Good Practices on e-Assessments

Prepared by Centre for Learning and Teaching
Vocational Training Council

Introduction

This document aims at providing good practice samples on delivering e-assessment with Moodle and other online applications. With the samples developed by the Senior Digital Future Officers (SDFOs) of YC and 9 disciplines, some key points were identified and summarised as appended to support teachers in designing effective e-assessment for digital learning and teaching.

The good practices in designing e-assessment is based on the following aspects:

1. Instruction
2. Assessment Method
3. Security and Cheating
4. Grading
5. Feedback
6. Data Analysis

Acknowledge the following disciplines and Youth College contributing to this document.

BA
Business

CECS
Childcare, Elderly and Community Services

DE
Design

ENG
Engineering

HLS
Health and Life Sciences

HT
Hospitality

IT
Information Technology

LD
Language

SD
Student Development

YC
Youth College

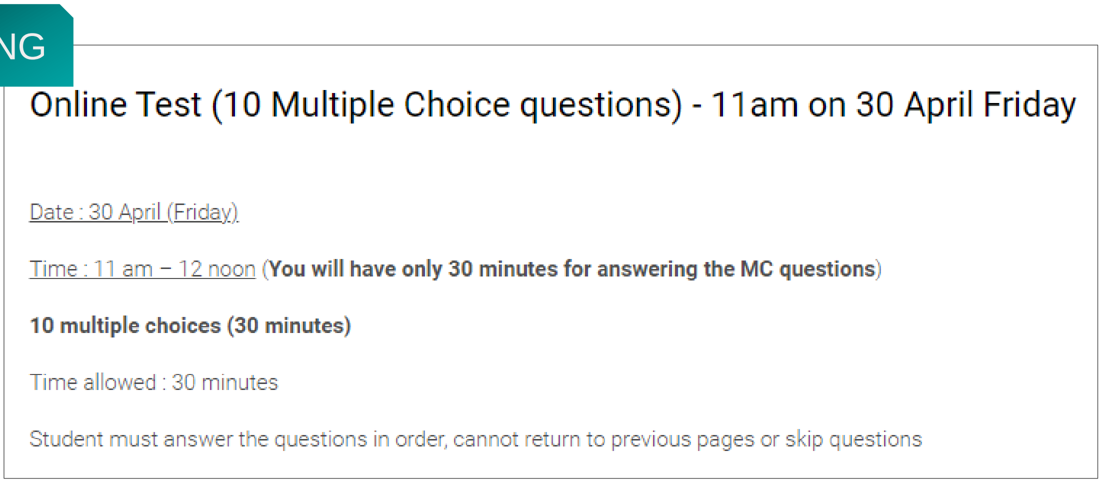
01

Instruction

Instruction

- ✓ Provide clear instructions to guide students completing the e-assessment, e.g. Moodle Quiz. The purpose of the quiz, no. of questions, question types, regulations, time allowed, no. of attempt allowed and score, etc. should be clearly stated in the beginning of the assessment. (see sample 1, 2 and 3)

ENG



Online Test (10 Multiple Choice questions) - 11am on 30 April Friday

Date : 30 April (Friday)

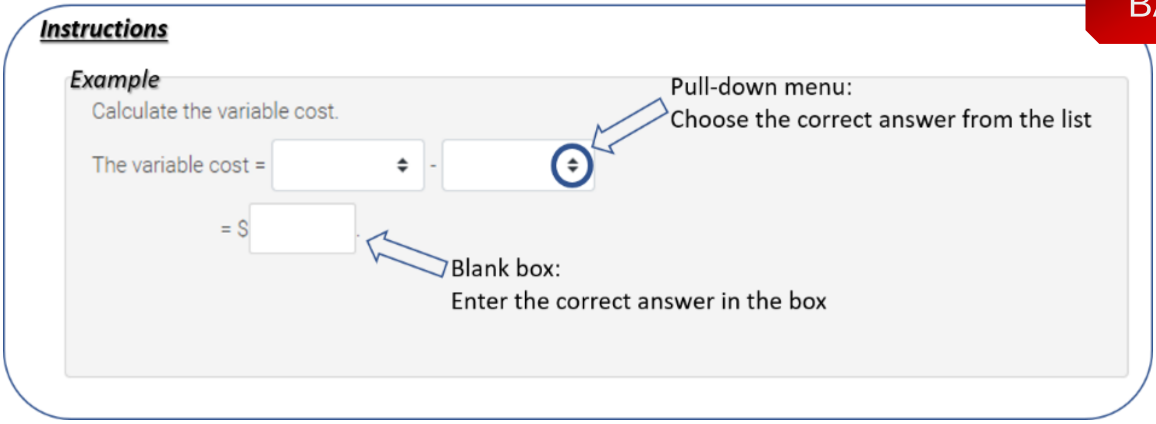
Time : 11 am – 12 noon (**You will have only 30 minutes for answering the MC questions**)

10 multiple choices (30 minutes)

Time allowed : 30 minutes

Student must answer the questions in order, cannot return to previous pages or skip questions

BA



Instructions

Example

Calculate the variable cost.

The variable cost = ☐ - ☐

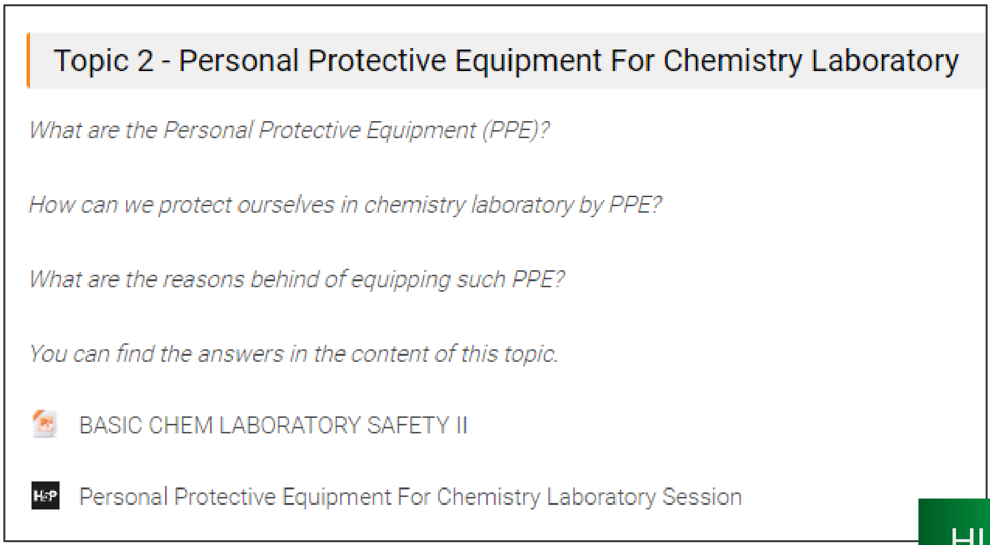
= $ ☐

Pull-down menu:
Choose the correct answer from the list

Blank box:
Enter the correct answer in the box

Sample 1 and 2: Moodle Quiz Instructions

Instruction



Topic 2 - Personal Protective Equipment For Chemistry Laboratory

What are the Personal Protective Equipment (PPE)?

How can we protect ourselves in chemistry laboratory by PPE?

What are the reasons behind of equipping such PPE?

You can find the answers in the content of this topic.

