

Alternative Assessment Guide for Hybrid/Online Teaching

Overview

One of the ways to categorize assessment methods is as conventional/traditional or alternative/authentic. Conventional/traditional assessment methods focus on finding out what students know. Examples include high-stakes quizzes, exams, papers, and projects. Alternative/authentic assessment methods focus on what students can do with what they know. Examples include quizzes in series or with retake options, low-stakes exams given more frequently, and staged or scaffolded papers and projects that allow students to practice “real world” activities. Each type of assessment is useful in context and has advantages/challenges associated with it. Conventional/traditional methods are more familiar because they are used more often and tend to focus on a correct answer which assists with managing grading load. Alternative/authentic assessments may be better choices for enhancing student learning because they tend to focus on progress facilitated through practice and feedback which can increase grading load (a challenge peer review can help address). This guide offers more information about these two categories of assessments and suggests a variety of options to consider.

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Introduction

Alternative or authentic assessments ask students to apply what they have learned to a new situation, providing an opportunity for them to better understand the knowledge and skills they are acquiring. Reasonable alternatives to traditional testing may be more likely to promote student learning, and more authentically demonstrate student knowledge retention at higher levels of [Bloom's Taxonomy](#) (analyze, evaluate, create.) The table below contrasts conventional tests with authentic tasks. Click this link [Authentic Assessments: Examples & Overview](#) for a quick overview.

Table 1: Traditional/Conventional Tests Versus Alternative/Authentic Tasks

Conventional/Traditional Tests	Alternative/Authentic Tasks
Focus on correctness of responses	Require high-quality product/performance with a justification of solutions
Unknown to students in advance	Known in advance to students as much as possible – replicates contexts of life/work
Disconnected from real-world contexts/constraints	Tied to real-world contexts/constraints; require students to “do” the subject like practitioners in the discipline
Isolate particular skills or facts (lower-order thinking levels remembering, understanding, applying)*	Emphasize connections through complex tasks, promotes coordinated use of knowledge and skills (higher order thinking – analyzing, evaluating, creating)*
Are one shot opportunities for students to show what they have learned	Are iterative, include feedback, allow students to apply knowledge and skills to complex tasks
Provide a score	Provide opportunities to practice, consult resources, obtain feedback, and improve performance
Contribute to academic anxiety**	Encourages learners to focus on their learning, supports academic integrity**

Adapted from Wiggins, Grant. (1998) Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21-42. & *Authentic Assessment*, <https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html>, Center for Innovative Teaching & Learning, Indiana University Bloomington, accessed 7/1/2020.

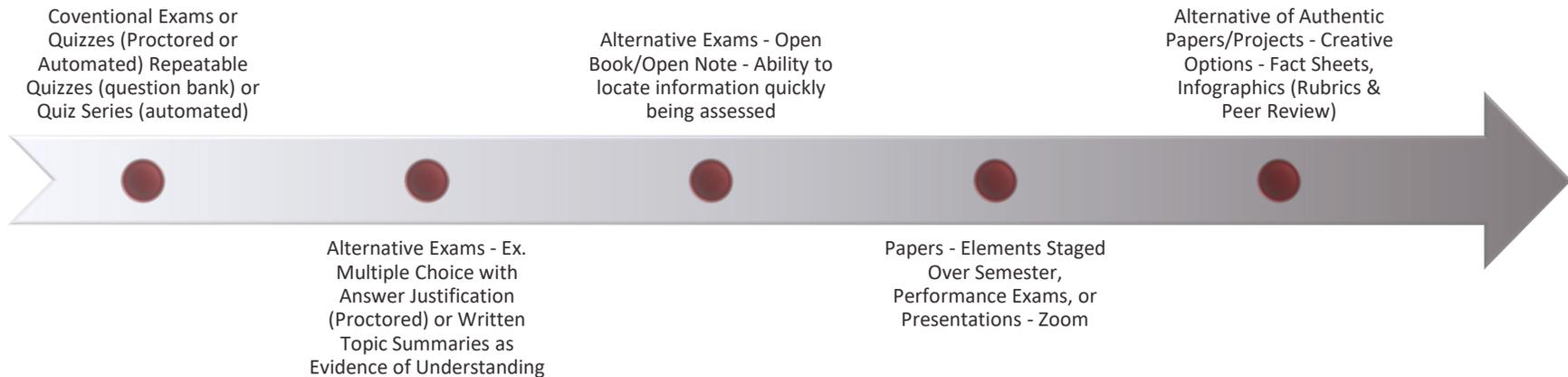
*Bloom's Taxonomy (revised) <https://www.flickr.com/photos/vandycft/29428436431>, accessed 7/1/2020.

