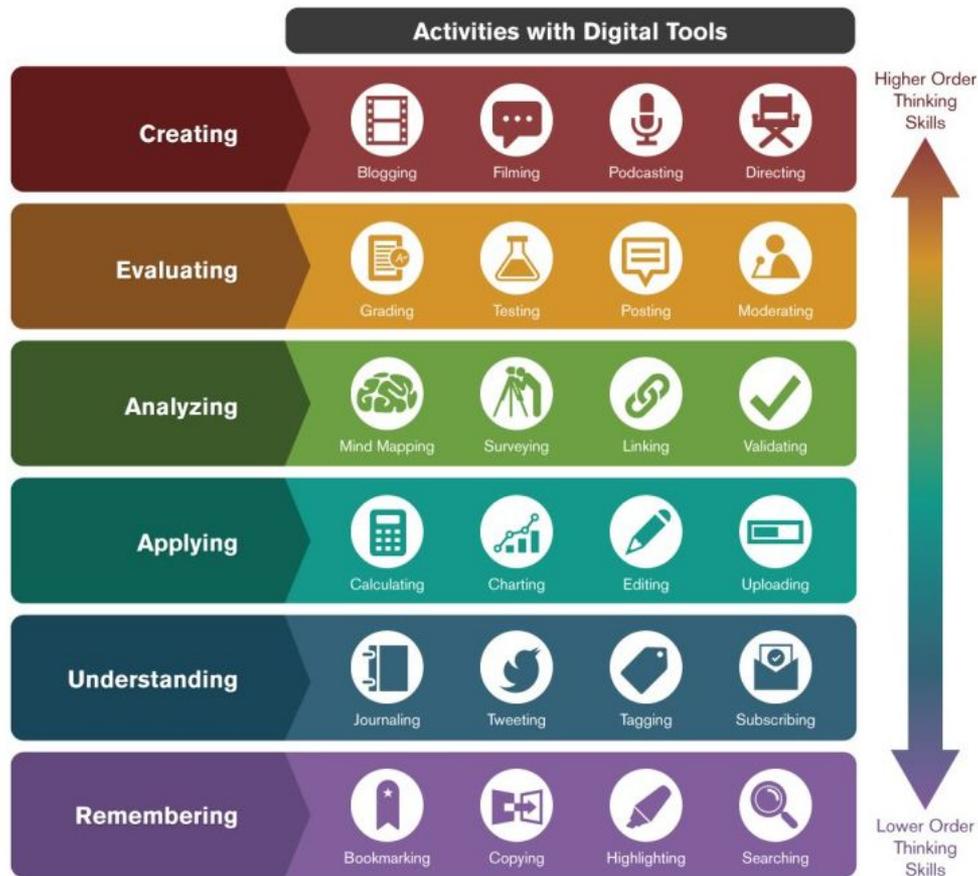


Summative Assessment Alternatives

A collection of ideas for using digital tools

Michael Gayle
Andrews University
March 17, 2020

Bloom's Digital Taxonomy



(Carranza, n.d.)

One (or two) Good Digital Tools for Summative Assessment Aligned to Bloom's Taxonomy	
Creating	Blogging, Filming & Podcasting Wordpress - full-scale blogging system; Screencast-o-matic - screen casting and sharing; Flipgrid - video sharing
Evaluating	Testing & Posting YouTube - record and share videos
Analyzing	Mind Mapping Lucidchart - shared visual workspace; Google Slides - shared presentations
Applying	Calculating & Charting Google Sheets - shared spreadsheets and data representation
Understanding	Journaling LearningHub (Moodle) Journal activity; Google Docs - shared documents; Twitter - social, microblogging.
Remembering	Bookmarking Diigo - Social bookmarking with ability to create annotated outlines and highlight documents