BASIC CHEM LABORATORY SAFETY II

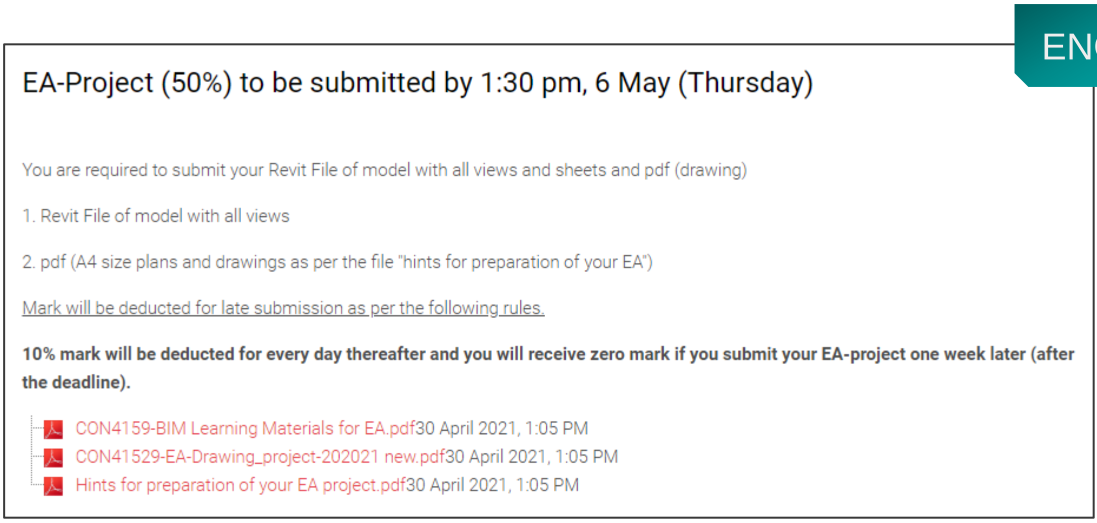
Personal Protective Equipment For Chemistry Laboratory Session

HLS

Sample 3: Purpose of the Quiz

Provide clear instructions to guide students completing the assignment in Moodle, e.g. purpose of the assignment, submission requirement and format, etc. (see sample 4)

ENG



EA-Project (50%) to be submitted by 1:30 pm, 6 May (Thursday)

You are required to submit your Revit File of model with all views and sheets and pdf (drawing)

1. Revit File of model with all views

2. pdf (A4 size plans and drawings as per the file "hints for preparation of your EA")

Mark will be deducted for late submission as per the following rules.

10% mark will be deducted for every day thereafter and you will receive zero mark if you submit your EA-project one week later (after the deadline).

- CON4159-BIM Learning Materials for EA.pdf30 April 2021, 1:05 PM
- CON41529-EA-Drawing_project-202021 new.pdf30 April 2021, 1:05 PM
- Hints for preparation of your EA project.pdf30 April 2021, 1:05 PM

Sample 4: Moodle Assignment Instructions

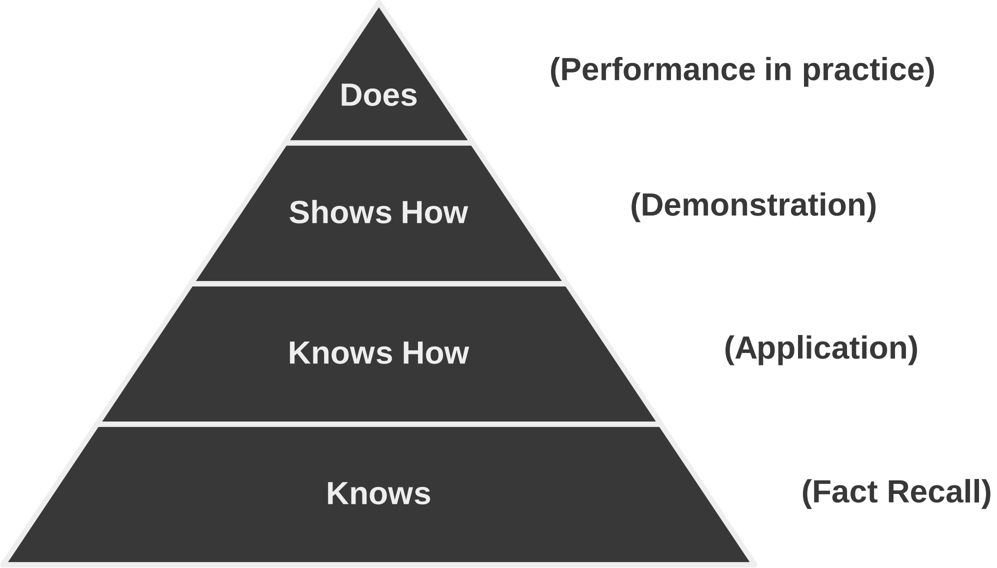
02

Assessment Method

Assessment Method

- Use various question types to simulate different levels of understanding, including some recall questions, some comprehension questions and some application and analysis questions. (see sample 5)

- Use appropriate question types to simulate different types of learning contents.


Does
(Performance in practice)
Shows How
(Demonstration)
Knows How
(Application)
Knows
(Fact Recall)

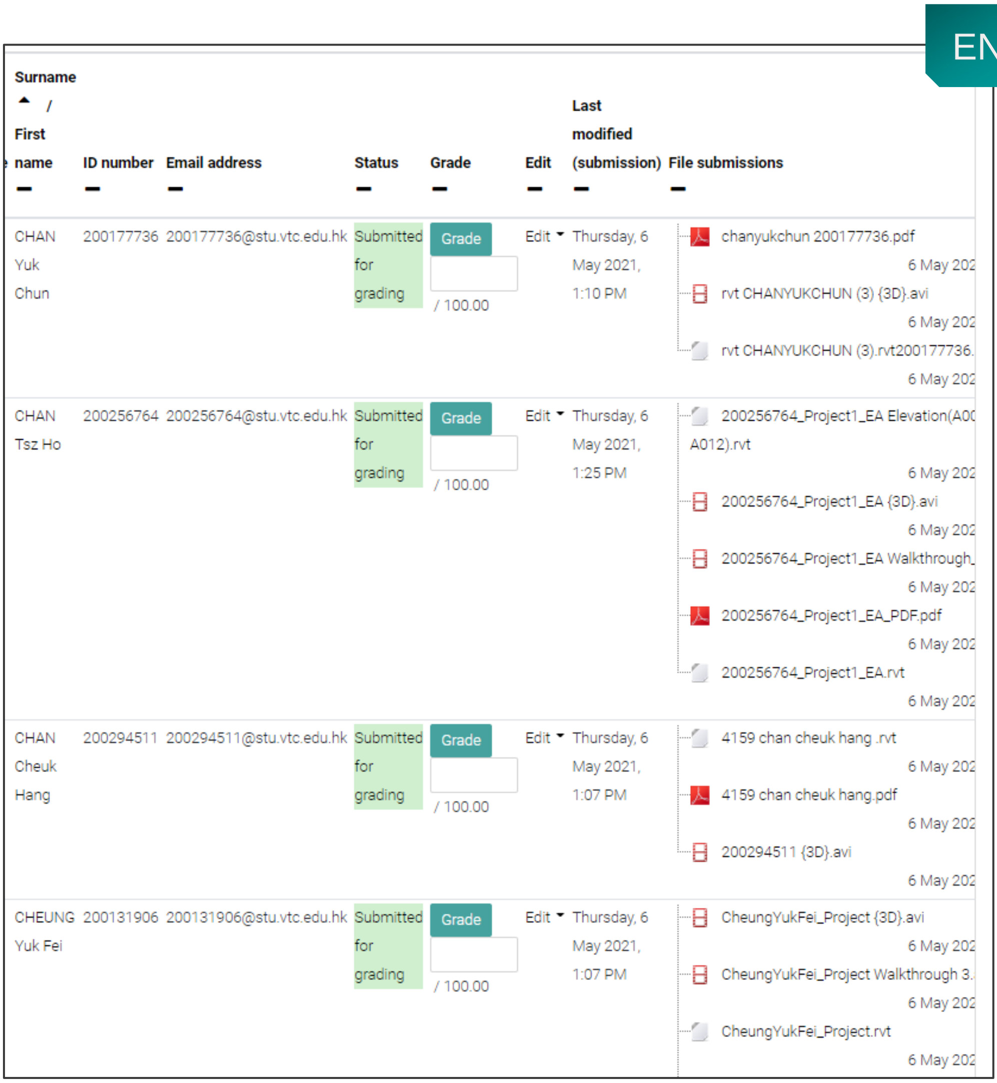
Sample 5: Assessment Pyramid

Based on Miller GE, The Assessment of Clinical Skills/Competence/Performance; Acad. Med. 1990; 65(9); 63-67

Assessment Method

- Use Moodle Assignment enables students to submit their coursework as a file upload or online text and allows teachers to assess, grade and provide feedback. (see sample 6)