**[Best Way to Stop Cheating in Online Courses? 'Teach Better'](#), Inside Higher Education, accessed 7/22/2020.

Figure 1 illustrates the relationship between conventional and alternative/authentic assessments along a continuum using brief examples.



Figure 1: Examples on the Continuum of Traditional/Conventional to Alternative/Authentic Assessments



Identifying Assessment Needs

To develop creative assessments of students' learning, think about the specific skills and knowledge that need to be assessed. (from [the Center for Innovative Teaching and Learning, IU Bloomington](#)).

1. Do you want to assess student acquisition of specific content knowledge, or their ability to apply that knowledge to new situations (or both)?
2. Do you want to assess a product that students produce, or the process they went through to produce it, or both?
3. Do you want to assess any of the following?
 - a. writing ability
 - b. speaking skills
 - c. creativity
 - d. use of information technology
 - e. organization/expression of content in a visual component (example: concept map)
 - f. ability for students to work in a group or team
 - g. learner performance in a time-constrained assessment situation?



Formative & Summative Contexts

Balancing formative (low-stakes, assessment FOR learning) and summative (high-stakes, assessment OF learning) assessment strategies in a course allows students to identify and address misunderstandings prior to high-stakes performance evaluation.

Table 2 provides examples of formative/summative assessment in traditional/conventional and alternative/authentic assessment contexts.

Table 2: Formative & Summative Examples of Traditional/Conventional & Alternative/Authentic Assessment

	Conventional What Students KNOW	Alternative/Authentic What Students CAN DO
Formative FOR Learning	Quizzes	<ul style="list-style-type: none"> Quizzes with retake options Quizzes in series with some repeating questions Quizzes including answer justification
Summative OF Learning	<ul style="list-style-type: none"> Major Exams Traditional Papers 	<ul style="list-style-type: none"> Major Exams including answer justification Performance Exams Open Book/Open Note Exams Paper Alternatives Creative Options

Alternative/authentic assessments give students the opportunity to provide an answer and explain the knowledge and thought processes they used to determine their response.



Synchronous & Asynchronous Contexts

Conventional and alternative/authentic assessments can be used in synchronous and asynchronous learning environments including face-to-face, online, hybrid, and hyflex course formats. Table 3 provides examples of alternative/authentic assessment using Zoom and eCampus/Canvas.

Table 3: Synchronous & Asynchronous Examples of Traditional/Conventional & Alternative/Authentic Assessment

	Conventional What Students KNOW	Alternative/Authentic What Students CAN DO
Synchronous	Group/Team Activities in Zoom Breakout Rooms focused on how well student remember, understand, and apply	Group/Team Activities in Zoom Breakout Rooms – focused on opportunities for students to analyze, evaluate, create, or reflect
Asynchronous	Discussion Forums for students to ask and answer questions based on what they remember, understand, and apply	Discussion Forums for students to ask and answer questions where they analyze, evaluate, create, or reflect



Methods

Quizzes and Exams

Conventional approaches

- Quizzes can be automated in eCampus or in Canvas.
- Exams can be administered in eCampus or in Canvas and proctored in Zoom.
- See Exam Options on the TAMU Keep Teaching [website](#).

