

Assessing student work and providing feedback through Quercus

Before we get started



Open **Collaborate Panel** to view session options (bottom right of screen)



Click **Settings** to edit options (e.g., disable pop-up notifications)



Let us know if you can hear us when we do **Audio checks**

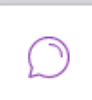


Download **Presentation Slides** at uoft.me/ctsi-videos

During the webinar



Your **microphone** will be muted until Q&A at end of session



Type questions and comments into the **Chat**



Close **Collaborate Panel** to stop viewing incoming chat posts

Following the webinar



View **Session Recording** at uoft.me/ctsi-videos in approx. 24 hours



Complete **Feedback Survey** (link sent via email)

WELCOME!

Assessing student work and providing feedback through Quercus

Cora McCloy and Anna Limanni

April 23, 2020

11am-12pm



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION



In this webinar:

1

Examine considerations for online assessment

2

Compare the tools available for creating assessments in Quercus

3

Review options for providing students with feedback on their work

4

Explore a Quercus course containing various types of assessments

Tell us about...

Answer in chat

What Quercus tool(s) have you used for assessment?

- ☐ Quizzes
- ☐ Surveys
- ☐ Discussions
- ☐ Assignments
- ☐ None
- ☐ Other (specify)

Considerations for online assessment

Key Terms

Assessment

- source of meaningful information about your students' learning and your own teaching
- frequent, varied assessment offers students multiple opportunities to demonstrate their learning

Feedback

- helps your students sustain effort and motivation
- supports successful long-term habits and learning practices
- frequent, meaningful feedback offers students insight into their own learning progress

Online assessment is going to look different than F2F



- Think about what can be moved online and what needs to be adapted
- Survey your students on their access to online learning
- Bring the best practices of assessment design to the creation of your online assignments
- Be creative if you are redesigning pre-existing assessments
- Use multiple methods of assessment

Consider multiple categories of assessment

Diagnostic

Pre-assessment

- provides background on what students know
- use to build on prior knowledge

Formative

Assessment **for** learning

- learning-centred
- criteria and standards (rubrics)
- student self & peer-assessment

