

## Suggested Guidelines for Grading in an On-line Course

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When evaluating your online students' learning, give serious consideration to the following:

- Think Multi-faceted! Online assessment provides an opportunity to not only obtain an accumulation of each student's work but also allows for much faculty-student communication during the development of learning products rather than solely after they are submitted.
- Utilize all of the communication tools from the online course along with other activities you have established for your course.
- Combine Threaded Discussion responses, Webliography submissions, class participation, Journal entries, activities sent through Email, Doc Sharing or Dropbox and quizzes and exams as part of the students' comprehensive grade.
- If cheating is a concern of yours, remember that you can:
  - Employ numerous short exams or other learning activities that are embedded in class exercises. In other words, create a context where you get many learning products and where it is hard to have "help."
  - Use questions that tap mastery--e.g. that involve analyzing a case study, as opposed to memorization.
  - Ask students to associate the subject matter to their work or other personal experiences.
  - Provide different questions to different students--using the pooling feature of the Exam Builder for randomizing the assignment of questions.
  - Ensure that quizzes and tests are taken in a set amount of time and only at certain fixed times.
  - Ask students to present an outline and rough draft of term papers and essays before a final paper is due.
- Use practice quizzes and self-assessment exercises.
- Ask students to recommend work they would like to have considered in your assessment of their learning.
- Count quizzes and exams as only part (recommended no more than 50%) of the total evaluation.
- Where possible, use tasks that are authentic-- i.e. allowing students to explore, discover, discuss, and meaningfully use new learning in contexts that involve real-world problems and projects that are relevant and interesting to the learner rather than merely giving a quiz or test.