ALTERNATIVE ASSESSMENTS FOR TEACHING

A List of Alternative Assessment Methods for Teaching

For each alternative assessment listed below, we have categorized them in terms of effort required by the course instructor. The following categories include the following:

Low	Low effort both in terms of advance preparation and in-class time whether done synchronously or asynchronously. Typically these forms of assessment do not require a great deal of time to evaluate and are not resource intensive. For example, Classroom Assessment Techniques (CATs), on page 15 of A Guide to Large Classroom Assessments.
Med	Alternative assessments that may require more preparation in advance of class and/or during class time whether done synchronously or asynchronously. These forms of alternative assessment do not necessarily require a lot of grading time or resources. For example, short-written assessments on page 4 of A Guide to Large Classroom Assessments.
High	A "high" level suggests the most time on behalf of the instructor in terms of preparation, in or out of class time whether done synchronously or asynchronously, and grading. Often these forms of alternative assessment may be resource intensive. Examples of more resource and time intensive assessments are on page 18 of YorkU Guide to Teaching Remotely.

Name	What it is	Resources	Effort Required (time)
Application Cards	Ask students to identify one real world problem where the topic discussed in the class can be applied	● Application Cards	Low
Approximate Analogies	Ask students to complete the 2nd half of an analogy: Element A is to Element B as ? is to ?	● Approximate Analogies	Low
Article Critique	Breaking down and evaluating the pieces of an article.	● News/Research Article Critique	Low-Medium
The Background Knowledge Probe	Give the students a short questionnaire before the introduction of a new unit, lesson or topic to uncover what they know about the topic.	● The Background Knowledge Probe	Low
Briefs	A summary of a course reading to a target audience chosen by the student with the student's added interpretation of the main ideas in 400-500 words.	● Briefs	Low-Medium

Name	What it is	Resources	Effort Required (time)
Chain Notes	Create a discussion board thread and ask students to answer the same thread	● Chain Notes	Low
Concept Maps	Ask students draw the connections they make between a major concept and other concepts Or give the students a half blank concept map and ask them to fill the rest TIP: prepare the concept map in advance	● Concept Maps ● Concept Maps	Low-Medium
Defining Features Matrix	Prepare a handout with a matrix of multiple columns and several rows. At the top of the first two columns, list concepts that have potentially confusing similarities, list the features in the rows. Ask the students to put a (+) if the concept has the feature and a (-) if the concept doesn't have the feature.	● Defining Features Matrix	Low
Empty Outlines	Ask students to complete an empty or partially completed outline of a class presentation.	● Empty Outlines	Low
Fact Sheet	A fact sheet is a one-page document that provides important information about a topic.	● Fact Sheet	Low-Medium
Focused Listing	Ask the students to list ideas related to the "focus"	● Focused Listing	Low
4321 Submission	Ask students to submit 4 key points from the chapter, 3 key terms with definitions, 2 quotes with analysis on why they're significant, and 1 question about the content.	● 4321 Submission	Low-Medium
Infographic	An infographic is a visual representation of information. There are 10 types of infographics. You could provide the topics or alternatively ask students to generate the topics.	● Infographic	Low-Medium
Invented Dialogues	Ask students to structure conversations between historical figures about a topic. Ask them to support their claims with quotes from the course.	● Invented Dialogues	Low-Medium
Memory Matrix	Ask students to complete a table about course content. You provide the headings, and they fill the cells.	● Memory Matrix	Low
The Minute Paper	Asking students to write a brief response to the following questions:	● One Minute Paper	Low

