# Guidance for Implementing an Online Assessment

You can use this checklist as general guidance for the implementation of your online assessment. The questions below represent overarching issues that you may consider before implementing a summative or formative online assessment remote and on campus. If you are unsure which online assessment method is appropriate to your purpose, click through the remote.EDU self-guidance tool for choosing an online assessment method.

Hint: The checklist applies under the condition that the necessary (digital) infrastructure is available and does not distinguish between oral, written and other assessment formats.



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|  |  | **Summative** | | **Formative** | |
| **Organisational aspects** | | remote | on campus | remote | on campus |
|  | Have I defined when and how often the assessment should be carried out in the course/instructional unit? *(e.g. at the end of / in between an instructional unit, distributed throughout several semesters)* |  |  |  |  |
|  | Have I decided whether auxiliary materials areallowed? *(e.g., literature, slides)*  *For summative online assessment:*  If YES: Open Book format *(recommended)*  If NO: Closed Book format *(recommended)*  *For formative online assessment:*  Auxiliary materials are usually less important in formative assessment. Nevertheless, you can use them to support the student’s learning progress, e.g., by giving suggestions to students what (not) to use or encourage students to re-read the content of the course when they are unsure about some questions. |  |  |  |  |
|  | Have I arranged a room with the necessary infrastructure and adequate supplies for the number of students? |  |  |  |  |
|  | Have I checked if students with special needs are participating in the assessment? *(e.g. disability, visual or mental impairment)*  If YES: it is important to provide equal opportunities for all students (e.g. use Universal Design for Learning) *à please contact your support service or institutions’ accessibility specialist.* |  |  |  |  |
|  | Have I taken into account whether international students are taking part in the assessment? *(e.g. time difference for international students, mobility aspect consideration of virtual mobility skills)* |  |  |  |  |
|  | Have I considered options how students can participate in the assessment process? (*e.g. submission of questions, peer-review, self-assessment*) |  |  |  |  |
|  | Have I prepared how to communicate the learning objectives and method of the online assessment to the students? |  |  |  |  |
|  | Have I developed and shared rules/a code of conduct with the students?[[1]](#footnote-1) |  |  |  |  |
|  | Have I prepared instructions that are presented to the students on the day of the assessment?  *(e.g. explain about plagiarism the day of the assessment)* |  |  |  |  |
|  | Have I considered how the assessment will be corrected and how feedback should be given (automated, manual)?  If AUTOMATED à check “technical aspects” on page 3.  If MANUAL à check if a larger number of staff is required and available (especially for medium to large cohort sizes) |  |  |  |  |
|  | Did I consider time issues/select a deadline for the assessment? *(e.g., to finalise the assessment, to include students with special needs, to prevent cheating(summative))* |  |  |  |  |
|  | Have I considered how the supervision of the assessment should be done?  (*e.g., with supervisory tools, e.g. Video, proctoring; and/or with supervisory staff).*  If SUPERVISORY TOOLS:  Have I enquired if a declaration of consent is needed from my students to use those tools? (*recommended especially for Closed Book,* *Country specific)*  *à please ask your support service for legal advice*  If SUPERVISORY STAFF:  Have I organised enough supervisory staff to support in the assessment? |  |  |  |  |
|  | Have I specified the channels of communication between the examiners and the supervisory team?  *(e.g., exchange of telephone numbers and email addresses, use of a joint group chat)* |  |  |  |  |
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| **Technical Aspects** | | **Summative** | | **Formative** | |
| remote | on campus | remote | on campus |
|  | Am I informed about available technical possibilities and digital tools at my institution?  *(e.g., licences, video repository, proctoring tool, LMS environment) à please ask your support service for advice* |  |  |  |  |
|  | Have I chosen suitable online tools for my assessment method? *à please ask your support/IT service for advice* |  |  |  |  |
|  | Have I considered whether the students should bring their own laptop/tablet?  If YES:  Have I considered software that may need to be downloaded? |  |  |  |  |
|  | Have I enquired whether the students are equipped with the necessary technical equipment to be able to take the assessment? |  | () |  | () |
|  | Have I tested the online assessment for its functionality? *(e.g., student role in LMS)* |  |  |  |  |
|  | Have I prepared a mock assessment/briefing for students and instructors/supervisory staff?  *(e.g., create an assessment practice; go through the learning platform or test the video supervision with the students to prepare them for the actual assessment date)*1 |  |  |  |  |
|  | Am I prepared in case a technical malfunction occurs?  *(e.g., emergency phone number, behaviour advice for students*) |  |  |  |  |
|  | Did I ensure that the virtual assessment room is available exclusively to the examinee(s)?  *(e.g., protected with a password)* |  |  |  |  |
|  | Have I planned a procedure for securing the identity of the students during the assessment?  *(e.g., with video, ID-check with sequencing entering admission from the waiting room)* |  |  |  |  |

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| **Have I informed students about …** | | **Summative** | | **Formative** | |
| remote | on campus | remote | on campus |
|  | Participation possibilities?  *(e.g., self-/peer-assessment, submission of questions)* |  |  |  |  |
|  | The time frame of the assessment?  *(e.g., when should they be logged in to the assessment platform at the* *latest)* *à hint: keep ID check and questions in mind!* |  |  |  |  |
|  | Technical devices and requirements? *(e.g., browser, configurations, microphone à recommendation: use computers or laptops rather than mobile devices)* |  | () |  | () |
|  | Auxiliary materials that are (not) allowed? |  |  | () | () |
|  | Identification process and requirements?  *(e.g., ID, student card)* |  |  |  |  |
|  | Access to assessment tool?  *(e.g., browser, link sent, log-in procedure) à needed if student’s device is used for online assessment.* |  | () |  |  |
|  | Access procedure?  *(e.g., waiting room, “traffic jam”*[[2]](#footnote-2) *in the LMS)* |  |  |  |  |
|  | Data protection, rights and obligations? |  |  |  |  |
|  | Emergency phone number in case of technical defects? |  |  |  |  |
|  | Behaviour in case of technical issues? *(e.g., internet connection cut off while working on/submitting the assessment)* |  |  |  |  |

1. It is recommended to create a code of conduct or rules together with the students “rather than a ‘check to accept this text or video’” (Parikka, S., Czerska-Shaw, K., Duraz, A., Gallo, A., von Köckritz, K., Matveinen, K., Tzortzi, A., Van Eylen, K., Wyzykowski, W., & Sorrentino, L. (2022). Online assessment. Una Europa Guidebook. Unpublished internal document, p.7) [↑](#footnote-ref-1)
2. Parikka et al., 2022, p.7. [↑](#footnote-ref-2)