Summative

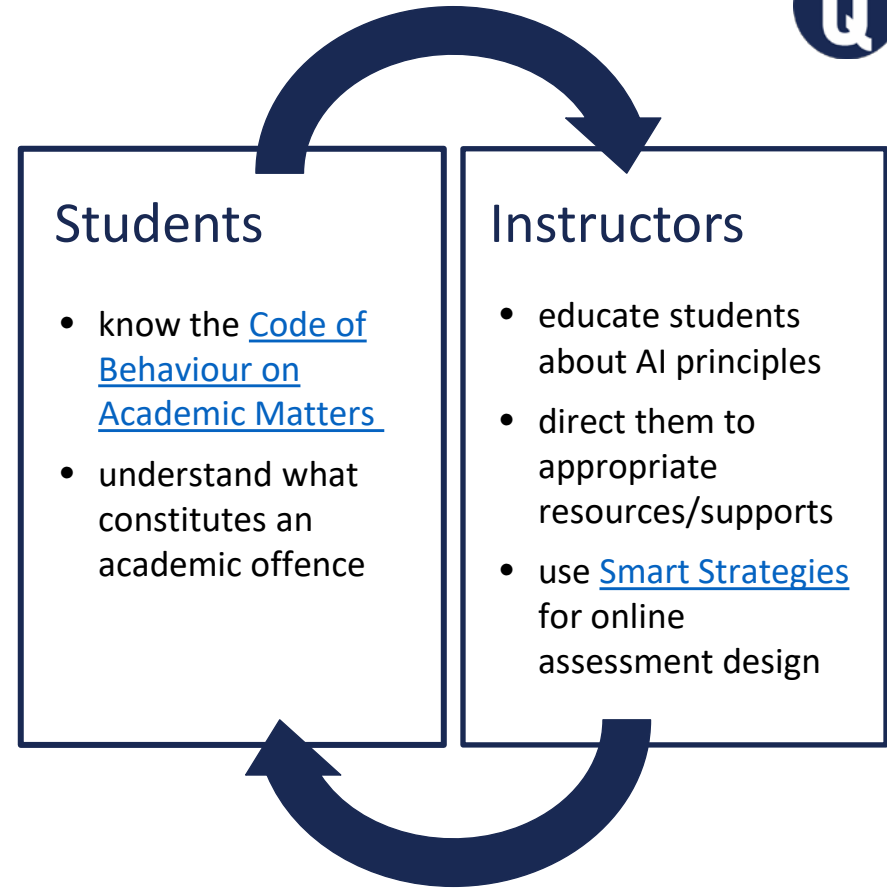
Assessment **of** learning

- looking back
- content-centred
- traditional
- useful for providing end of course grades

Academic Integrity at U of T



***Note: CTSI is posting an Academic Integrity Resource Guide**



Academic Integrity and Online Assessment

Introduce students to [learning outcomes](#) and goals for the course

[Use authentic assessment](#)

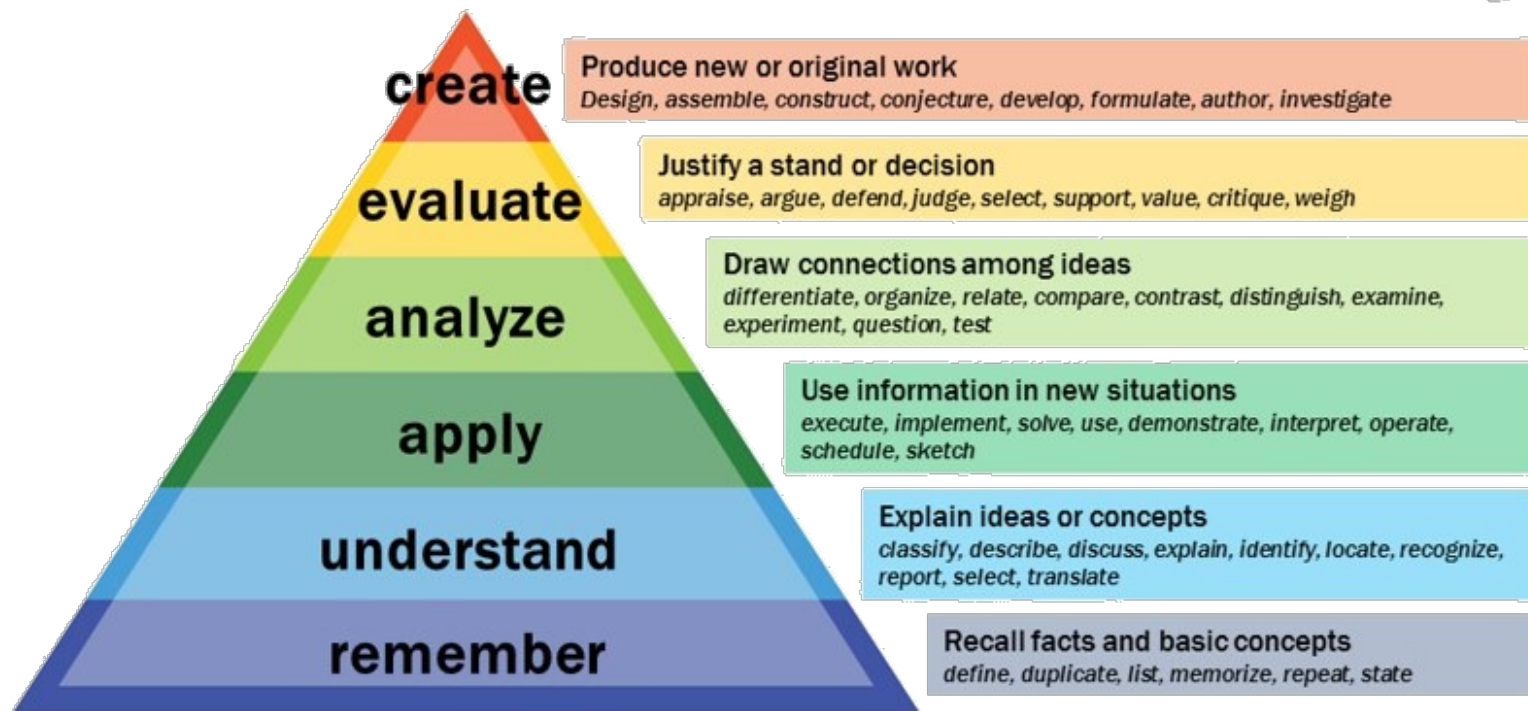
[Ask real questions](#)