Bloom's Digital Taxonomy



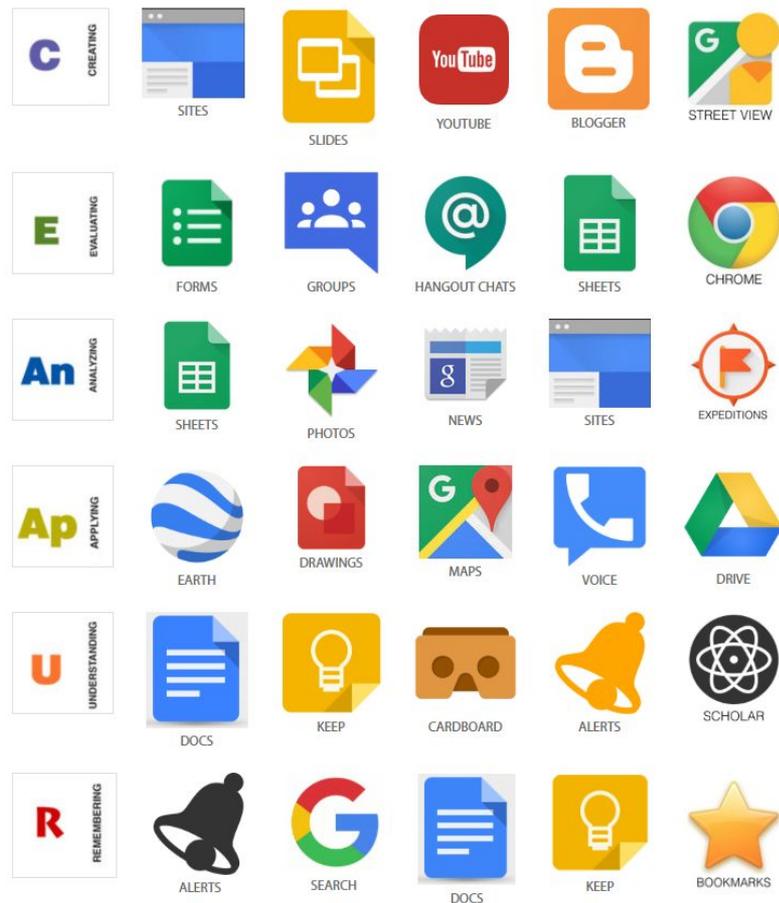
Higher Order Thinking Skills



Lower Order Thinking Skills

G SUITE APPS TO SUPPORT BLOOM'S REVISED TAXONOMY

assembled by Kathy Schrock



Summative Assessment Alternatives

Open Book/Internet

Papers

A series of quizzes or short tests

Large randomized test bank

Memorandum or briefing

Curated anthology or glossary

Portfolio of work

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Reflections

Fact sheet

Op-Ed piece

Student generated set of problems

Diagram or description of a process

Analysis of data

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Explanation of multiple choice selections

Literature review

Video doing a set of problems with explanation

Scientific abstract

Webpage

Video or visual representation

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Dan LaSota (2019) at the University of Alaska suggests:

“...how about asking students to identify a class of problems that center on their area of interest? A student-generated question (and solution) centered on their passions will be unique to that student.”

Jill Leafsteadt (2017), provides thoughts about alternatives to proctored exams:

“For example, in a chemistry course, students could make a video themselves doing a set [of] problems and explain the process. This would allow instructors to better understand students’ thinking and identify areas that they are struggling in. Another example could be in a psychology course, where students could curate and evaluate a set of resources on a given topic to demonstrate their ability to find, and critically analyze online information.”

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Rebecca Barrett-Fox (2020) calls for a student-centered approach:

“Do NOT require students to use online proctoring or force them to have themselves recorded during exams or quizzes. This is a fundamental violation of their privacy, and they did NOT sign up for that when they enrolled in your course. Plus, they are in the privacy of their homes, sometimes with children who will interrupt them. It may be impossible for them to take a test without interruption. Circumvent the need for proctoring by making every exam open-notes, open-book, and open-internet. The best way to avoid them taking tests together or sharing answers is to use a large test bank.”

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