ENG



Surname ▲ / First name	ID number	Email address	Status	Grade	Edit	Last modified (submission)	File submissions
CHAN Yuk Chun	200177736	200177736@stu.vtc.edu.hk	Submitted for grading	Grade / 100.00	Edit ▾	Thursday, 6 May 2021, 1:10 PM	chanyukchun 200177736.pdf 6 May 202 rvt CHANYUKCHUN (3) {3D}.avi 6 May 202 rvt CHANYUKCHUN (3).rvt200177736. 6 May 202
CHAN Tsz Ho	200256764	200256764@stu.vtc.edu.hk	Submitted for grading	Grade / 100.00	Edit ▾	Thursday, 6 May 2021, 1:25 PM	200256764_Project1_EA Elevation(A0 A012).rvt 6 May 202 200256764_Project1_EA {3D}.avi 6 May 202 200256764_Project1_EA Walkthrough_ 6 May 202 200256764_Project1_EA_PDF.pdf 6 May 202 200256764_Project1_EA.rvt 6 May 202
CHAN Cheuk Hang	200294511	200294511@stu.vtc.edu.hk	Submitted for grading	Grade / 100.00	Edit ▾	Thursday, 6 May 2021, 1:07 PM	4159 chan cheuk hang .rvt 6 May 202 4159 chan cheuk hang.pdf 6 May 202 200294511 {3D}.avi 6 May 202
CHEUNG Yuk Fei	200131906	200131906@stu.vtc.edu.hk	Submitted for grading	Grade / 100.00	Edit ▾	Thursday, 6 May 2021, 1:07 PM	CheungYukFei_Project {3D}.avi 6 May 202 CheungYukFei_Project Walkthrough 3. 6 May 202 CheungYukFei_Project.rvt 6 May 202

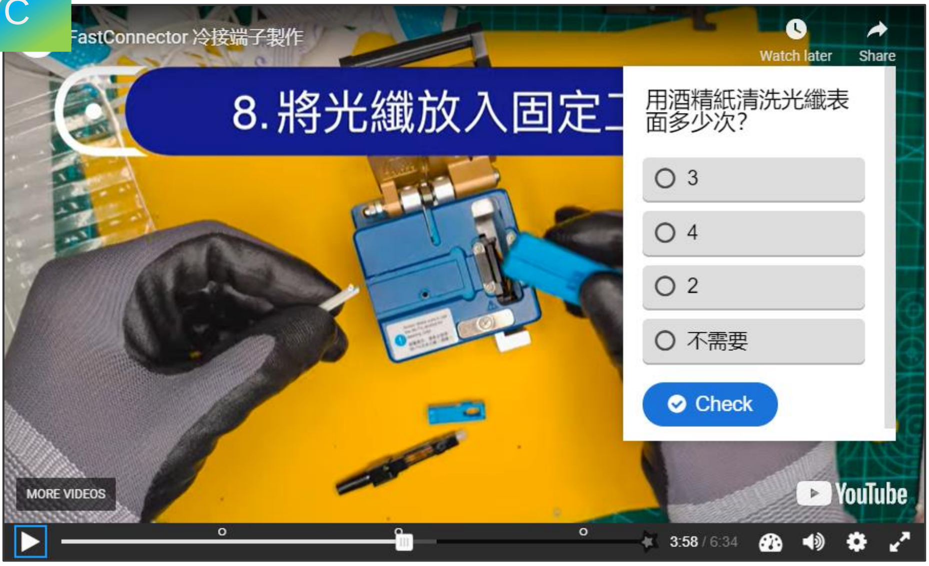
Sample 6: Moodle Assignment Submission

Assessment Method

- Use H5P to develop bite-sized interactive videos and other HTML5 content to enrich the quiz functions in Moodle. (see sample 7 and 8)

Sample 7: H5P Interactive Video with In-video Questions

YC

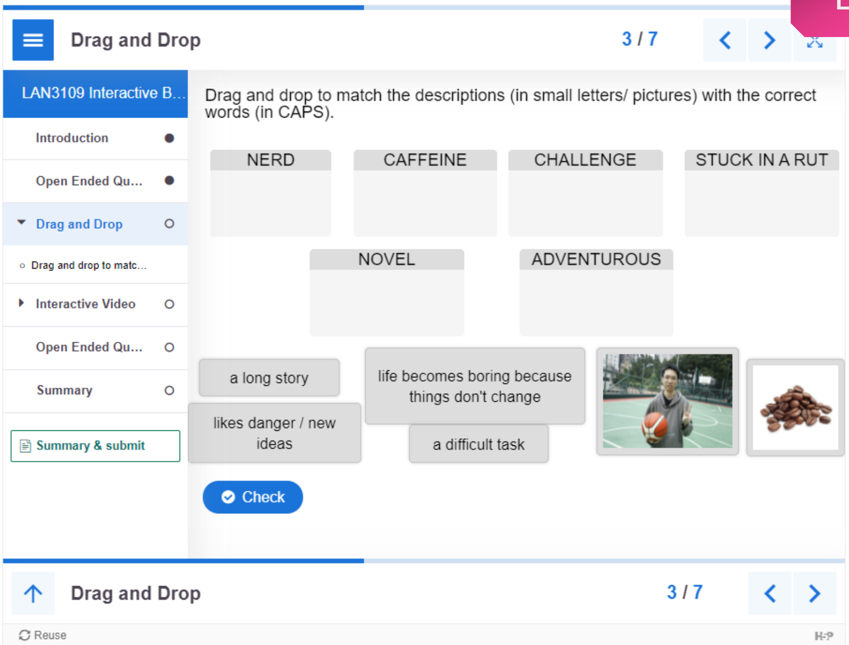

FastConnector 冷接端子製作
Watch later
Share
8. 將光纖放入固定工
MORE VIDEOS
YouTube
3:58 / 6:34

用酒精紙清洗光纖表面多少次?

○ 3
○ 4
○ 2
○ 不需要

Check

LD


Drag and Drop
3 / 7
LAN3109 Interactive B...
Introduction ●
Open Ended Qu... ●
Drag and Drop ○
Drag and drop to matc...
Interactive Video ○
Open Ended Qu... ○
Summary ○
Summary & submit
Check
Drag and Drop
3 / 7
Reuse

Drag and drop to match the descriptions (in small letters/ pictures) with the correct words (in CAPS).

NERD
CAFFEINE
CHALLENGE
STUCK IN A RUT
NOVEL
ADVENTUROUS

a long story
life becomes boring because things don't change
likes danger / new ideas
a difficult task

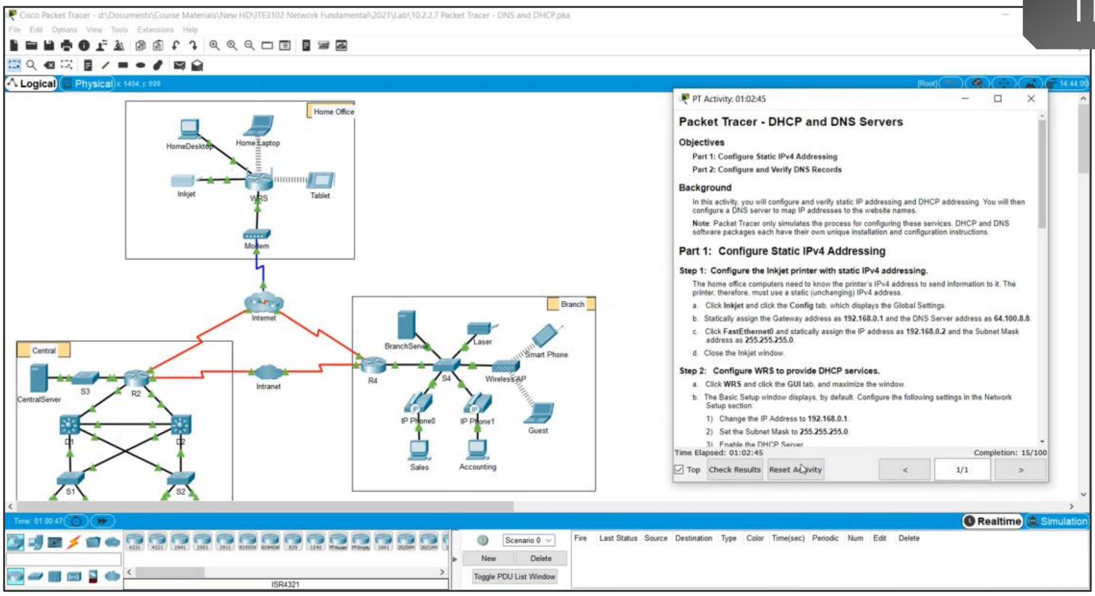
Sample 8: H5P Interactive Book with Drag and Drop Questions

Assessment Method

- Use online applications to assist the online practical assessment. (see sample 9 and 10)

Sample 9: Packet Tracer

IT


Cisco Packet Tracer - d:\Documents\Course Materials\New HD\ITE3102 Network Fundamental\2021\Lab\10.2.2.7 Packet Tracer - DNS and DHCP.pka
File Edit Options View Tools Extensions Help
Logical
Physical
Home Office
HomeDesktop
Home Laptop
Inkjet
WRS
Tablet
Modem
Internet
Central
CentralServer
S3
R2
D1
D2
S1
S2
Intranet
Branch
BranchServer
Laser
Smart Phone
R4
S4
WirelessAP
IP Phone0
IP Phone1
Guest
Sales
Accounting
Realtime
Simulation
Scenario 0
New
Delete
Toggle PDU List Window
Fire
Last Status
Source
Destination
Type
Color
Time(sec)
Periodic
Num
Edit
Delete
ISR4321

PT Activity: 01:02:45

Packet Tracer - DHCP and DNS Servers

Objectives

Part 1: Configure Static IPv4 Addressing

Part 2: Configure and Verify DNS Records

Background

In this activity, you will configure and verify static IP addressing and DHCP addressing. You will then configure a DNS server to map IP addresses to the website names.