Alternative approaches to quizzes or exams requiring only that students understand course material:

Explanation of a multiple-choice answer: Students must explain why the answer they chose to a multiple-choice question is correct, or why the alternative answers are wrong.

Meaningful paragraph: Given a list of specific terms, students must use the terms in a paragraph that demonstrates that they understand the terms and their interconnections.

Short-answer: Rather than asking multiple-choice questions, make some questions short-answer, to require students to show their understanding of key concepts.

Alternative quiz options

Quiz Retakes: Allowing students to take a quiz multiple times to secure a perfect score can assist their learning. A question bank with a variety of questions available supporting the quiz so that students see a variety of questions over retakes strengthens this method.

Quiz Series: Giving a series of quizzes or chapter tests instead of comprehensive, high-stakes tests can assist student learning. Unless there is a solid pedagogical reason for a comprehensive, high-stakes test (i.e., midterm), you might consider a series of shorter tests throughout the semester. You can always add one or two questions relating to previous units in the course. This gives students time to correct misconceptions and build knowledge through the series.

Advantages: Supports increased low-stakes assessment for learning using automated quizzes without increasing grading load, allows for a series of low-stakes assessments in place of fewer high-stakes opportunities which can reduce learner anxiety.

Challenges: Need to create quiz questions if “bank” does not already exist, potential technology challenges.



Alternative exam options:

Open book and/or open note exam: If it is important to assess student ability to locate information quickly or find information and apply it to solve a problem – a non-proctored exam may work well.

Replacing tests with summaries: Provide opportunities for students to regularly write summaries of the class readings and lectures which include the main points, a critical reaction to the ideas, and a discussion of important topics. This requires a great deal of reading on the part of the instructor, but students report that they prefer the summaries over tests. They feel it is less stressful than taking a test and that they learn more and retain it longer.

Performance tests: In a performance test, students are required to perform a complex skill or procedure, or create a product to demonstrate that they can apply the knowledge and skills they have learned while the instructor observes and evaluates the process. Examples include writing a computer program to perform a task, or designing an engineering circuit that solves a problem. These tests can be time consuming and difficult to grade, but are much more appropriate for certain courses than a pencil-and-paper test. For this type of test to be reliable, an instructor should have a scoring guide (rubric) which specifies the criteria for each grade.

Paper instead of test: A standard alternative to a test, the paper can take many forms. Make sure that the paper is integral to the course and not simply an add-on. One way to accomplish this, to help students write better, and to encourage academic integrity is to give the assignment early and ask for portions of the paper to be turned in at intervals: preliminary topic, outline, bibliography, draft, and so on. Ask students to include all drafts and notes along with the paper. (see also “Paper alternatives” in this document)

Advantages: May not require proctoring like a more traditional exam, may better support achievement of student learning outcomes.

Challenges: Increased grading load for instructor.

If the conventional and alternative/authentic methods listed so far do not address identified assessment needs – Table 4 lists more creative examples to consider before reviewing the rest of this guide.



Table 4: Alternative/Authentic Assessment Methods for Higher Order Thinking (based on Bloom's Taxonomy, Revised)

<p>Alternatives that require students to create something new demonstrating their learning.</p>	<p>Advertisement Development of a product or proposal (peer or external review option) Diary entry for a real or fictional character Letter to a friend explaining a problem or concept Brochure or flyer Performance: e.g., a presentation to the class or a debate Poem, play, or dialogue Web page or video Work of art, music, architecture, sculpture, etc. Newspaper article or editorial Portfolio to demonstrate evolution of work and thinking over time Poster (presented to the class or a larger audience in a poster session) PowerPoint presentation Reflection by students on what they have learned from an experience</p>
<p>Alternatives that require students to evaluate</p>	<p>Annotated bibliography Introduction to a research paper or essay (rather than the full paper) Literature review Executive summary Research proposal addressed to a granting agency Scientific abstract Policy memo or executive summary Start of a term paper (the thesis statement and a detailed outline)</p>
<p>Alternatives that require students to analyze</p>	<p>Analysis and response to a case study Analysis of data or a graph Analysis of an event, performance, or work of art Chart, graph, or diagram with explanation Debate Legal brief Review of a book, play, performance, etc. Literature review Policy memo or executive summary Diagram, table, chart, or visual aid</p>



