

**From:** [cos-adh-request@list.arizona.edu](mailto:cos-adh-request@list.arizona.edu) on behalf of [Gomez, Rebecca L. - \(rgomez\)](#)  
**To:** [cos-adh@list.arizona.edu](mailto:cos-adh@list.arizona.edu)  
**Subject:** [cos-adh] Resources for remotely assessing student knowledge (from Math)  
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Dear ADHs,

Please see the best practices and resources below from Math for assessing students online. These are practices developed for their department they offered to share with other units in the college.

“The entry point for the resources is the [Assessment Methods Grid](#). It has information about a variety of methods, with links to examples, information for implementation, and pros/cons of the methods.

Here are some useful organizing ideas and thoughts we used in the process of considering these options:

- Anything used in a high stakes setting should be practiced in a low stakes setting. There are a variety of ways to accomplish this including practices assignments and brief quizzes.
- You should present guidelines for students' behaviors in the online classroom and for assessments in your syllabus, and these should be reiterated prior to any assessment..
- In addition to guidelines, preamble language for all assessments should include language such as the following: Your work on this assessment is governed by the university's Code of Academic Integrity. Any violation of the rules of this assessment may be dealt with as a violation of the Code.
- Be careful about having static exams if giving the exam at different times within a (24 hrs time frame) for the same section. Some sort of randomization or parameterization is desirable.
- Your work in creating assessments should include:
  - A good rubric or detailed information about grading criteria
  - A step-by-step set of directions for students
  - A step-by-step set of directions for any co-proctor(s)
  - A plan for dealing with common tech issues”

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