Note: Packet Tracer only simulates the process for configuring these services. DHCP and DNS software packages each have their own unique installation and configuration instructions.

Part 1: Configure Static IPv4 Addressing

Step 1: Configure the Inkjet printer with static IPv4 addressing.

The home office computers need to know the printer's IPv4 address to send information to it. The printer, therefore, must use a static (unchanging) IPv4 address.

a. Click **Inkjet** and click the **Config** tab, which displays the Global Settings.

b. Statically assign the Gateway address as **192.168.0.1** and the DNS Server address as **64.100.8.8**.

c. Click **FastEthernet0** and statically assign the IP address as **192.168.0.2** and the Subnet Mask address as **255.255.255.0**.

d. Close the Inkjet window.

Step 2: Configure WRS to provide DHCP services.

a. Click **WRS** and click the **GUI** tab, and maximize the window.

b. The Basic Setup window displays, by default. Configure the following settings in the Network Setup section:

1) Change the IP Address to **192.168.0.1**.

2) Set the Subnet Mask to **255.255.255.0**.

3) Enable the DHCP Server

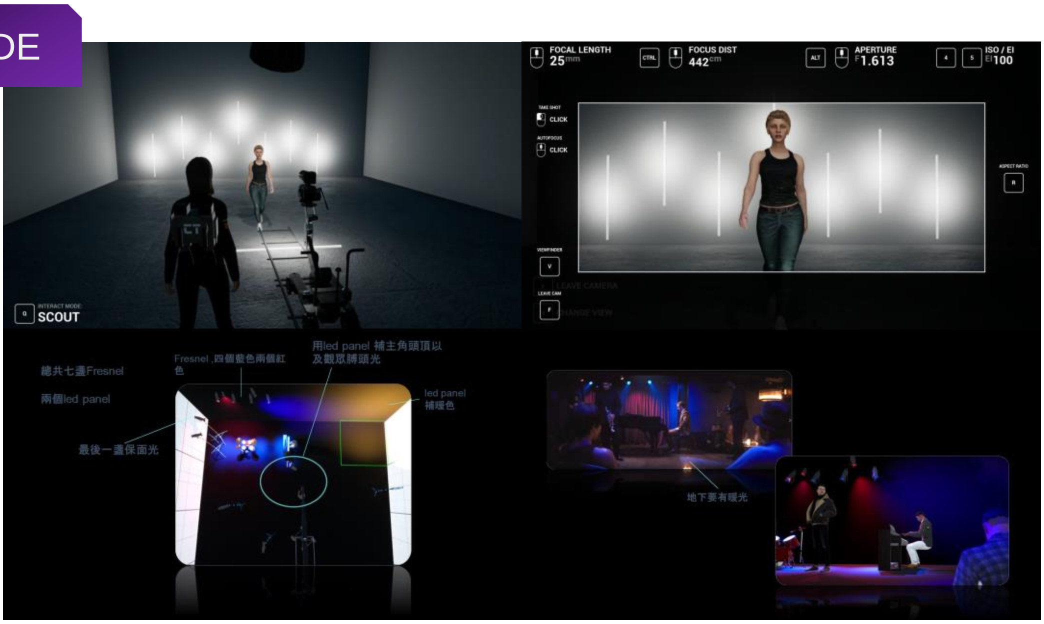
Time Elapsed: 01:02:45

Completion: 15/100

☑ Top

Check Results
Reset Activity
<
1/1
>

DE

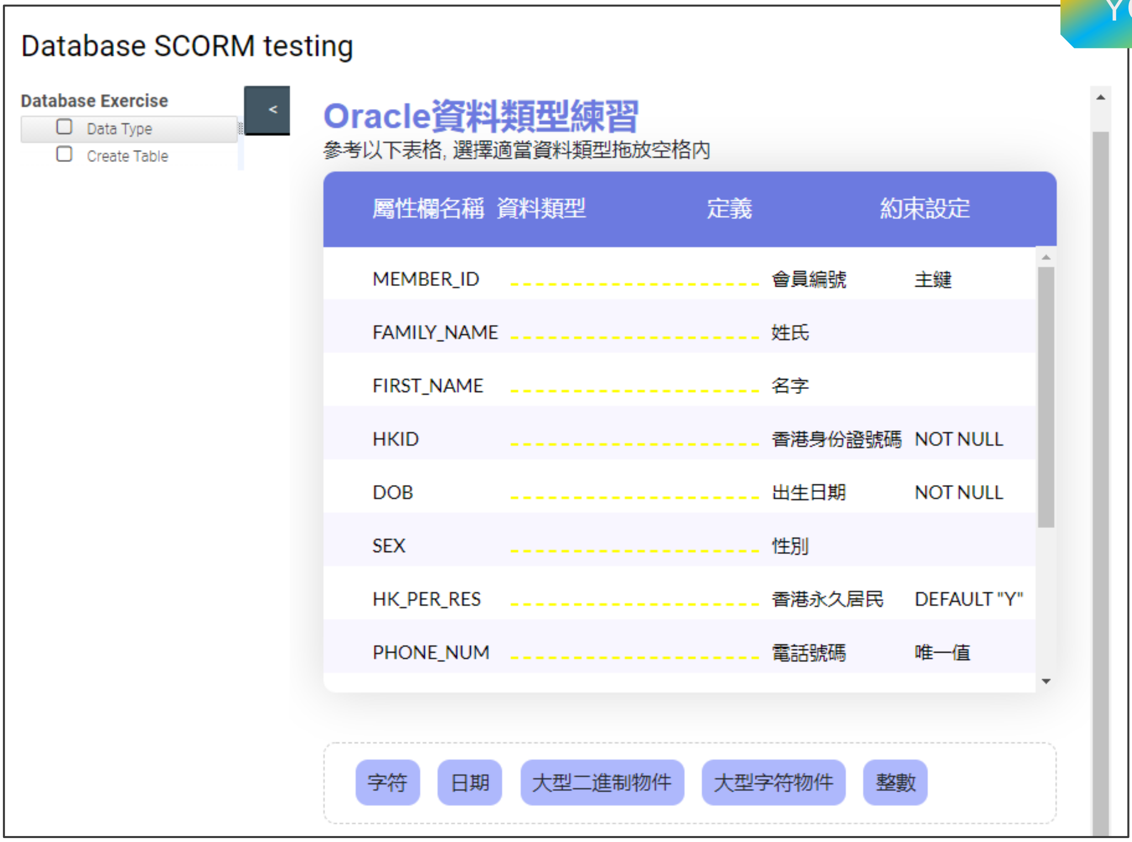

FOCAL LENGTH 25mm
CTRL
FOCUS DIST 442cm
ALT
APERTURE F1.613
ISO / EI 100
TAKE SHOT CLICK
AUTOFOCUS CLICK
ASPECT RATIO B
VIEWFINDER V
LEAVE CAMERA
LEAVE CAM F
CHANGE VIEW
INTERACT MODE
Q SCOUT
總共七盞Fresnel
兩個led panel
Fresnel ,四個藍色兩個紅色
用led panel 補主角頭頂以及觀眾膊頭光
led panel 補暖色
最後一盞保面光
地下要有暖光

Sample 10: Cine Tracer

Assessment Method

- Use Moodle SCORM Package to incorporate interactive elements, such as multimedia and quizzes in Moodle course. (see sample 11)

Sample 11: Moodle SCORM Package


Database Exercise
☐ Data Type
☐ Create Table
<
字符
日期
大型二進制物件
大型字符物件
整數

Database SCORM testing

Oracle資料類型練習

參考以下表格, 選擇適當資料類型拖放空格內

屬性欄名稱	資料類型	定義	約束設定
MEMBER_ID		會員編號	主鍵
FAMILY_NAME		姓氏	
FIRST_NAME		名字	
HKID		香港身份證號碼	NOT NULL
DOB		出生日期	NOT NULL
SEX		性別	
HK_PER_RES		香港永久居民	DEFAULT "Y"
PHONE_NUM		電話號碼	唯一值

