

Assessing student work and providing feedback through Quercus

Cora McCloy and Sun Ooi

January 6, 2022

1:00 -2:00 pm



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION



In this webinar:

1

Examine considerations for assessment

2

Compare the tools available for creating assessments in Quercus

3

Review options for providing students with feedback on their work

4

Learn about Quercus resources to support assessment choices

Tell us about...

Answer in chat

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

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

Type answer in chat

Share ONE assessment tip with your colleagues

- something that's worked for you
- what not to do!

Considerations for 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

Consider:



- best practices of assessment design
- how will academic integrity be addressed in the assessment
- feedback from students on your previous assessments
- being creative if you are redesigning pre-existing assessments
- using multiple methods of assessment
- incorporating UDL in the Instructional Planning Process
- TA resources

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



Shared Responsibility

*[Academic Integrity Resource Guide](#)

Students

- know the [Code of Behaviour on Academic Matters](#)
- understand what constitutes an academic offence

Instructors

- educate students about AI principles
- direct them to appropriate resources/supports
- use [Smart Strategies](#) for online assessment design



Academic Integrity and 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 & Assessment Options

	Learning Process	Associated Verbs	Assessment Option
create	Produce new or original work	Design, assemble, construct, formulate	project presentation, poster, ePortfolio
evaluate	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value	student-led seminar
analyze	Draw connections among ideas	Differentiate, organize, relate, compare, contrast	case studies, group discussions
apply	Use information in new situations	Execute, implement, solve, use, sketch, demonstrate	essay, research project, journal
understand	Explain ideas or concepts	Classify, describe, discuss, report, translate, recognize	short-answer test or quiz
remember	Recall facts & basic concepts	Define, duplicate, list, repeat, state	multiple-choice quiz

Bloom's Taxonomy & Assessment Options

Sample Questions

create

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

evaluate

analyze

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

apply

understand

remember

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



≡ CDO_CTSI_Asynch



Account



Dashboard



Courses



Calendar



Inbox



History



Course Evals



Help



Home

Modules

Announcements

Discussions

CTSI Course Design for Online (2021)



Course Design for Online (CDO) is available as a self-paced, asynchronous course. Discussions will be monitored weekly and responded to accordingly. We encourage participants to leverage the expertise of their peers. If you require technical assistance, visit the [CTSI website](#), submit an online [consultation request](#), or send a request to [Quercus help](#).



The CTSI Course Design for Online (CDO) series will introduce the principles of integrated course design and effective online pedagogy to instructors who are developing a new course or revising an existing course to suit an online environment. In this self-paced, asynchronous mode the material is presented over six modules, which includes five modules that model strong online pedagogy. You will learn about effective practices in online learning, and experience