Writing for Learning

Papers

Having students engage in the entire writing process in graded stages can help students become stronger writers and can help keep them from becoming too overwhelmed with the writing process. In this model, students also get credit for work they complete along the writing journey, rather than one large grade at the end. This encourages students to learn from their mistakes and practice/improve their writing skills, resulting in a better final product.

A common approach to staging the writing process:

- Annotated bibliography to help students with their research skills
- Abstract or executive summary
- Outline
- Multiple drafts
- Peer review and feedback

Resources:

Instructors can choose to have students use peer evaluation at different stages of the writing process. Peerceptiv is an automated cloud-based platform that allows students to peer review each other.

Providing detailed rubrics for students is essential so that they know instructors' expectations and what exactly the paper assignment entails. More information on rubric creation is available in the resource links below.

- <https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>
- <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/designing-rubrics>
- http://teach.ufl.edu/wp-content/uploads/2016/07/writing_effective_rubrics_guide_v2.pdf

Paper alternatives:

These require work similar to a term paper, but result in shorter documents making instructor or peer grading easier.



Introduction to a research paper or essay (rather than the full paper): Provides an opportunity for students to think thoroughly through the organizational process, preparation, and plan for a paper.

Literature review: Requires students look at multiple sources on a topic and determine where they agree/disagree.

Executive summary: Students review information and provide a short, detailed overview presenting the scaffold structure of the base document.

Research proposal addressed to a granting agency: Provides students with experience paying attention to details and requirements as well making a case within length limits.

Scientific abstract: Provides experience with generating an outline from reading, incorporating appropriate summary detail, and working within length limit.

Policy memo: Encourages students to develop a clear summary of a larger document while indicating next steps to reader.

Start of a term paper (the thesis statement and a detailed outline): Promotes student thinking about the process and establishing a clear start on a project.

Memorandum or briefing. Students prepare a one- or two-page memorandum or briefing, with, for example, the following headings: background, problem, possible solutions with pros and cons, final recommendation (and you can add as you like, for instance, final recommendation with implications, possible impact, and so on). Besides being a good exercise in synthesizing material, it's an excellent way for students to practice being concise and direct.

Professional presentation (including poster and/or slide deck). Many courses lend themselves to presentations of the kind that a professional consultant would provide to a community group or some kind. The presentation could be applicable to many fields, in the form of an expert witness presenting material. One variant: Local library board. Make a presentation arguing for the inclusion of certain books in the library, based on the reading for the semester.

Annotated anthology or course reader. Students prepare a selection of works they have read during the term as a thematic anthology—they create the theme, choose the works, determine order, write a paragraph introduction to each, and an introduction to the anthology. (If the works themselves are short, e.g., poems, they should be included). Longer pieces can include just a table of contents, the introduction to the anthology, and the introduction to each piece. The course reader exercise works essentially the same way, but in this case, students have to organize the readings chronologically to develop the theme they have created for the



course. This assignment can be made more complex, by asking for assignments to go with the readings, suggestions for further reading, and so on.

Online poster sessions (with peer critique). This format offers the opportunity for several types of assessment, and even multiple opportunities to carry out assessment. The poster session is applicable to many different kinds of classes, and can be executed in many different ways. Posters can be shared online on the eCampus/Canvas course website, or on a shared TAMU Google Drive. Students can submit recorded videos of an oral poster presentation, or present the poster live on Zoom to the class. Peer evaluation/critique can be incorporated at multiple stages, including early on for poster content only, then later for the presentation as well. Students can be given a topic list, an example poster, the grading rubric and a proscribed feedback mechanism i. The clear timeline and implementation strategies help the students to be successful in pushing their understanding of the course material.