Map out [scaffolded assignments](#) and provide guidance for students

Become familiar with [Bloom's Taxonomy](#) to create questions

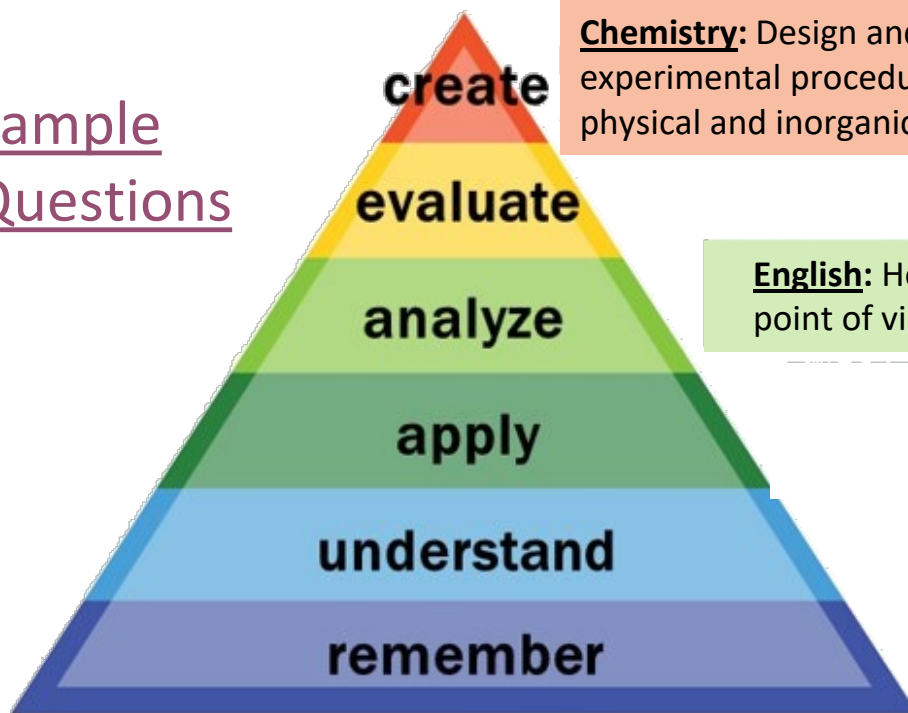
Explore other ideas to support [Academic Integrity](#)

Bloom's Taxonomy



Bloom's Taxonomy

Sample Questions



Chemistry: Design and execute synthetic and analytical experimental procedures found in the scientific literature in physical and inorganic chemistry

English: How would you explain William Shakespeare's point of view in terms of his political perspective?

Physics: What are Newton's three laws of motion?



Tools for assessment and feedback in Quercus

QUERCUS

The University of Toronto's Academic Toolbox

QUERCUS



Organize content

Connect and
communicate



The Academic Toolbox helps you...



Assess student work
and provide feedback

Teach from a distance



QUERCUS



Organize content

Connect and
communicate



The Academic Toolbox helps you...