ⓘ Academic Integrity

ⓘ Student Mental Health

ⓘ UCheck

📺 View Course Stream

✕ Drop this Course

📅 View Course Calendar

🔔 View Course Notifications

To Do

Nothing for now

Recent Feedback

Nothing for now

Course Design for Online (CDO): <https://q.utoronto.ca/courses/233144>

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

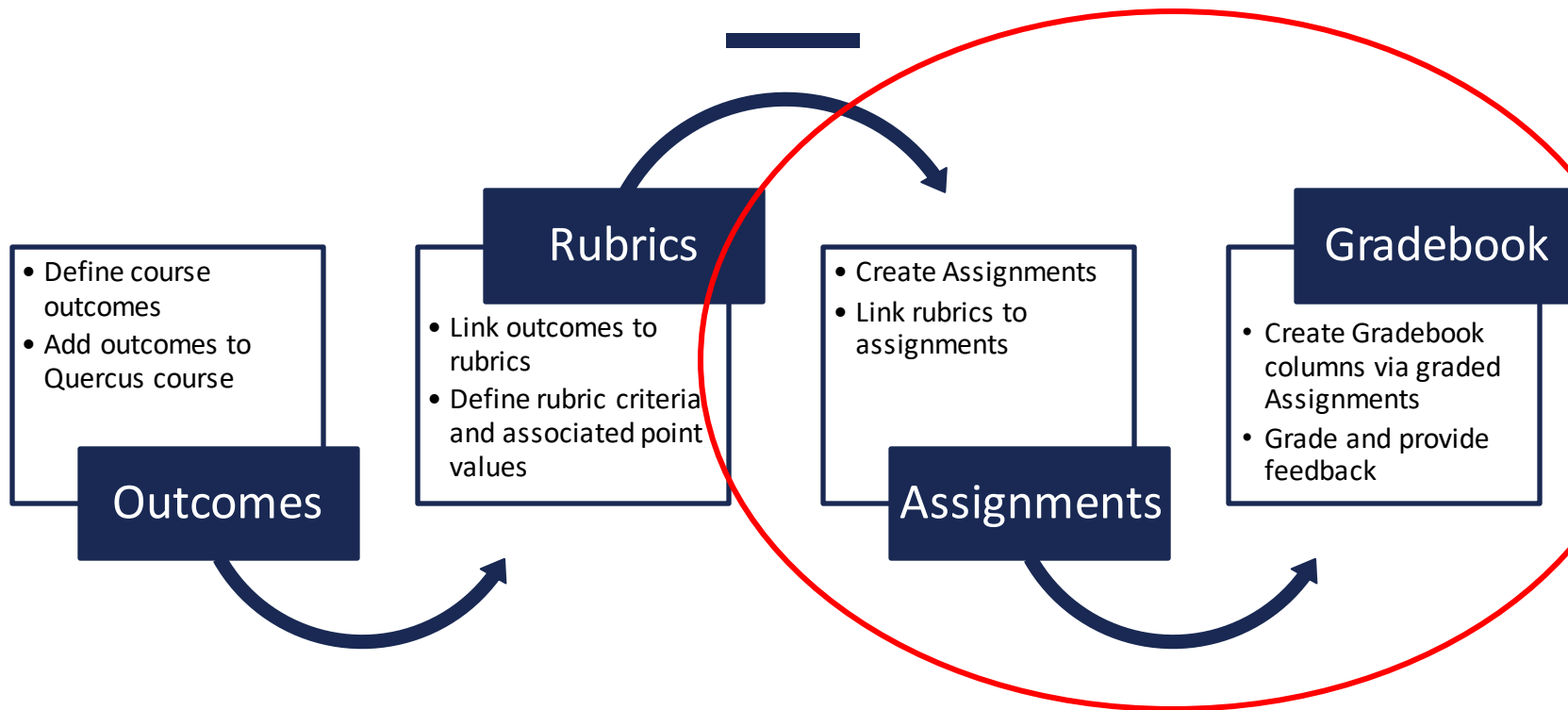
The Academic Toolbox helps you...