Name	What it is	Resources	Effort Required (time)
	● "What was the most important thing you learned during this class?" ● "What important question remains unanswered?"		
Muddiest Point	Ask the students what they did not understand and what might help them understand. understand it.	● Muddiest Point	Low
One-minute Paper	At the end of class time, ask students to fill an eClass quiz answering the following question: "Most important thing I learned today and what I understood least."	● One Minute Paper	Low
One Sentence Summary	Ask students in one sentence to summarize, describe, sequence, compare and contrast, or show a problem solution to the main idea of a reading, lesson, concept or outcome.	● One Sentence Summary	Low
Pro and Con Grid	Students list pros/cons, costs/benefits, advantages/disadvantages of an issue, question, or claim	● Pro and Con Grid	Low
Problem Recognition Tasks	Provide the students with a list of problems. Ask them to determine which method is used to solve the problem (without solving the problem)	● Problem Recognition Tasks	Low
What's the Principle?	Provide students with a problem and ask them to state the principle learned in the course that best applies to each problem.	● What's the Principle?	Low
Annotated Anthology or Course Reader	A thematic or chronological anthology, where students either choose a theme and readings to include with annotations, or include all readings chronologically with annotations to develop the theme of the course.	● Annotated Anthology	Medium
Annotated Bibliography	Students compile a bibliography on a problem or question. They must read the works, evaluate their accuracy and helpfulness, and provide an explanatory introduction to the bibliography.	● Annotated Bibliography	Medium-High
Application Articles	Ask students to write a short news article about how a major point applies to a real-world situation/ or applies to their major	● Application Articles	Medium

Name	What it is	Resources	Effort Required (time)
Blogs/Vlogs	A Blog (short for web log) is a frequently updated online diary. A Vlog is an online diary based on video entries.	● Blogs/Vlogs	Medium
Case Studies	Case studies consist of fictional scenarios that ask students to solve a dilemma.	● Case Studies	Medium
Digital Artifacts	Students are asked to create a digital artifact as a standalone assessment or to complement their essays. A digital artefact can take the form of short videos or podcasts, TED talks, posters, blog posts, Wikipedia articles, drawings or songs, or let the students decide on the form, they might surprise you!	● Digital Artifacts ● Blogs/Vlogs ● Podcast ● Wikipedia	Medium
Digital Storytelling	Students are asked to combine narration and multimedia to create digital content that tells a story connected to the course content.	● Digital Storytelling	Medium
Error Analysis	Students are asked to identify the error or the flaw in a given set of data, or solution to a problem or exercise.	● Error Analysis	Medium
Fake News Assignment	Students are asked to identify fake news, debunk fake news, address fake news, organize a fake news module, or a debate.	● Fake News Assignment	Medium
Field Expert Interview	A field expert interview consists of one or all of the following: creating interview questions, reaching out to a field expert, conducting the interview, synthesizing, and publishing the interview content.	● Field Expert Interview	Medium-High
Group/Pair Quizzes	There are a variety of ways to use group or pair quizzes. Group/pair quizzes could be completed as a take home exam or in the classroom.	● Group/Pair Quizzes	Medium
Historical Trial	A mock trial of a historical figure	● Historical Trial	Medium-High
Lay Translation Assignment	Lay translation assignment consists of three stages. First, students read a piece of scientific scholarship and write an essay in a way that is understandable by lay readers. Second, the instructor assembles a panel of lay readers who give feedback to the students. Finally, the students resubmit their work based on the feedback.	● Lay Translation Assignment	Medium-High

Name	What it is	Resources	Effort Required (time)
Letter to the Editor / Memo	Letter to the editor is a written piece intended to be published. Letters to the editors are usually short. Writers tend to support or take a position against an issue or simply inform. Letters could be based on facts or emotions. A Memo is a short, written piece used to convey information to a colleague.	• Letter to the Editor / Memo	Medium
Op-ed Piece for a Newspaper	Op-Ed, short for Opposite the Editorial, is a newspaper opinion piece from contributors not affiliated with the editorial board. Op-Ed is a real-world writing skill. You can ask your students to write an op-ed. Alternatively, you can ask your students to find an op-ed and analyze it.	• Op-ed Piece for a Newspaper	Medium
Open Online Resources	Through open pedagogy, students are asked to create content to share or release as open educational resources. Robin, D. (2018) described that open pedagogy assignments differ in the degree of openness and could range from creating/editing a Wikipedia page to creating open books. Students can take multiple roles in open pedagogy such as a) Students as textbook creators, b) Students as question bank authors, and c) Students as producers.	• Open Online Resources	Medium-High
Podcast	Ask the student to create a podcast to showcase their learning (an audio recording that is available online). You could ask the students to: a) Create a podcast about a specific topic, b) Search for 2-3 relevant podcasts and justify why they are useful, c) Search for 2-3 relevant podcasts and critically review them, and d) Search for 2-3 relevant podcasts and create 5-7 questions to aid reflection on it.	• Podcast	Medium-High
Poster Session	Students are asked to create a poster to demonstrate their learning on a particular topic. They present their poster to their peers and engage in critical discussions.	• Poster Session	Medium
Professional Presentation	This kind of presentation is similar to the professional presentation that a consultant	• Professional Presentation	Medium-High