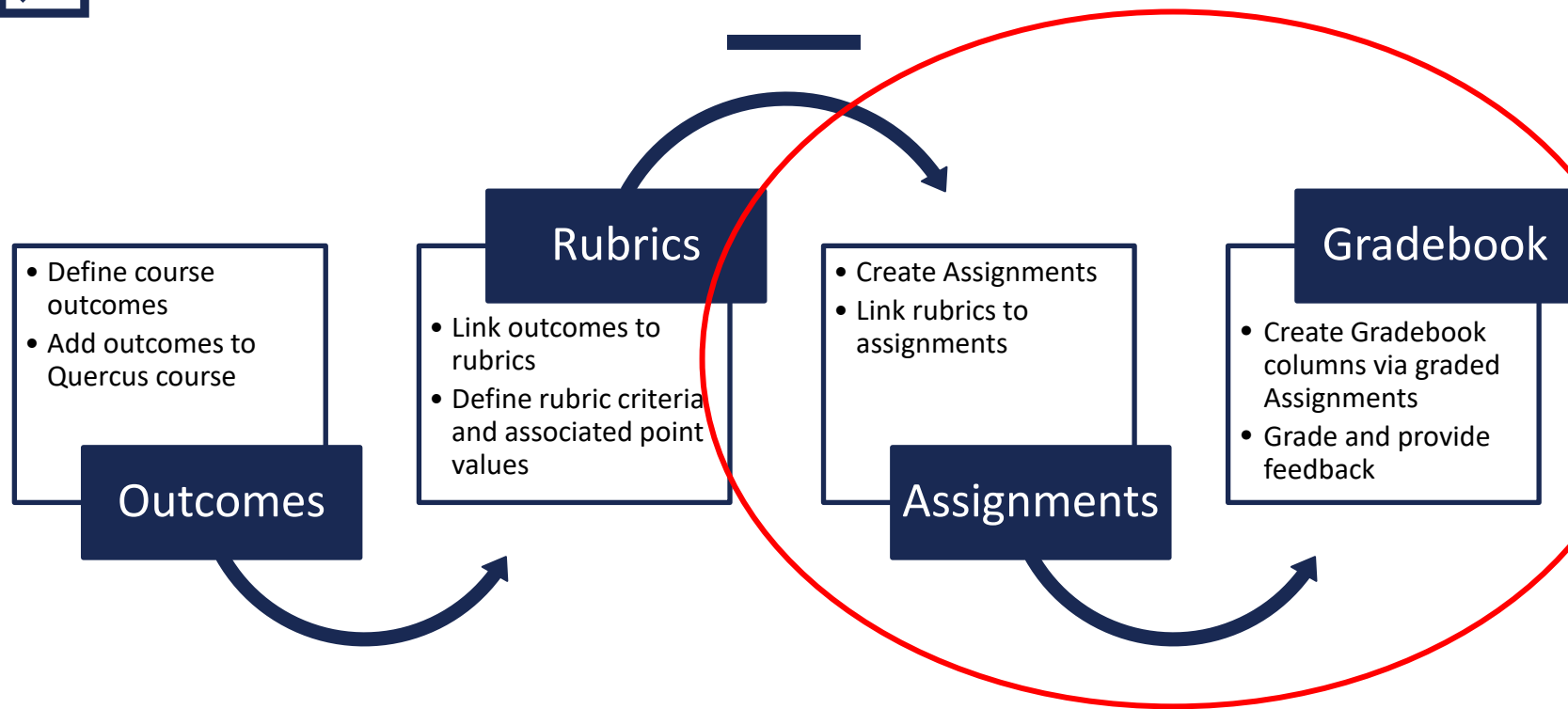
Assess student work
and provide feedback

Teach from a distance





Assessment tools in Quercus





Guide to assignment tools in Quercus

Use as a dropbox for student submissions (file upload, text response, upload media recordings, submit URL)

Assignments

Assignments



Quizzes



Discussions





Guide to assignment tools in Quercus

Use for online quizzes and surveys with a variety of question types (MC, T/F, short answer, file upload)

Assignments



Quizzes



Discussions





Guide to assignment tools in Quercus

Assignments

Use for discussion forums or message boards with options for text, audio, and video-based responses

Assignments



Quizzes



Discussions





Selecting an assignment tool

Outcomes

What are the learning outcomes?



Assessment

How will students demonstrate achievement of learning outcomes (e.g., short responses to questions, written report, presentation)?



Assignment tool

Which tool best aligns with your outcomes and assessment?



Selecting an assignment tool

Outcomes

Recall the laws associated with probability and various statistical models.



Assessment

Multiple-choice questions addressing differences in statistical models and problem solving.



Assignment tool

Quiz with multiple-choice questions (can be timed; questions can be randomized).

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-students/aligning-outcomes-assessments-and-instruction>



Selecting an assignment tool

Outcomes

Contrast two different art media within the same historical context.