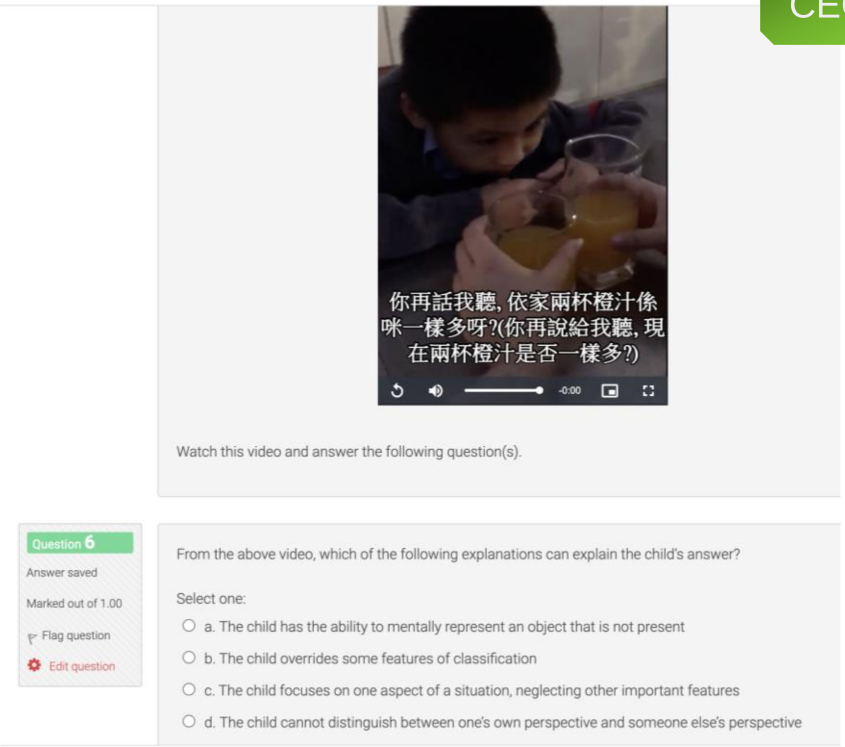
Assessment Method

- Using videos to demonstrate the scenario and answer corresponding MC questions in Moodle for students' easy understanding. (see sample 12 and 13)

Sample 12: Video Demonstration

好啦, 你前面有兩杯橙汁

CECS


你再話我聽, 依家兩杯橙汁係
咪一樣多呀?(你再說給我聽, 現
在兩杯橙汁是否一樣多?)
-0:00
Question 6
Answer saved
Marked out of 1.00
Flag question
Edit question

Watch this video and answer the following question(s).

From the above video, which of the following explanations can explain the child's answer?

Select one:

○ a. The child has the ability to mentally represent an object that is not present

○ b. The child overrides some features of classification

○ c. The child focuses on one aspect of a situation, neglecting other important features

○ d. The child cannot distinguish between one's own perspective and someone else's perspective

Sample 13: MCQs in Moodle

03

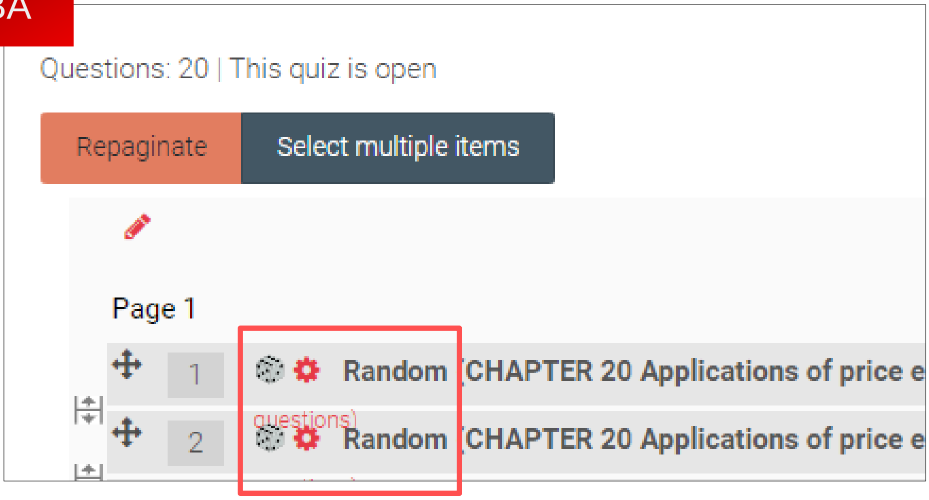
Security and Cheating

Security and Cheating

- Use the “Add random question” feature to randomise the question order and the answer order in Moodle Quiz. (see sample 14)

Sample 14: Edit Quiz Setting

BA



Questions: 20 | This quiz is open

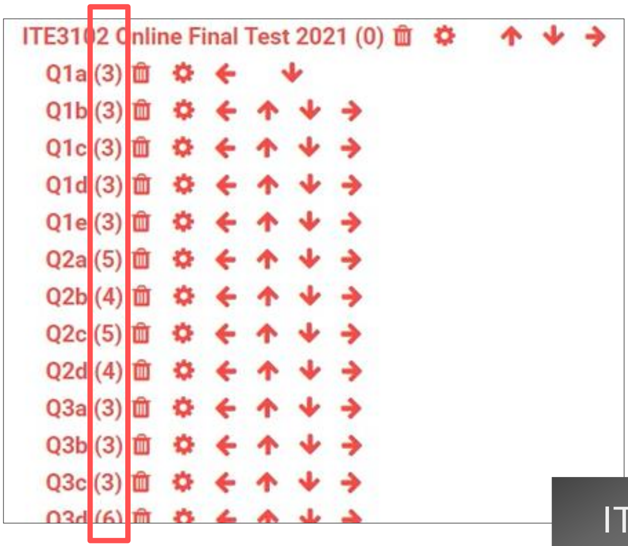
Page 1

1 Random (CHAPTER 20 Applications of price e

questions)

2 Random (CHAPTER 20 Applications of price e

- Create larger question banks and giving quizzes with random subsets, make several slight variants for each particular question and use Moodle’s random question feature for students to get one of the variants picked at random. (see sample 15)



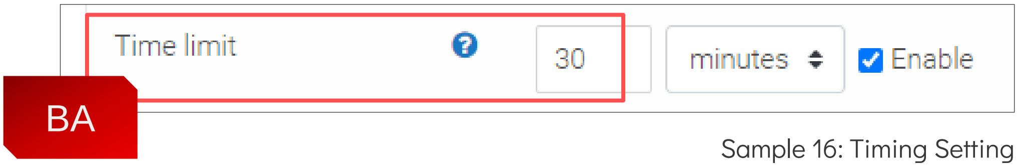
ITE3102 Online Final Test 2021 (0)
Q1a (3)
Q1b (3)
Q1c (3)
Q1d (3)
Q1e (3)
Q2a (5)
Q2b (4)
Q2c (5)
Q2d (4)
Q3a (3)
Q3b (3)
Q3c (3)
Q3d (6)

Sample 15: Question Categories

IT

Security and Cheating

- Set timed quiz for students to answer the questions in a certain amount of time, e.g. give 30s per multiple-choice question, make the time short enough to let them won't have time to look up all the answers. (see sample 16)



Time limit 30 minutes ☑ Enable

Sample 16: Timing Setting

- Use VeriGuide to assist teachers to check the similarity on content of students' assignment files, e.g. with classmates' assignments, all past submissions, academic journals, electronic documents, internet resources and other provided databases.