Annotated research bibliography with introduction. Rather than ask students to write a research paper, ask them instead to compile a bibliography on a problem or question. In essence they do everything but write the paper. They must read the works, evaluate their accuracy and helpfulness, and provide an explanatory introduction to the bibliography. Each entry contains an explanatory and/or evaluative paragraph. Students can also compare the relative usefulness of sources, authors' points of view, biases, and so on.

Fact Sheet. A fact sheet would be intended to be distributed to the public in relevant places. A fact sheet can deal with health issues (smoking, HIV, etc.); other applications might be in economics or sociology (school board budgets or trends in enrollment), history or political science (fact sheet on the 1960 Presidential Election), engineering (fact sheet on the new Bay Bridge). Students must learn to search the relevant databases for the discipline, evaluate material, and present it in a concise, readable way.

Reflective paper. If the class is experiential in nature (e.g., student teaching, performance), ask the students to write a reflective paper/critique of their experience. The key here is to make them tie this to theory or themes in the course so that it doesn't become an effusion of personal feeling. Even in non-experiential/performance courses, a reflective paper can be very useful. Some classes ask students to add a reflection to a term paper.

Infographic. A visual information overview commonly seen online, these require students to organize and summarize information in a way that makes sense on quick review. Web-based platforms like Venngage and Canva contain design templates and tools to facilitate creation.

Op-Ed piece for a newspaper. The Op-Ed piece is a "real world" exercise that requires not only a thorough understanding of both sides of an issue, but an ability to understand the audience.



Historical trial. These of course are not new, but are not often used in colleges—although they seem ideally suited, because the preparation can be demanding.

Student-proposed project. Students, at a predetermined point in the class and with specific conditions tied to it to ensure it will represent their learning as related to the course goals, may have the option of suggesting a course project that they would like to undertake.

Multimedia discussion board. Students post an original thread using video, voiced-over PowerPoint, VoiceThread, or some predetermined presentation format. Peers reply with questions, comments, and feedback asynchronously. Depending on class size, the peer feedback can be incorporated into the presentation grade as part of formal peer review using a rubric. In contrast, peer feedback can also be ungraded or participation points. Presentations can incorporate research, textbook, community-based application/problems, quality improvement projects and/or other key elements of the course.

Advantages: Engages students in writing to learn, develops essential organization and communication skills

Challenges: Managing grading-having components of assignment due over a few weeks instead of all at once distributes grading and increases quality of final product, consider incorporating peer feedback opportunities, consider Peerceptiv

Journaling or Self Reflection

Encouraging students to reflect on their learning helps them identify questions and track their progress. The type of reflection questions posed differentiate between conventional and alternative for this approach. Are the questions focused more on their knowledge of facts and information or are they probing how they are able to apply the knowledge acquired?

Examples & Resources:

- DEAL structure (Describe, Examine the experience, Articulate Learning)
<https://drive.google.com/file/d/1UvtGhQCPvOclSZ0EIJNjTfjnNyCz36N0/view?usp=sharing>
- Bank of 35 self-reflection questions: <https://www.edunators.com/becoming-the-edunator/step-6-self-care-reflection-for-learning/35-questions-for-student-reflection>
- Course Journaling <https://www.insidehighered.com/advice/2019/06/25/how-teach-more-effectively-through-course-journals-opinion>
- Power of self-reflection (NILOA): https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/Habits_Of_Reflection.pdf



Assessing reflection:

- Create and share a rubric (examples - AACU - <https://www.aacu.org/value-rubrics>)
- Reflection may be assessed by self or peers – also using a rubric
- For low-stakes use of journaling – consider using a 3 point scale: 0: did not submit or low effort, 1: submitted and meets criteria, 2: submitted and goes above criteria

Advantages: Engages students in reflecting on their learning, provides evidence of their learning, opportunity for creativity and problem-solving, applicable across disciplines.