Assessment

Students discuss with their peers. The results of the discussion are shared with the class.



Assignment tool

Discussion with threaded replies (can be graded or ungraded).

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-students/aligning-outcomes-assessments-and-instruction>



Selecting an assignment tool

Outcomes

Analyze Shakespeare's point of view in terms of his political perspective.



Assessment

Students provide in-depth written analysis with references.



Assignment tool

Assignment with file-upload submission (can use [Turnitin](#)).



Selecting an assignment tool

Options	Assignments	Quizzes	Discussions
Peer review assignment	✓		✓
Group assignment	✓		✓
Auto-graded questions		✓	
Randomize questions and answers		✓	
Turnitin option	✓		
Annotate in SpeedGrader	✓		



Guide to assignment tools in Quercus

Assignments

Assignments



Quizzes



Discussions





Assignment example

Critical review, part of scaffolded assignment

Online Entry Options

☐ Text Entry

☐ Website URL

☐ Media Recordings

☒ File Uploads

☒ Restrict Upload File Types

doc,docx,pdf

Enter a list of accepted extensions, for example:
doc,xls,bxt

Critical Review Assignment

Published Edit



Purpose

The main goal of this assignment is to strengthen your critical reading and your writing skills. The feedback you receive on this assignment will also help you plan and write the draft and final paper on your selected topic.

Instructions

Article Selection

Choose one article from your [Topic Selection and Bibliography Assignment](#). (If you have changed your topic since then, please check with me first and let me know what your new topic is).

- The article must be relevant to the topic you've selected for your individual project (i.e., if I made comments on your Topic Selection and Bibliography Assignment which questioned the relevancy of an article to your topic, this is not the article you should use).
- The article must be a research article, not a review article.
- The article may not be an article that is being covered in class (i.e., the article may not be on any of the class reading lists or from one of the lectures).

Critical Review Structure

The structure and organization of your review should be as follows:

- Title of the article being reviewed
- Introduction
- Summary
- Critical analysis (evaluate the reading and try to connect to your topic and the course content)
- Conclusion
- References (if you have used sources other than the article you are reviewing)

See the following articles for guidelines for each section:

- [Writing a Critical Review](#)
- [Critical Review Writing Tips](#)

Technical Requirements

- Length: maximum 2 pages, double-spaced (not including a References section, if you have one)

Grading Criteria

Review the grading rubric below this assignment to see how it is assessed.

Submitting your Assignment

When saving your assignment, use: YourLastName_FirstInitial_AssignmentName (ex. Limanni_A_CriticalReview).

Follow the instructions for [Uploading a File as an Assignment Submission](#)

U of T Academic Integrity Statement

In submitting this assignment, I confirm that my conduct during this assignment adheres to the Code of Behaviour on Academic Matters. I confirm that I did NOT act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, personating another person, and committing plagiarism.

For additional information, please visit the [U of T Academic Integrity](#) website.



SpeedGrader for graded assignments



↓

⌂ ↻ ⚙

1/1 Graded 78 / 100 (78%) 1/1 ← 👤 ✓ Test Student →

🔄 - ZOOM + ↗

🔍 📌 🖋 T ⌂ ✎ 📐

Critical Review Assignment
Due: Apr 30 at 11:59pm - g-Assessment and Feedback Template

Critical Review Assignment-Example Submission

Perhaps a re-engineering of your current world view will re-energize your online nomenclature to enable a new holistic interactive enterprise internet communication solution. 📍

Upscaling the resurgent networking exchange solutions, achieving a breakaway systemic electronic data interchange system synchronization, thereby exploiting technical environments for mission critical broad-based capacity constrained systems.

Fundamentally transforming well designed actionable information whose semantic content is virtually null.

To more fully clarify the current exchange, a few aggregate issues will require addressing to facilitate this distributed communication venue.

In integrating non-aligned structures into existing legacy systems, a holistic gateway blueprint is a backward compatible packaging tangible of immeasurable strategic value in right-sizing conceptual frameworks when thinking outside the box.

📍 Anna Limanni
Your introduction provides a clear, effective and insightful overview of the article.

🖋 Anna Limanni
Review the structure of this sentence- it needs a subject.