04

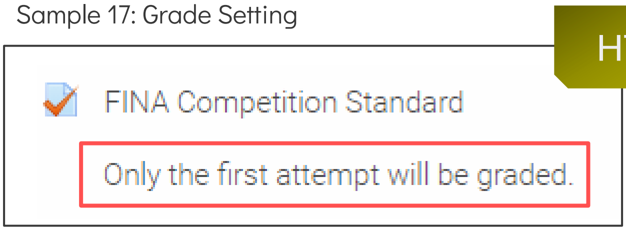
Grading

Grading

- ✓ Set attempted once for the quiz to make the quiz more of an assessment rather than a learning activity. (see sample 17)

Sample 17: Grade Setting

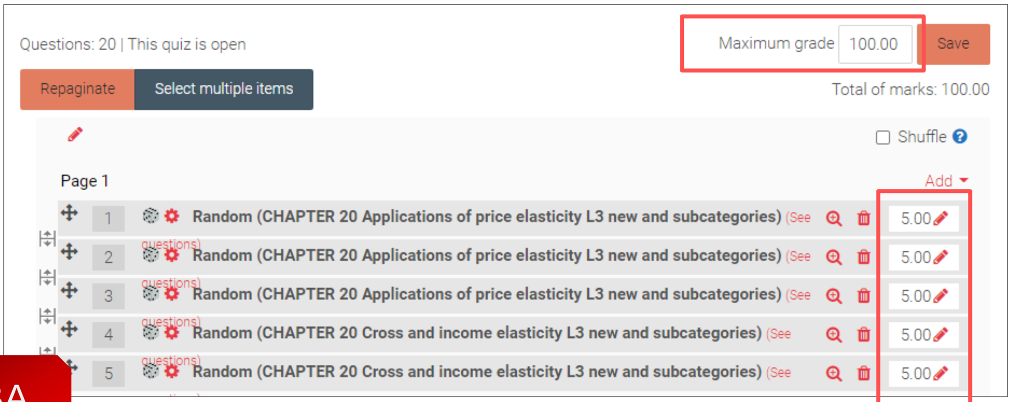
HT



FINA Competition Standard

Only the first attempt will be graded.

- ✓ Set the maximum grade specified for the quiz and assign appropriate marks for each question. (see sample 18)



Questions: 20 | This quiz is open

Maximum grade 100.00

Total of marks: 100.00

1	Random (CHAPTER 20 Applications of price elasticity L3 new and subcategories) (See questions)	5.00
2	Random (CHAPTER 20 Applications of price elasticity L3 new and subcategories) (See questions)	5.00
3	Random (CHAPTER 20 Applications of price elasticity L3 new and subcategories) (See questions)	5.00
4	Random (CHAPTER 20 Cross and income elasticity L3 new and subcategories) (See questions)	5.00
5	Random (CHAPTER 20 Cross and income elasticity L3 new and subcategories) (See	5.00

BA

Sample 18: Maximum Grade and Mark

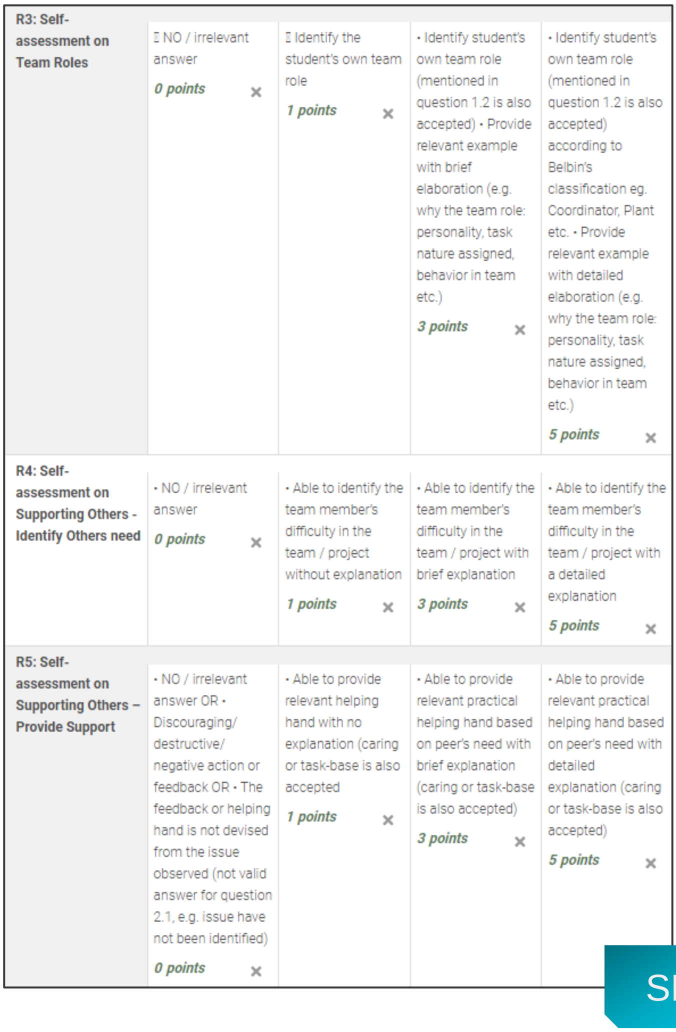
- ✓ Use auto marking for the close-ended questions to save on marking time and enable feedback to be given quickly to students.

Grading

Use review and grade panel to view and grade directly on the student's assignment files (PDF, docx or odt format) in Moodle.

Use a rubric instead of a single grade scale in the advanced grading section of the Moodle Assignment. (see sample 19)

Sample 19: Define Rubrics



R3: Self-assessment on Team Roles	▯ NO / irrelevant answer *0 points* ×	▯ Identify the student's own team role *1 points* ×	• Identify student's own team role (mentioned in question 1.2 is also accepted) • Provide relevant example with brief elaboration (e.g. why the team role: personality, task nature assigned, behavior in team etc.) *3 points* ×	• Identify student's own team role (mentioned in question 1.2 is also accepted) according to Belbin's classification eg. Coordinator, Plant etc. • Provide relevant example with detailed elaboration (e.g. why the team role: personality, task nature assigned, behavior in team etc.) *5 points* ×
R4: Self-assessment on Supporting Others - Identify Others need	• NO / irrelevant answer *0 points* ×	• Able to identify the team member's difficulty in the team / project without explanation *1 points* ×	• Able to identify the team member's difficulty in the team / project with brief explanation *3 points* ×	• Able to identify the team member's difficulty in the team / project with a detailed explanation *5 points* ×
R5: Self-assessment on Supporting Others – Provide Support	• NO / irrelevant answer OR • Discouraging/ destructive/ negative action or feedback OR • The feedback or helping hand is not devised from the issue observed (not valid answer for question 2.1, e.g. issue have not been identified) *0 points* ×	• Able to provide relevant helping hand with no explanation (caring or task-base is also accepted *1 points* ×	• Able to provide relevant practical helping hand based on peer's need with brief explanation (caring or task-base is also accepted) *3 points* ×	• Able to provide relevant practical helping hand based on peer's need with detailed explanation (caring or task-base is also accepted) *5 points* ×

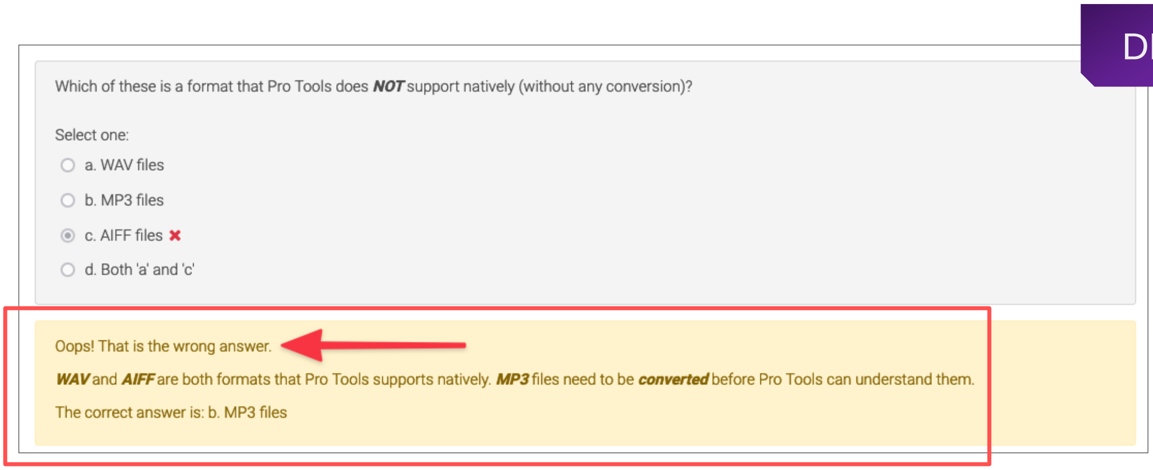
05

Feedback

Feedback

- ✓ Use deferred feedback to let students get any feedback, e.g. whether correct, right answer and marks after submitting the quiz.
- ✓ Provide specific feedback on correct and incorrect answers in the individual question to enhance the learning process. (see sample 20 and 21)

DE



Which of these is a format that Pro Tools does ***NOT*** support natively (without any conversion)?