Challenges: Grading time may be prohibitive in large sections - consider spot grading for content to inform general feedback to the class while awarding completion points to all students who submit.

Laboratory Reports

If lab research, including data collection, has been paused a video of the lab and/or data may be provided for the lab report. Students can be asked to:

- Develop and expand hypothesis/hypotheses)
- Identify supporting literature
- Discuss methodological approach. Potential to compare and contrast on why the methodological approach was ultimately selected.
- Analyze a provided data set (if proper analysis equipment is available)
- Identify and/or use a relevant secondary or open data source

Incorporate Peer Review: Make this an opportunity for students to submit abstract or shorter reports and be blind peer-reviewed, mimicking the process and communication of journal submission. Instructor could serve as 'journal editor.' Provide a rubric to focus their efforts on elements of the assignment critical to their learning. (additional information on peer review available on page 15 of this document)

Advantages: Continues student engagement with key practices and skills, potential group assignment.

Challenges: Managing grading load - consider having some activities as group assignments.



Essay Sprints / One-Minute Essays

These short writing activities typically last for around one minute and have students answer a question, respond to a series of questions, or provide feedback on a specific part of the day's lecture content and/or activities. They are usually done at the end of a segment of a lecture segment, activity conclusion, or class period. The goal of the activities is to require students to organize their thinking, analyze and apply what they have learned, and synthesize an integrated response at an appropriate level. (see Bloom's Taxonomy for more on levels of learning)

Examples & Resources:

<https://www.rochester.edu/college/cetl/faculty/one-minute-paper.html>

<https://provost.tufts.edu/celt/files/MinutePaper.pdf>

Advantages: Engages students in reflection and writing to learn.

Challenges: Managing grading load - consider pairing with peer review process which can also increase learning.

Peer Review

Peer review allows students to learn from each other with the direction of the instructor via a rubric. Think of it as an intellectual apprenticeship model. It encourages preparation, requires participation, informs reflection, and increases accountability. Designing an activity for peer review includes:

- Instruction specific to the knowledge and skills that will be assessed
- Definition of student role and responsibilities in peer feedback interactions
- Creation of a rubric by the instructor that guides students through the thought and feedback process on demonstration of knowledge/skills and interactions with peers

Provide a rubric for peer review that clearly describes focus areas for reviewers.

- What are the key elements in the paper, presentation, problem, project, etc. that determine the level of mastery demonstrated by the student doing the work?
- What are the key benefits reviewers need to take away from the process of reflection and review?



The addition of a peer review component to alternative/authentic assessments is an effective approach to enhance the learning experience and help instructors manage grading load.

Resources:

- [Peerceptiv](#) is a platform that supports peer review
- <http://www.lrdc.pitt.edu/schunn/research/peers.html>
- <https://www.asanet.org/sites/default/files/savvy/journals/TS/Jul15TSFeature.pdf>

Advantages: Allows students to compare their thinking with that of peers, encourages reflection on learning, creates an additional set of data for evaluation of mastery.

Challenges: Requires management through creation of rubric and articulation of roles/responsibilities to manage process.

ePortfolio

EPortfolios are best known as collections of artifacts from a semester or an entire program demonstrating student learning progress. A shorter “micro” ePortfolio focused on specific student learning outcomes can be used for assessment over a portion of the course.

Student e-portfolios: These are most often collections of written work, but could also include computer programs, drawings, video tapes, problem solving, or other collections of class assignments. Because portfolios contain a collection of student work, they often provide a more accurate picture of a student’s achievement than a single test or project could.

Annotated portfolio of work throughout the term: Students compile their best or representative work from the term, write a critical introduction to the portfolio and a brief introduction to each piece.

Resources:

- Developing an ePortfolio - <https://drive.google.com/file/d/1QsYlqcykIHhVi4hxZcTLuDmuXIFAlcM/view?usp=sharing>

Advantages: Students and instructors can track development of proficiency over time can include peer review component.

