on-one with instructor. • Use discussion forums to support sharing presentation information and create a space for peer review/feedback.
Portfolio • Video • Written • Physical 	• Have students submit a collection of work from throughout the semester. • Have students resubmit work that was previously evaluated with the feedback/recommended changes implemented. • Have students submit reflective content (written/video/physical) to demonstrate academic progress over the semester.
Case Studies / Simulations • Presentations • Papers 	• Provide specific topics, sources, or scenarios • Have students submit reflective content (written/video/physical) to demonstrate academic progress over the semester.

Adapted from Queens University Sample Assessment Methods & Ryerson University's Best Practices Alternative Assessments

Changing current assessments?

Academic Integrity

If you Currently Have:	You could instead consider:	Other Considerations:
Time Constrained Invigilated Traditional Exam/ In-class Tests	**"Take-home" exams** Have students submit the take-home exam electronically within a set time frame. Use Brightspace Quiz tool to shuffle questions at the quiz level & set a tight timeframe for the quiz. Approximately 1 minutes per question.	• **Move away from recall-based questions**. Because students will have access to all learning materials, the exam/quiz questions should be designed in a way that requires students to demonstrate understanding of how to use the information being assessed
	Project-Based Assessment Have students submit a practical real-life simulation activity within a set time frame.	• Review what knowledge and skills are meant to be assessed, and determine the real-life application. Incorporate personal reflection elements to demonstrate the students personal understanding of the learning.
	Skills Demo – have students present/demonstrate key skills in a presentation format to the class, and answer questions about those skills.	• Determine what skills would have been assessed in the test/exam and have students present those skills. • Provide students will a variety of presentation options (see below).
In-Class Presentations	**Video-Recorded Presentations** **Zoom Presentations** **Podcast** **Vlog**	• Have students use a video recording tool (Zoom, PowerPoint, or other application) to record them presenting the material • Upload all presentations to a Discussion Forum in Brightspace for class viewing. • Use the discussion forum space for students to provide feedback/comments on each presentation.
Hard-Copy Assignments	**e-portfolios** **PDF portfolios** **Digital files, infographics, mind maps**	• Consider adding a short audio/video component to assignments that are digitally submitted to help verify the authenticity of the submitter. Example: have students describe their work and how they created their assignment.

Adapted from University of Guelph Alternative Assessments for Teaching Online

Academic Integrity

Statements & Instructions to help Mitigate Academic Integrity Issues:

The […] assignment is an individual activity. Students are not authorized to collaborate with others when completing the […] assignment.

When completing the following activity students are only permitted to use the resources that have been identified/provided by the Professor.

When completing the following activity students are not authorized to work together, share course notes or other personal resources, or review peer work before submission.

When completing the following activity students are not permitted to use, reference, or submit content distributed or shared by third party websites (e.g., Course Hero, Chegg, etc.), as doing so is in violation of Algonquin's Academic Integrity Policy and constitutes an academic offense.

Course material (including assignments and exams) are not to be distributed or shared by students to third party websites (e.g., Course Hero, Chegg, etc.), as doing so is in violation of Algonquin's Copyright and Academic Integrity Policy and constitutes an academic incident.

The […] assignment is an individual activity; however, students are permitted to collaborate with others.

Students are permitted to collaborate with others (classmates, study groups) when completing […] assignment.

The […] assignment is a group activity. Students are permitted to collaborate with their group members on this activity.

Each group member is responsible for completing their portion of the activity.

Groups are required to complete a Group Work Contract and submit the contract to their professor for approval before proceeding.

All group members will be held accountable for the work that is submitted as well as any quality or academic integrity issues that are found.

Each group member is responsible for their individual section of the group activity. Individual members will be held accountable for the quality and any academic integrity issues found in the submission. If an issue of academic integrity is found in a specific section of the group project, the individual responsible for that section will be held accountable.

The […] assignment requires that any resource/source accessed to support the completion of the activity must be identified in a References/ Works Cited/ Bibliography page. Students are required to use [APA/MLA/Other] referencing style for all references/citations in the assignment.

Works Cited

Brown, S., & Sambell, K. (2020). *Office of Teaching and Learning.* Retrieved from University of Guelph: https://drive.google.com/file/d/1Q40ZZ1c2nlf6JhairTVcTNDpl8UZbTGJ/view

Queen's University. (n.d.). *Teaching and Learning in Higher Education - Assessment Strategies*. Retrieved February/March 2021, from Queen's University: https://www.queensu.ca/teachingandlearning/modules/assessments/19_s2_11_sample_assessment_methods.html

Rousseau, P. (2018). *Learning and Teaching.* Retrieved from Ryerson University : file:///C:/Users/spass/OneDrive/Documents/Algonquin%20College/Academic%20Integrity/alternative-assessments_RyersonUniversity.pdf