Select one:

○ a. WAV files

○ b. MP3 files

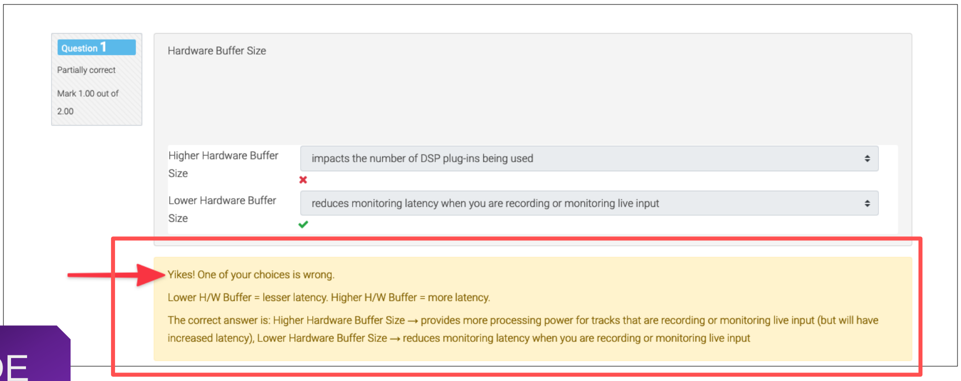
● c. AIFF files ✗

○ d. Both 'a' and 'c'

Oops! That is the wrong answer.

WAV and ***AIFF*** are both formats that Pro Tools supports natively. ***MP3*** files need to be ***converted*** before Pro Tools can understand them.

The correct answer is: b. MP3 files



Partially correct

Mark 1.00 out of 2.00

Hardware Buffer Size

Higher Hardware Buffer Size: impacts the number of DSP plug-ins being used ✗

Lower Hardware Buffer Size: reduces monitoring latency when you are recording or monitoring live input ✓

Yikes! One of your choices is wrong.

Lower H/W Buffer = lesser latency. Higher H/W Buffer = more latency.

The correct answer is: Higher Hardware Buffer Size → provides more processing power for tracks that are recording or monitoring live input (but will have increased latency), Lower Hardware Buffer Size → reduces monitoring latency when you are recording or monitoring live input

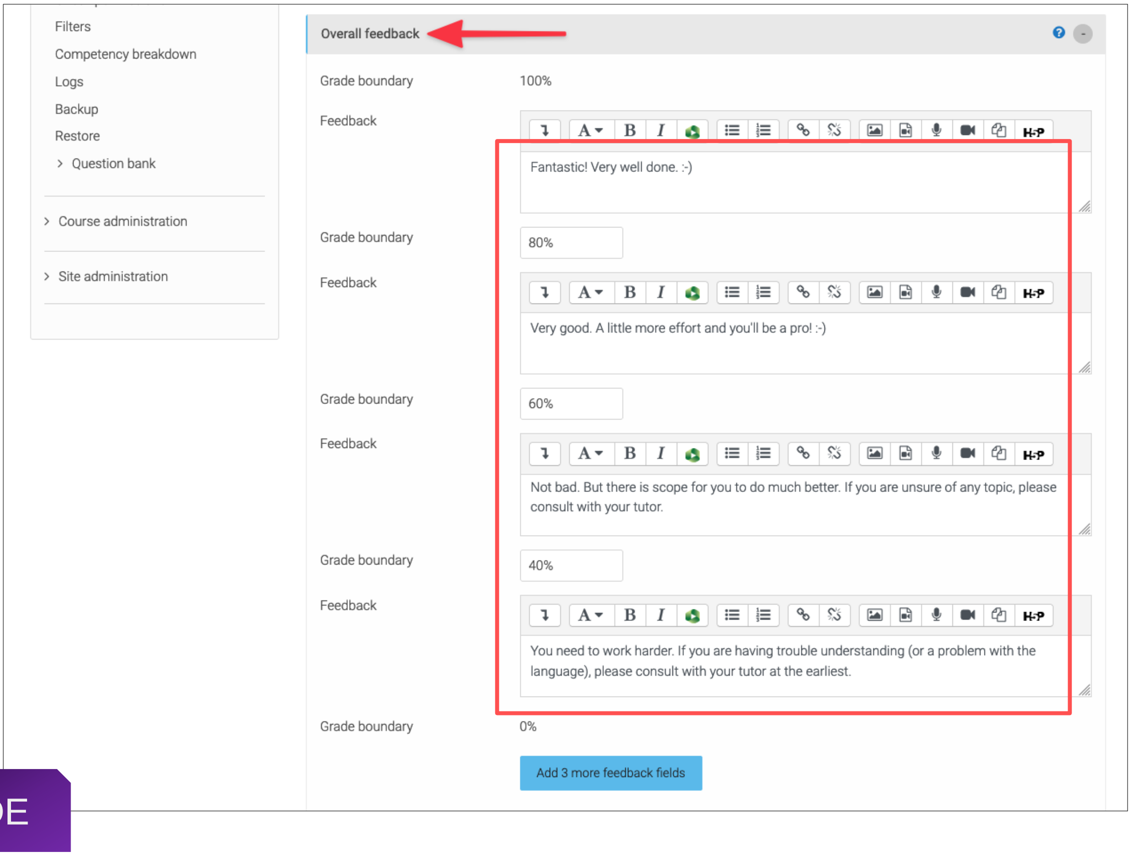
DE

Sample 20 and 21: Specific Feedback

Feedback

Provide overall feedback to students after they have completed the quiz, summarise the student's performance based on their grade boundary. (see sample 22)

Sample 22: Overall Feedback


Filters
Competency breakdown
Logs
Backup
Restore
Question bank
Course administration
Site administration
Overall feedback
H-P
Add 3 more feedback fields

Grade boundary 100%

Feedback: Fantastic! Very well done. :-)

Grade boundary 80%

Feedback: Very good. A little more effort and you'll be a pro! :-)

Grade boundary 60%

Feedback: Not bad. But there is scope for you to do much better. If you are unsure of any topic, please consult with your tutor.

Grade boundary 40%

Feedback: You need to work harder. If you are having trouble understanding (or a problem with the language), please consult with your tutor at the earliest.

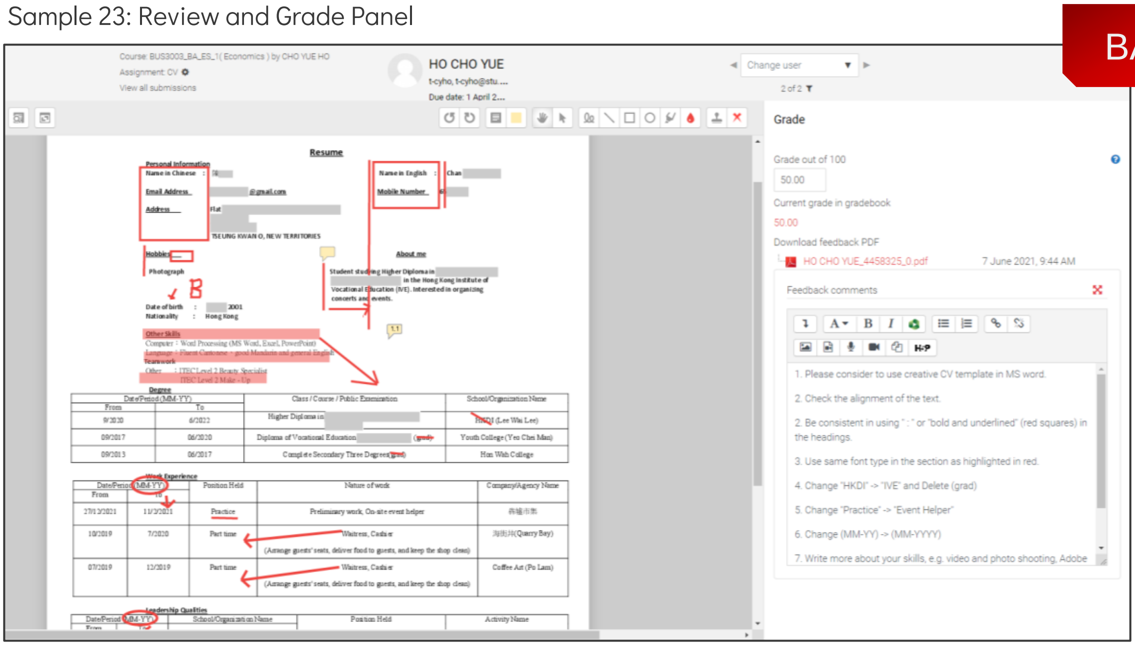
Grade boundary 0%

Feedback

- Provide individual feedback comments on the student’s overall performance directly in the feedback comment inline.

- Use annotation tools, e.g. highlighter, line and Pen, etc. to annotate directly on the student’s assignment to enhance the written comments. (see sample 23)

Sample 23: Review and Grade Panel



Course: BUS3003_BA_ES_1(Economics) by CHO YUE HO
Assignment: CV
View all submissions

HO CHO YUE
t-cyho, t-cyho@stu....
Due date: 1 April 2...