Assess student work
and provide feedback

Teach from a distance



Assessment tools in Quercus





Guide to assignment tools in Quercus

Assignments

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

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

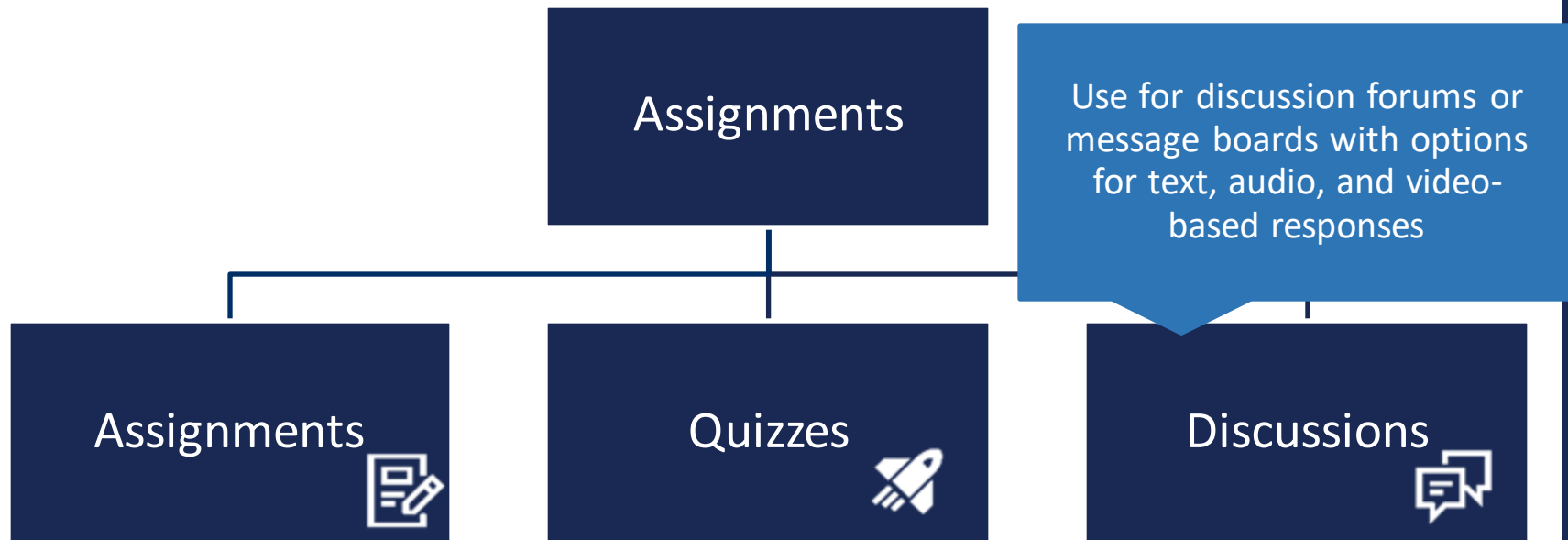


Discussions





Guide to assignment tools in Quercus





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).

[Aligning Outcomes \(U Waterloo\)](#)



Selecting an assignment tool

Outcomes

Contrast two different art media within the same historical context.

[Aligning Outcomes \(U Waterloo\)](#)

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).



Selecting an assignment tool

Outcomes

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

[Aligning Outcomes \(U Waterloo\)](#)

Assessment

Students provide in-depth written analysis with references.

Assignment tool

Assignment with file-upload submission (can use Ouriginal).

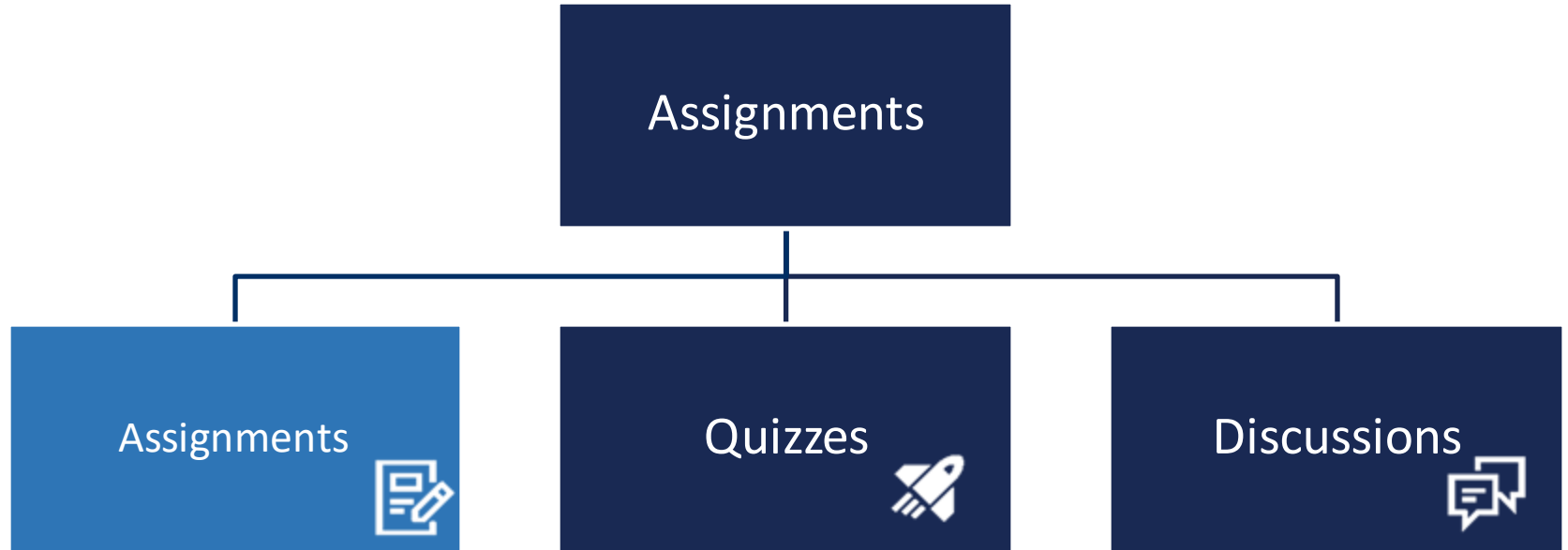


Selecting an assignment tool

Options	Assignments	Quizzes	Discussions
Peer review assignment			
Group assignment			
Auto-graded questions			
Randomize questions and answers			
Plagiarism Detection Tool option			
Annotate in SpeedGrader			



Guide to assignment tools in Quercus





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,txt

Academic Integrity statements:

<https://teaching.utoronto.ca/teaching-support/strategies/a-i/appendix-1/>

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



↓

↺ ZOOM ↻

🔍 ✎ T ↺ ↻

Critical Review Assignment

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

1/1 Graded 78 / 100 (78%) Average 1/1

← 👤 ✓ Test Student

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

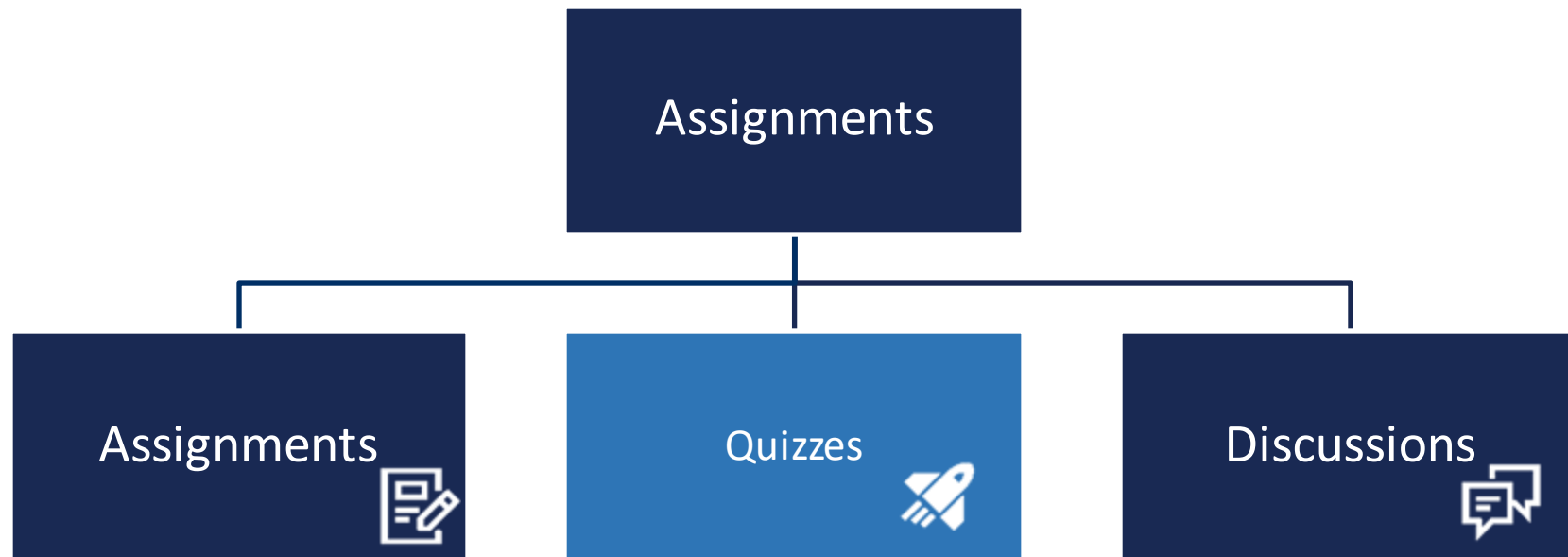
<overall comment here>

Submit

[Download Submission Comments](#)



Guide to assignment tools in Quercus





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 - q-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

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

Watch later Share

Submitted: Apr 23 at 7:25am

Assessment
Grade out of 15
7

Assignment Comments
<overall feedback here>

[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, Assistant Professor,
Teaching Stream, Dept of Chemical
Engineering & 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)

“We also made this test open book which we felt was a realistic way for us to acknowledge the differences while learning online. We didn’t make any changes to how we approached setting our questions for the open book test versus how we used to for in-person (closed-book) tests. Our class grade distribution was solidly in-line with previous in-person iterations.”

*Nathalie Moon, Assistant Professor, Teaching Stream & Liza Bolton, Assistant Professor, Teaching Stream
Dept of Statistical Sciences*