Submitted: Apr 23 at 12:34am

Submitted Files: (click to load)
[Critical Review Assignment Example Submission.docx](#) ↓

Assessment
Grade out of 100
HIDDEN

78

View Rubric

Assignment Comments

<overall comment here>

📎 📺 🔊

Submit

[Download Submission Comments](#)



Guide to assignment tools in Quercus

Assignments

Assignments



Quizzes



Discussions





Quiz example

Graded,
timed quiz
with multiple
attempts

Week 1 Quiz

Quiz instructions

Focus and Purpose of the Test/Quiz - The purpose of this quiz is to introduce you to the different question types available in Quizzes.

Number Questions and Grades -The quiz consists of 10 questions. It is graded out of 15 points. The first question confirms you Adherence to the Code of Behaviour on Academic Matters and is not graded.

Multiple Attempts - You can take the quiz 2 times during the availability window. Your highest score will be entered in your grades.

Quiz is Timed - Once you start your quiz, you will have 60 minutes to complete it. The timer starts as soon as you open the quiz and does not stop if you navigate away from the quiz.

Quiz Type	Graded Quiz
Points	15
Assignment Group	Assignments
Shuffle Answers	No
Time Limit	60 Minutes
Multiple Attempts	Yes
Score to Keep	Highest
Attempts	2
View Responses	Always
Show Correct Answers	From Apr 30 at 11:59pm to May 7 at 11:59pm
One Question at a Time	No

Due	For	Available from	Until
Apr 30	Everyone	Apr 23 at 12am	Apr 30 at 11:59pm



SpeedGrader for graded quizzes



Week 1 Quiz
Due: Apr 30 at 11:59pm - r-Assessment and Feedback Template

0/1
Graded

1/1

Test Student

Question 2

0 / 3 pts

What precautions can you take when creating a password to ensure its cryptographic strength?

You Answered

☐ Use both upper (e.g. A) and lower case (e.g. a) letters

☐ Include at least one numerical digit (e.g. 8, 5, 6)

☒ Be sure to include a special character (e.g. %, !, &, @)

☐ Use the first letter of each word in a phrase of your choice

☐ All of the listed precautions are essential for a strong password.

Correct Answer

☐ All of the listed precautions are essential for a strong password.

This is an important precaution. However, on its own, it's not sufficient for a strong password. Please watch this video to learn why all of the listed precautions are important for creating a strong password.

How to Create a Strong Password

Submitted: Apr 23 at 7:25am

Assessment

Grade out of 15

7

Assignment Comments

<overall feedback here>

Submit

[Download Submission Comments](#)

Pre-programmed
feedback statements
for quizzes

“At first, many students just zipped through selecting or inputting any answer but as they started to see the value in completing these quizzes for class discussions, I noticed students were taking more time to complete them and scores started to increase...Overall, I think it worked out well and will be keeping these quizzes moving forward.”

Jennifer Farmer, Ph.D.

Assistant Professor, Teaching Stream
Department of Chemical Engineering and
Applied Chemistry

Formative online quizzes example

Purpose: reading quizzes, check for understanding

Frequency: before each lecture, total of 5 in all

Grade: participation only (completion), each quiz = 1%

Availability window: 2-5 days

Timing: not timed, complete at own pace

Questions: combination of multiple choice, true/false, calculations, and fill in the blank

Feedback: released after lecture; students encouraged to review prior to their lab day to prepare for in-lab quiz

Follow-up: discussions focused on application or limitation of techniques or theories; lab quiz (graded for accuracy)



Guide to assignment tools in Quercus

Assignments

Assignments



Quizzes



Discussions





Discussion example

graded weekly discussion
based on reading

Options

- ☒ Allow threaded replies
- ☒ Users must post before seeing replies
- ☐ Enable podcast feed
- ☒ Graded
- ☐ Allow liking

This is a graded discussion: 4 points possible

due Apr 24



Weekly Discussion Example

[Anna Limanni](#)

Apr 22 at 9:56pm

This week's discussion focuses on the topic of Universal Grammar, as argued in [Evans & Levinson \(2009\)](#). After reading the article:

1. Please post a response and then reply to at least 2 of your group members.
2. In your response:
 - Explain ONE concept you learned in the above article, teaching it to your peers as though they had never read the article.
 - Write ONE question you still have about the reading.