Change user
2 of 2
Resume
Personal Information
Name in Chinese
Email Address
Address
Name in English
Mobile Number
Hobbies
Photograph
Date of birth
Nationality
Hong Kong
About me
Other Skills
Degree
Work Experience
Leadership Qualities

Grade

Grade out of 100
50.00
Current grade in gradebook
50.00
Download feedback PDF
HO CHO YUE_4458325_0.pdf 7 June 2021, 9:44 AM

Feedback comments

1. Please consider to use creative CV template in MS word.

2. Check the alignment of the text.

2. Be consistent in using " : " or "bold and underlined" (red squares) in the headings.

3. Use same font type in the section as highlighted in red.

4. Change "HKDI" -> "IVE" and Delete (grad)

5. Change "Practice" -> "Event Helper"

6. Change (MM-YY) -> (MM-YYYY)

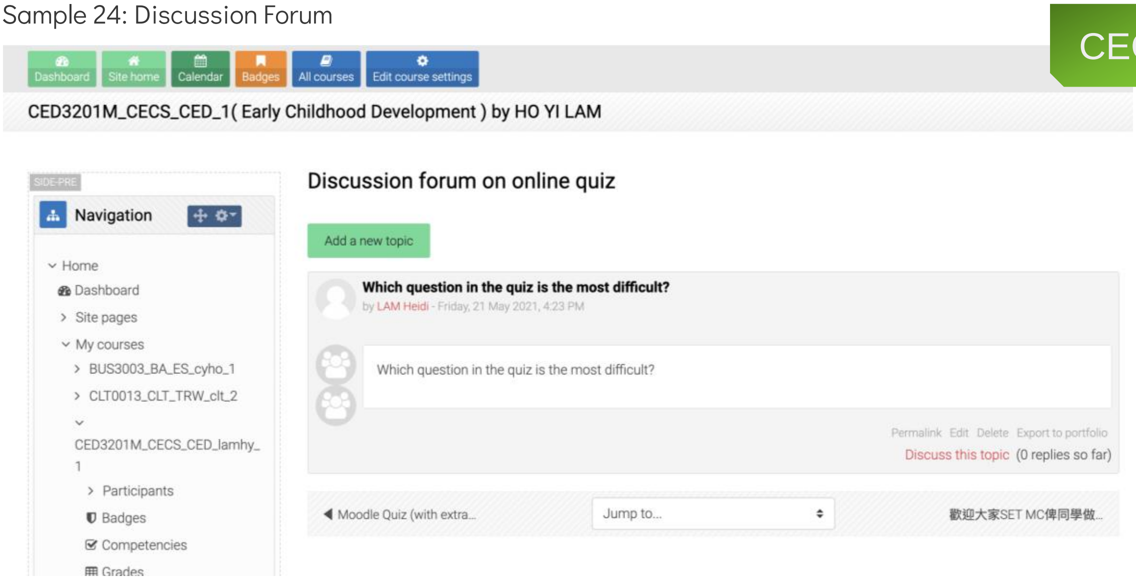
7. Write more about your skills, e.g. video and photo shooting, Adobe

Feedback

- Use Moodle Discussion Forum to collect students' feedback for the online quiz. (see sample 24)

Sample 24: Discussion Forum

CECS


Dashboard
Site home
Calendar
Badges
All courses
Edit course settings
SIDE-PRE
Navigation
Home
Dashboard
Site pages
My courses
BUS3003_BA_ES_cyho_1
CLT0013_CLT_TRW_clt_2
CED3201M_CECS_CED_lamhy_1
Participants
Badges
Competencies
Grades
Add a new topic
Permalink
Edit
Delete
Export to portfolio
◀ Moodle Quiz (with extra...
Jump to...
歡迎大家SET MC俾同學做...

CED3201M_CECS_CED_1(Early Childhood Development) by HO YI LAM

Discussion forum on online quiz

Which question in the quiz is the most difficult?

by LAM Heidi - Friday, 21 May 2021, 4:23 PM

Which question in the quiz is the most difficult?

Discuss this topic (0 replies so far)

06

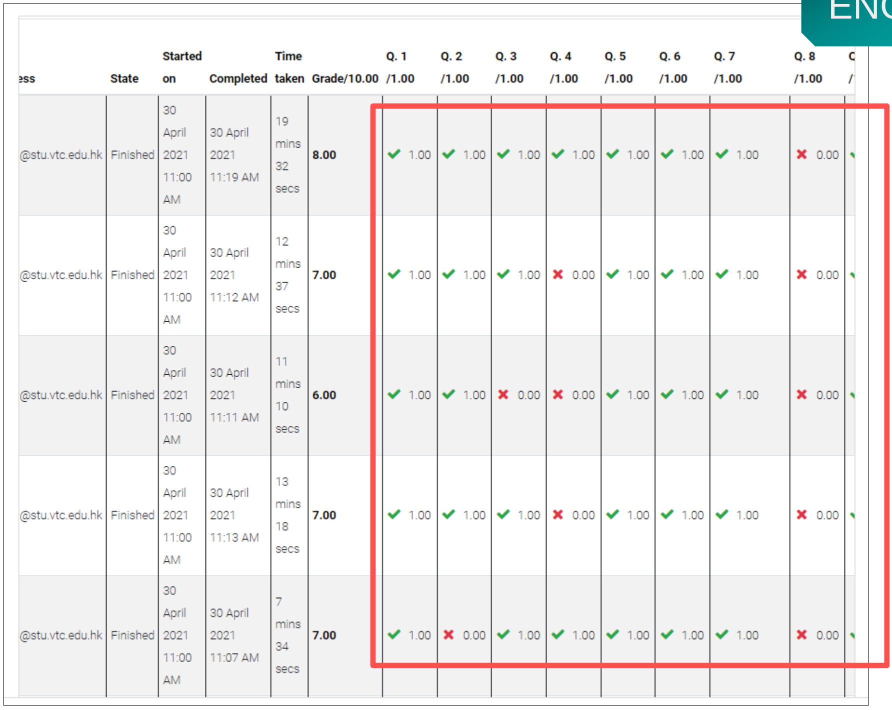
Data Analysis

Data Analysis

Collect the wrong answer help teachers diagnose student thinking and take further course improvement. (see sample 25)

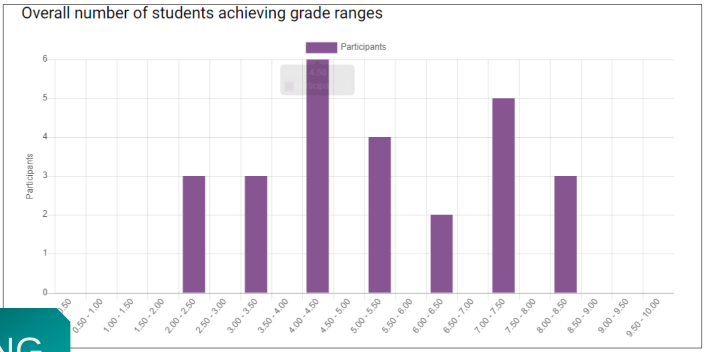
Sample 25: Report

ENG



ess	State	Started on	Completed	Time taken	Grade/10.00	Q. 1 /1.00	Q. 2 /1.00	Q. 3 /1.00	Q. 4 /1.00	Q. 5 /1.00	Q. 6 /1.00	Q. 7 /1.00	Q. 8 /1.00	C /
@stu.vtc.edu.hk	Finished	30 April 2021 11:00 AM	30 April 2021 11:19 AM	19 mins 32 secs	**8.00**	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓
@stu.vtc.edu.hk	Finished	30 April 2021 11:00 AM	30 April 2021 11:12 AM	12 mins 37 secs	**7.00**	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓
@stu.vtc.edu.hk	Finished	30 April 2021 11:00 AM	30 April 2021 11:11 AM	11 mins 10 secs	**6.00**	✓ 1.00	✓ 1.00	✗ 0.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓
@stu.vtc.edu.hk	Finished	30 April 2021 11:00 AM	30 April 2021 11:13 AM	13 mins 18 secs	**7.00**	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓
@stu.vtc.edu.hk	Finished	30 April 2021 11:00 AM	30 April 2021 11:07 AM	7 mins 34 secs	**7.00**	✓ 1.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✗ 0.00	✓

Use quiz reports and statistics to monitor the classes performance, it helps teachers to know students' understanding of their learning. (see sample 26)



ENG

Sample 26: Grade Range