Challenges: Identifying format of platform for storing and displaying work online. Consider if display option needs to be sustainable and accessible to potential employers



Concept maps

Concept maps are a versatile tool that students can use in small groups, individually, as part of an ungraded class activity, or as part of a graded assignment. They are visual tools that encourage students to brainstorm, to connect concepts and content, and to analyze and apply the material they are learning in the course as a whole. Reflections on learning can be done as concept maps. Concept maps can also be used in partial notes for students to complete while viewing micro lectures, reading, or participating in class session.

Resources:

- <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/concept-mapping-tools>
- <https://www.mindmeister.com/>
- <https://cmap.ihmc.us/>

Advantages: Encourages learners to think visually and verbally about how concepts are related, some instructors report they can be assessed for grading quickly, can include peer review component.

Challenges: Requires that students use an online platform to create or draw by hand and submit a photo.

Video Projects, Digital Storytelling, Story Mapping, TED-style Talks, or Podcasts

Video Projects: just as instructors can, students can also use Zoom to record themselves presenting asynchronously to then share with the class or with the instructor using a predetermined submission process. It is a good idea to provide students with a video time limit, as well as other video expectations, when introducing the task. Ideas for video project prompts (also see ideas in the Academic Integrity section of Keep Teaching):

- Have students explain a common disciplinary misconception
- Have students teach a concept
- Have students work a problem and explain the steps they used
- Have students reply to an instructor-provided prompt

Digital storytelling: See links in bullet points below for details.

- What is a digital story and how does one get started?



- Step-by-step [tips for creating a digital story](#)
- Storytelling can be done easily in [PowerPoint](#)

Story Mapping: A [story map](#) is more than just a map, quick social media post, or great photo. It's a way to reflect and communicate in an organized, detailed, and most importantly, a professional manner on a project.

- Templates: <https://storymaps.arcgis.com/en/app-list/>
- Example: <https://pow.maps.arcgis.com/apps/Cascade/index.html?appid=e3f58c2ca0dd4d389114f454536437c3>
- Tutorials:
 - <https://www.youtube.com/watch?v=Fi63TOP7Vxo>
 - <https://storymaps.arcgis.com/stories/cea22a609a1d4cccb8d54c650b595bc4>

Podcasts: See link below for resources students can use to create podcasts.

- <https://www.npr.org/2020/02/21/807372536/a-studio-at-your-fingertips-5-apps-teachers-are-using-to-make-student-podcasts>

Vlogging: See link below for how vlogging can help students learn.

- <https://topr.online.ucf.edu/using-learner-created-videos-for-student-engagement-in-a-flipped-classroom/>

Advantages: Creative approach, allows students to develop valuable skills, can include peer review component.

Challenges: Comfort level with technology, managing grading load for large sections.

References:

- University of Minnesota, Center for Educational Innovation
<https://cei.umn.edu/support-services/tutorials/integrated-aligned-course-design-course-design-resources/alternative>
- Ryerson University, Teaching & Learning Office
<https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/assessment/alternative-assessments.pdf>
- Indiana University Bloomington, Center for Innovative Teaching and Learning
<https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/index.html>
- University of California, Berkeley, Center for Teaching & Learning
<https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing>
- Rutgers School of Arts & Sciences, Office of Undergraduate Education





<https://sasoue.rutgers.edu/teaching-learning/remote-exams-assessment#10-alternatives-to-exams>

This document includes material from Appendix A of the Alternate Assessment Taskforce Report, TAMU, Summer 2020 which including the following references:

- University of California, Berkeley, Center for Teaching & Learning
<https://teaching.berkeley.edu/resources/improve/alternatives-traditional-testing>
- University of Minnesota, Center for Educational Innovation
<https://cei.umn.edu/node/856>
- University of Indiana Bloomington, Center for Innovative Teaching and Learning
<https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/index.html>