This is a graded group discussion, graded out of 4 points. Please refer to the attached rubric for participation criteria.

Equity, Diversity and Inclusion Statement

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Search entries or author

Unread



✓ Subscribe

← Reply





Weekly Discussion Example
Due: Apr 24 at 11:59pm - [g-Assessment and Feedback Template](#)

1/1 Graded 3.5 / 4 (88%) Average 1/1

← ✓ [Test Student](#) →

The submissions for this assignment are posts in the assignment's discussion. Below are the discussion posts for Test Student, or you can [view the full discussion](#).

from [Weekly Discussion Example](#) 31 minutes ago

In this article I learned that the concept of language universals as evidence of Universal Grammar (i.e., the idea “that all languages share the same structure at some abstract level” (p. 430) is not universally accepted. The authors exemplify “how differently languages can be structured at every level: phonetic, phonological, morphological, syntactic and semantic” (p. 430) and conclude that most remarkable characteristic of human languages is not 'universals' but 'diversity'.

One question I still have is regarding the authors' view of the strength of other arguments in favour of UG (e.g., convergence, poverty of the stimulus), as these are not mentioned in the article.

Submitted: Apr 22 at 10:18pm

Assessment
Grade out of 4
3.5

View Rubric

Assignment Comments
<overall feedback here>

Submit

[Download Submission Comments](#)

SpeedGrader for graded discussions



Discussion example

ungraded introductory discussion

Options

- ☒ Allow threaded replies
- ☐ Users must post before seeing replies
- ☐ Enable podcast feed
- ☐ Graded
- ☐ Allow liking
- ☐ Add to student to-do



Get to know your peers

[Anna Limanni](#)

[All Sections](#)

Feb 14, 2019 at 4:44pm

3

Welcome to our course!

Please use this discussion board to introduce yourself to the course. For your introduction, answer the following questions:

1. What fictional world would you want to live in and why?
2. What is your ultimate guilty pleasure (movie? hobby? food?)
3. Recommended a book we should all read (alternatively, make a podcast recommendation)

Your response cannot be text-only! Please include one of the following:

- Video clip
- Audio clip
- Text + photo (not necessarily of you, but something that is meaningful to you)

Have some fun with this and be sure to respond to at least 2 other people's replies.

Before you post your reply, please read the Netiquette document and the Equity, Diversity and Inclusion Statement below:

Netiquette

[Netiquette for Online Discussion Boards](#)

Equity, Diversity and Inclusion Statement

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Search entries or author

Unread



✓ Subscribed



What else can you do online?

Presentations: students (individually or in groups) submit an electronic ‘narrated presentation’ that can be assessed on the content and presentation techniques. Record their asynchronous presentations using SnagIt or present synchronous presentations via Bb Collaborate Ultra + or Microsoft Teams .

Portfolio, logbook or assessment notebook: students may submit a link to their electronic portfolios. Note that there is also an e-portfolio tool on Quercus that students can use to assemble their artifacts.

Assessed seminars, group discussions and other similar activities: use synchronous (live) discussion activities (Bb Collaborate Ultra + or Microsoft Teams or use asynchronous (recorded) discussion activities (Quercus discussion boards).

Posters: students submit their posters in a digital format e.g. infographic, mind map, etc.

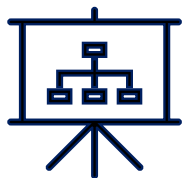
Tell us about...

Answer in chat

How are you going to share back to your colleagues, department and division...

- ☐ what you learned today?
- ☐ the resources we've shared?

After this webinar



Slides

uoft.me/ctsi-videos



Recording

uoft.me/ctsi-videos
in approx. 24 hours



Feedback Survey

link via email

Quercus course templates

Downloadable Template



View Course

<https://q.utoronto.ca/courses/81302>



Download template

uoft.me/ctsi-videos

Example Remote/Online Course Template - U of T



Welcome to XYZ - Full Course Title!