Summative online mid-term assessments

Purpose: To address most learners’ capacity to focus online

Frequency: midterm & final

Grade: summative

Availability window: 48 hours

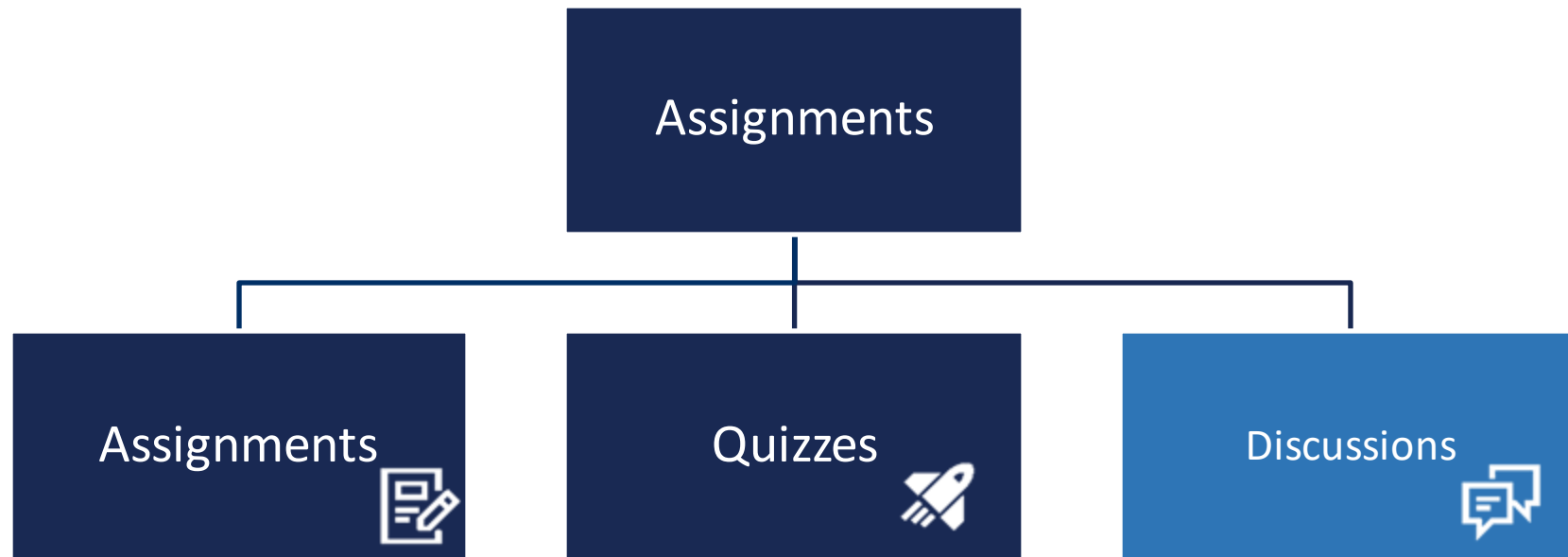
Timing: two 45-minute sections

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

Feedback: students had a 48-hour window in which to complete both sections and were able to plan when to do them, and how much of a break they wanted in between, to suit their schedule and test-taking style.



Guide to assignment tools in Quercus





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



Online Discussion Participation*

Checklist	Consistently	Most of the time	Inconsistently or never
Number of posts & consistency Student contributes two or more posts or ten or more sentences to each discussion, distributed throughout the week.			
Relevance/ Content? Comments and questions directly and thoughtfully address the topic and question.			
Student reads the entire thread and takes the whole discussion into consideration before posting.			
Contributes new ideas (e.g. new perspectives, new examples, links to useful outside resources)			
Makes connections between ideas (e.g. connects concepts to major, explains similarities of opinion to classmates' comments)			
Demonstrates strong understanding of course concepts. Applies and rephrases ideas from the modules accurately and appropriately.			
Asks questions that promote in-depth discussion.			
Student incorporates art & design concepts and vocabulary from the course/field.			
Tone and clarity Tone is respectful, friendly and professional.			
Proofreads comments for clarity before posting, and uses clear, standard academic language to communicate ideas in a professional but engaging way.			
Addresses other students by name, when appropriate.			
Humor, sarcasm, emoticons, and colloquial language if used			

[Online Discussion Participation Pdf](#)

[2nd Resource: Discussion Participation Rubric](#)



