



Brightspace Assessment and Evaluation Guide

Providing students with frequent and authentic assessment online is important. Choosing the proper tool for online assessment is critical. There are a number of assessment tools available through Brightspace and this guide provides a breakdown of what assessment tools could be used for what purpose.

Scenario	Recommended Tools
SUMMATIVE EVENT Summative assessment is often referred to as the assessment of learning. This is assessment that checks what has been learned. It reports on the level of achievement, often occurs at the end of a course and contains significant weighting towards the final mark. Examples: Final course exam, major course paper, or capstone project	<ul style="list-style-type: none">▪ Quizzes▪ Dropbox▪ Discussions▪ ePortfolio
FORMATIVE EVENTS Formative assessment is often referred to as the assessment <i>for</i> learning. The main purpose of this type of assessment is to identify gaps in learning, so the learner has an opportunity to focus on specific areas to ensure they meet the course outcomes. It prepares learners for the summative assessment(s) and focuses on improvement and feedback. Ideally, it occurs often throughout a course, starting early, and the value for each item is often much less than that of a summative assessment(s). Example: Weekly assignments, labs, graded discussions or chapter quizzes.	<ul style="list-style-type: none">▪ Quizzes▪ Dropbox▪ Discussions▪ ePortfolio▪ Rubrics▪ Checklist
FORMAL EVENTS Formal assessments are evaluated and add to the overall grade in a course. They are authentic, and clearly outlined in the course syllabus. They include both formative and summative assessments. Example: Assignments, tests, papers, group projects, graded discussions and portfolios.	<ul style="list-style-type: none">▪ Quizzes▪ Dropbox▪ Discussions▪ ePortfolio
INFORMAL EVENTS Informal assessments provide feedback to the learner and are not evaluated and don't contribute to the grade of the course. Though they may play a significant role in learning, they are a method of strategy to assist a learner in their learning. Example: Peer discussion ratings, practice exams, checklists, rough draft paper feedback, other peer assessments.	<ul style="list-style-type: none">▪ Quizzes▪ Dropbox▪ Discussions▪ ePortfolio▪ Checklist
EVALUATION TOOLS During an evaluation event, the idea is to apply measurement to an assessment to gauge student performance. Example: Assignments, tests, papers, group projects, graded discussions and portfolios.	<ul style="list-style-type: none">▪ Quizzes▪ Rubrics▪ User Progress▪ Gradebook▪ Question Library



Reference Guide – Brightspace Communication Tools

Tool Descriptions, Tips and Resources
<p>The Quizzes tool enables you to create and manage points-measured assessments. As part of your quantifiable assessment procedures, you can use quizzes to help evaluate users' learning progress and learning outcomes.</p> <p>Tip: Most commonly used as formal assessments, however, quizzes can be strategically placed within lessons to check understanding and do not need to be connected to the grading scheme.</p>
<p>Discussions: You can evaluate users' individual posts and have Brightspace automatically calculate a topic score for each user, or you can assign a topic score directly to each user.</p> <p>Tip: Notifications can be set up by the instructor using the Intelligent Agent Tool to receive emails based on discussion activity levels for each student. As well, there is the option to set a rating system to a forum for informal, formative peer assessment.</p>
<p>ePortfolio is an electronic repository of student work, capable of sharing and modification by user.</p> <p>Tip: If you select the 'Allow users to add this folder to their ePortfolio' option with a dropbox folder's properties, users can add their submissions with your feedback to their ePortfolios. This allows users to continue improving their work, while maintaining a copy of how the item appeared at the time of assessment.</p>
<p>Rubrics are used to evaluate an activity or item based on a predefined set of criteria. They help ensure that activities and items are evaluated fairly and consistently.</p> <p>Tip: Within the ePortfolio sharing feature, peers can apply rubrics to artefacts, when shared with peers.</p>
<p>The Dropbox tool allows you to see users' submission times, download dropbox folders to your computer, view submissions with the document viewer on the Evaluate Submission page, associate dropbox folders to rubrics and competencies, and return submissions with grades and feedback.</p> <p>Tip: Items placed in a drop box can leverage rubrics, batch downloads, and the assessment grader app for the iPad to increase efficiencies by connecting rubrics to the gradebook and offering online mark-up possibilities.</p>
<p>User Progress tracks your learners' overall progress as a class and individually.</p>
<p>A checklist contains important or required assignments, readings, or other items to complete. Each checklist contains one or more categories, into which checklist items are organized.</p>
<p>The Grade Book contains your grading system, grade calculations, grade scheme, grade items, and view and display options. Grade items in your grade book represent all the work that you want to evaluate users on in a course.</p>
<p>The Question Library is a central repository that stores and archives questions which you can reuse within a course. You can create multiple collections within the Question Library to organize your questions by type and topic, making it easier for you to find questions.</p>



Suggested Resources

- [Brightspace Resource Website](#)
- [Jorge Gaytan & Beryl C. McEwen \(2007\) *Effective Online Instructional and Assessment Strategies*, American Journal of Distance Education, 21:3, 117-132, DOI:10.1080/08923640701341653](#)
- [Geoffrey T. Crisp \(2012\) *Integrative Assessment: Reframing Assessment Practice for Current and Future Learning*, Assessment & Evaluation in Higher Education, 37:1,33-43, DOI: 10.1080/02602938.2010.494234](#)
- [Ulf Stöddberg \(2012\) *A Research Review of e-Assessment*, Assessment & Evaluation in Higher Education, 37:5, 591-604, DOI: 10.1080/02602938.2011.557496](#)