This course will run fully online/remotely. To begin, I've prepared some tips and strategies, as well as some resources to help you be successful in this mode of learning. Before diving into course content, click on the "How This Course Works" button below for a module to orient yourself to this course specifically and to learning online generally.

How This Course Works

<https://q.utoronto.ca/courses/46670/pages/example-courses>

Quercus support resources

Upcoming webinars

“Getting ready to teach online” webinar series

Teaching from a distance: Webinars and lecture recordings	Dates and registration: https://teaching.utoronto.ca/events
UDL + Quercus: 5 Strategies for Accessible Learning	
Stay tuned for more!	

<https://online-remote.teaching.utoronto.ca/>

Quercus support resources

Quercus Support Resources

Home

Modules

Search

The Basics



Start here. Navigate Quercus, modify settings and access courses.

Learn More

Build Your Course



Create course content and learn about features and integrated tools.

Learn More

Assessments



Create and grade different types of assessments.

Learn More

Students



Navigate Quercus, access courses and student mobile apps.

Learn More

Ed Tech Catalogue



Explore the full list of educational technologies at U of T.

Learn More

Support



Additional resources, training and support contacts.

Learn More

Academic continuity planning

The screenshot displays the website of the University of Toronto Centre for Teaching Support & Innovation. The top navigation bar includes links for 'University of Toronto', 'EVENTS SCHEDULE', 'TEACHING SUPPORT' (highlighted in red), 'EDUCATIONAL TECHNOLOGY', 'RESEARCH ON TEACHING', 'TEACHING AWARDS', 'ABOUT CTSI', and a search icon. Below the navigation bar, the header identifies the 'Centre for Teaching Support & Innovation' and its location at '130 St. George Street, Robarts Library, 4th floor'. The main content area is divided into three columns. The left column, titled 'Teaching Strategies' in red, lists various topics with 'Continuity Planning' highlighted in blue. The middle column, titled 'Continuity Planning' in blue, contains a red heading 'For Instructors at the University of Toronto' followed by a paragraph advising instructors to speak with their department about policies and procedures, and providing contact information for the divisional support team. The right column, titled 'Teaching Strategies' in red, lists the same topics as the left column, with 'Continuity Planning' highlighted in blue and preceded by a right-pointing arrow.

University of Toronto

EVENTS SCHEDULE **TEACHING SUPPORT** EDUCATIONAL TECHNOLOGY RESEARCH ON TEACHING TEACHING AWARDS ABOUT CTSI Q

Centre for Teaching Support & Innovation
130 St. George Street, Robarts Library, 4th floor

Teaching Strategies

- Continuity Planning**
- Classroom Management
- First Class Strategies
- Setting the Tone
- Large Classroom Teaching
- Inclusive Teaching
- Supporting Student-Faculty Interaction
- Academic Integrity and the Role of the Instructor

Continuity Planning

For Instructors at the University of Toronto

Speak with your department/division about policies and procedures governing the **administration of courses** (e.g., syllabus templates, grading and grade reporting policies including important sessional dates, procedures relating to instructor absences, procedures related to assignment extensions). If you have questions or need support with Quercus, identify and contact your [divisional support team](#) or email g.help@utoronto.ca.

Teaching Strategies

- **Continuity Planning**
- Classroom Management
- First Class Strategies
- Setting the Tone

Divisional support

Support Contacts

If you have other questions or wish to speak with an individual, please contact your Divisional support.

DIVISION/ FACULTY	CONTACT
Applied Science and Engineering ^{en}	fse@utoronto.ca
Architecture and Forestry	1416@utoronto.ca
Arts and Science	Instructors: ts.arts@utoronto.ca
Dentistry	marissa.cornell@dentistry.utoronto.ca michael.lindenberg@dentistry.utoronto.ca marilyn.murphy@dentistry.utoronto.ca
Education ^{en}	eort@utoronto.ca



CTSI website: <https://teaching.utoronto.ca>

Upcoming events: <https://teaching.utoronto.ca/events>

Quercus Support Resources: <https://uoft.me/qresources>

Divisional Support: <https://uoft.me/qsupportcontacts>

Questions: q.help@utoronto.ca



Questions?

Thank you!
