Summative Assessment
Alternatives
A collection of ideas for using digital tools

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## Bloom’s Digital Taxonomy

### Activities with Digital Tools

<table>
<thead>
<tr>
<th>Level</th>
<th>Activities</th>
<th>Tools</th>
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</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
<td>Blogging, Filming, Podcasting</td>
<td>Wordpress - full-scale blogging system; Screencast-o-matic - screen casting and sharing; Flipgrid - video sharing</td>
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<tr>
<td><strong>Evaluating</strong></td>
<td>Grading, Testing, Posting, Moderating</td>
<td>YouTube - record and share videos</td>
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<tr>
<td><strong>Analyzing</strong></td>
<td>Mind Mapping, Surveying, Linking, Validating</td>
<td>Lucidchart - shared visual workspace; Google Slides - shared presentations</td>
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<tr>
<td><strong>Applying</strong></td>
<td>Calculating, Charting, Editing, Uploading</td>
<td>Google Sheets - shared spreadsheets and data representation</td>
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<tr>
<td><strong>Understanding</strong></td>
<td>Journaling, Tweeting, Tagging, Subscribing</td>
<td>LearningHub (Moodle) Journal activity; Google Docs - shared documents; Twitter - social, microblogging.</td>
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<tr>
<td><strong>Remembering</strong></td>
<td>Bookmarking, Copying, Highlighting, Searching</td>
<td>Diigo - Social bookmarking with ability to create annotated outlines and highlight documents</td>
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(Carranza, n.d.)
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

Collected from University of California, Berkeley Center for Teaching and Learning and Indiana University Center for Innovative Teaching and Learning
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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.”