Name	What it is	Resources	Effort Required (time)
	gives to a community group. You could ask the students to prepare a presentation or look for 2/3 presentations to analyze.		
Public Service Announcement	A public service announcement (PSA) is a message (written or auditory, or visual) designed to educate the public. Stations broadcast public service announcements for free in order to fulfill their obligation to serve the public. It usually serves to raise awareness about a social issue.	● Public Service Announcement	Medium
Reflective Journal/Logs	Ask students to provide an account and a reflection of their work in progress. A reflection journal/log could take multiple forms such as blogs, video, podcast, or a printed scrapbook.	● Reflective Journal/Logs ● Blogs/Vlogs	Medium
Simulation or Role play	Students interact and engage in a simulated environment, applying what they've learned to a real-life scenario, or act out a particular real-life scenario	● Simulation or Role Play	Medium
Story Mapping	Story mapping is the creation of a webpage that combines images, maps, and multimedia to showcase a topic.	● Story Mapping	Medium
Student Generated Test Questions	Ask students to write test questions and model answers. In groups: Divide the class into groups and ask them to write a question and model answer for the exam or assign a topic to each group and ask them to write a question and a model answer	● Student Generated Test Questions ● Student Proposed Project / Student Designed Assessment	Medium
Student Interviews	An interview assessment is a structured conversation. Interviews can be highly structured, semi- structured, or unstructured. In an interview assessment, you could ask students to: a) Create a series of interview questions for a specific job or topic, b) Search for 2-3 relevant interview transcripts and justify why they are useful, c) Create a video of a simulated interview, d) Interview the students.	● Student Interviews	Medium-High

Name	What it is	Resources	Effort Required (time)
Take Home Exams/Open Book Exams	In take home exams/Open Book Examination the students can have access to books, papers and on-line content. Different designs include a) Ask students to undertake a take-home exam that the instructor designs or b) Ask the students to design an open book exam.	• Take Home Exams/Open Book Exams • Take Home Exams / Open Book Exams	Medium-High
10 Questions / 10 Answers	Students are provided with ten questions and 3 to 7 articles. Students get 3 to 4 weeks to answer the questions.	• 10 Questions / 10 Answers	Medium
Wiki	Wiki assignments consist of creating or editing Wiki pages.	• Wikipedia Assignments	Medium
Annotated Portfolio of Work throughout the term	Students submit a portfolio with a collection of formative tasks completed throughout the term and a reflection outlining their thought process, the feedback they received and how they implemented it.	• Annotated Portfolio	High
Flexible Assessment	Dr. Candice Rideout explained how she used flexible assessment in a large classroom. Allow the students to choose the value assigned to each of the assessments. Providing students with the opportunity to select which assessments they will complete (and the value each will contribute to their final grade). Dr. Rideout gave the students a table with a proposed grading schema and a column for the students to choose their preferred grading schema. For each of the assessment, Dr. Rideout gave the students a range to choose from for example 0 to 35%.	• Flexible Assessment • Information on Assessment and Assessment Webinars • Flexible Assessment	High
Oral Exam	Oral assessment refers to any assessment of student learning that is conducted partially or fully using the spoken word. Oral examination can take multiple forms: Oral assessment as standalone • Oral assessment with/without preparation open/closed book • Student presentation Oral assessment based on previously prepared work • Oral presentation based on	• Oral Exam	High

Name	What it is	Resources	Effort Required (time)
	paper/synopsis ● Oral presentation based on project report ● Oral presentation based on portfolio Read more about the different forms of oral assessments		
Student Designed Assessment	Involve students in suggesting a course project they would like to undertake, designing exam questions, reading questions or even entire assignments. Students can choose a project or assessment they feel would demonstrate their learning.	● Student Proposed Projects / Student Designed Assessment	High
2 Stage-Assessment	Two -stage collaborative assessment is a platform that provides the opportunity for students to cooperatively take assessments. It is also known as two-stage exams, tiered exams, pyramid exams, group quizzes, collaborative testing, cooperative exams, and team-based tests	● Two-Stage Assessment ● Two-Stage Collaborative Assessment	High