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

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

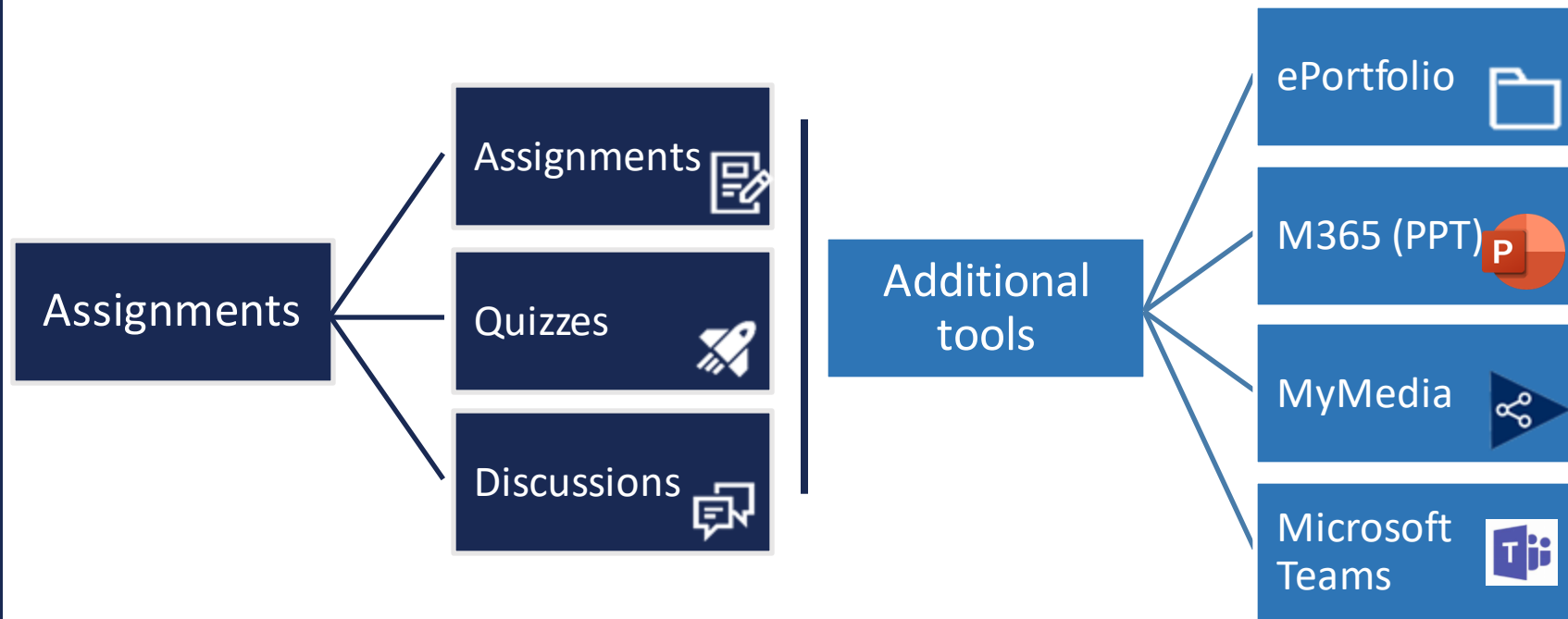


✓ Subscribed





Guide to assessment tools in Quercus

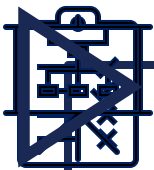


Tell us about...

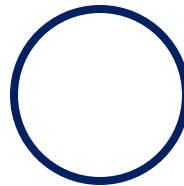
Answer in chat

What is one thing you will use in your own course?

What is one question you still have?



After this webinar



Slides

uoft.me/ctsi-videos

Recording

uoft.me/ctsi-videos
in approx. 48 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

CTSI webinars

Active Learning Strategies for Online Teaching	Recordings and materials: https://uoft.me/ctsi-videos Dates and registration: https://teaching.utoronto.ca/events
Quercus Quickstart	
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

Student support resources

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](#)

- [Technology Requirements for Remote Teaching and Learning](#)
- [Quercus Student Guide](#)

Planning guide: Teaching online/remotely

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
- Faculty Mentoring for Teaching**
- Peer Observation of Teaching: Effective Practices**

Teaching Online/Remotely – Planning for Next Term

[Plan Your Course](#) | [Build Your Course](#) | [Engage Students](#) | [Assess Students](#) | [Ensure Accessibility](#)

As an instructor you may be planning to move one or more courses to a fully online/remote mode and facing a very short timeline for the coming term. This resource will explore key considerations and provide examples and how-to guides for course planning.

Explore the following sections:

[Planning Your Course](#)



Continuity Planning

- Teaching Online/Remotely – Planning for Next Term**
 - Quick Guide for Continuity Planning
 - Pre-Recorded Videos
 - Host Live Sessions Online
 - Resources and Support
 - Academic Continuity at U of T: Tip Sheet for TAs

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 	tsa.edtech@utoronto.ca
Architecture and Forestry	j.hill@dentistry.utoronto.ca
Arts and Science	Instructors: tsa.artsci@utoronto.ca
Dentistry	marissa.cornwall@dentistry.utoronto.ca michael.lindberg@dentistry.utoronto.ca marilyn.murphy@dentistry.utoronto.ca
Education 	portal.office@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!
