Criteria for analyzing remote assessment methods + a few tips and precautions

Possible remote assessment methods	Estimated teacher workload	Estimated exam time	Estimated grading time	Simplicity of teacher set-up time	Simplicity for Students	Level of modification compared to initial assessment methods	Reliability of the method	*Advice and precautions*
Add a request for a "Declaration of Academic Integrity" to my individual examination in limited time (standard certificate for Grenoble INP)	Very low : add a document to be returned and signed.	None: if the students have anticipated the drafting of the attestation on honour.	Very low: check that each student has completed and submitted his or her "Declaration of Academic Integrity"	Very easy: just add the request for "Declaration of Academic Integrity" in the documents.	Easy: no need for a PC, the "Declaration of Academic Integrity" can be drafted digitally or on paper and then transformed into an image or PDF.	None	Risk of plagiarism and possible identity theft may be limited: students should be well informed about their responsibility and the consequences in case of plagiarism.	*Ask for the "Declaration of Academic Integrity" to be filled out in advance with information in order to free the student from this constraint during the exam. Transmit clear instructions in advance about intellectual integrity and set an example by systematically citing one's sources.*
Add an oral assessment to make sure the student did the work (10' / student)	Medium : instructions, planning and time must be included in the diary.	Medium to high: count 10'/student, 5 students /h with a regular break and margins. This work can be spread over the teaching team.	Low: you need to have designed an assessment grid; assessment is done according to the criteria during the interview..	Easy: know how to use remote conferencing software (Zoom, Discord, Skype ...) or do it by phone.	Easy: using dedicated conferencing software or via phone.	None or Medium: Provide a criteria-based assessment grid to be more objective and if there are several correctors.	Very reliable: in addition to seeing the student, possibility to request specific information such as student card number, date of birth ...	*Check that each student has a sufficient connection and is familiar with the conferencing software. Arrange for telephone calls if necessary.*
Add a quiz on course concepts	High: building Quizzes takes a lot of time, which can be profitable if there is a large number of students; make sure that all students will be able to connect easily to the platform; send clear instructions well in advance.	Low: activate the quizzes and check that everyone has access to them.	Low: results are obtained directly.	Complex: checking pedagogical alignment, ensuring that this is not the only means used for all courses, mastering Chamilo's MCQ tool and building MCQs that effectively assess the targeted learning objectives.	Medium to high: requires a PC and a connection to Chamilo for all students.	Low to High: Sometimes examination conditions and questions need to be reviewed.	Risk of cheating and identity theft: cheating especially if the questions are too simple (knowledge check type), identity theft difficult to control.	*Build MCQs that respect the writing rules and that effectively verify the targeted learning (contact PerForm for more information). Trouble-shooting: - Avoid shortening the exam time under the pretext of reducing the risk of cheating, otherwise you will assess the students' stress management instead. - Avoid complex formulations under the pretext of reducing the risk of chance, otherwise you will assess the mastery of the French language instead.*
Replace the written exam with a 15' oral exam per student with the following question: "What grade do you think you will earn on this course in relation to each of the pedagogical objectives?	Low to medium: prepare students for this type of assessment and prepare themselves on follow-up questions to guide them in this new exercise of awareness and argumentation on their learning.	Medium to high: count 15'/student, 3 students /h with a regular break and margins (Oral time is equivalent to the time it takes to correct a written assignment). This work can be distributed among the teaching staff.	Low: you need to have designed an assessment grid; assessment is done according to the criteria during the interview..	Easy: know how to use remote conferencing software (Zoom, Discord, Skype ...) or do it by phone.	Easy: using dedicated conferencing software or via phone. Medium to high: new exercise in analysing one's own learning.	High: change in examination conditions and type of question asked (very complex).	Very reliable: analysing one's own learning is very personal.	*Prepare the students as much as possible for this new modality: teach them to become aware of and verbalize their learning and analyze it. (why, how, other options, ...?).*
Replace the individual written exam by a collective project/ assignment to be carried out over several weeks requiring the mastery of the different notions studied and to be hnded in via a platform at a designated time.	Medium to high: depending on the material it is sometimes easy to construct a more complex subject but it can be time-consuming in some cases. Accompany students who have little access to collaborative tools from a distance and/or are not used to group work.	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Fewer assignments to correct but each report can be longer to grade than an examination paper.	Easy: create a homework folder (e.g. in Chamilo), and communicate the instructions to the students.	Medium to high: the exercise will be more complex but many students will solve it. Depends on the students' ability to work in groups and their access to remote collaboration tools.	Medium: change in the level of complexity of the exam. Provide a criteria-based assessment grid to be more objective (especially if there are several markers).	Risk of "stowaways": in group work, some students may not invest time in this task. A more individual moment may help to overcome this concern.	*Depending on the grading stakes: possibly provide for a collective defence with individual questions or individual questioning on this assignment ('5 per student is sufficient). Check that the students have the skills and tools to work in groups at a distance.*
Ask each student to construct an examination topic that will allow them to check that a learner has assimilated certain key points of the course, either those listed beforehand by the teacher, or those left to the appreciation of each student, who must therefore focus on those he or she considers most important (the second option being much more difficult for students).	Low: especially if the main learning objectives of each course have been clearly explained. It is then enough to explain the instructions for this assignment. If this is not the case, the learning objectives must be explained first.	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Probably equivalent to a written exam.	Easy: create homework folder (e.g. in Chamilo), and communicate the instructions to the students.	High: requires hindsight and is a complex task to which they are probably not accustomed.	Medium: change the level of complexity of the exam. Provide a criteria-based evaluation grid to be more objective and if there are several correctors.	Very robust: a student able to do this will most likely have learned the essential points of the course very well.	*Check that the students are sufficiently comfortable with this modality and give clear instructions on the personal aspect of the production.*
Ask for an individual summary from each student which answers the following question: "What do you personally retain from the course and why ?".	Medium: plan adapted assessment criteria well in advance and communicate them to the students; prepare the students for this type of assessment (new awareness exercise and argumentation on their learning).	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Probably equivalent to a written exam.	Easy: plan the instructions to be sent well in advance to the students.	Medium to high: new exercise in analysing one's own learning.	High: change in examination conditions and type of question asked (very complex).	Very reliable: analysing one's own learning is very personal.	*Prepare the students as much as possible for this new modality: teach them to become aware of and verbalize their learning, to analyze it. (why, how, other options, ...?).*
Ask the students to make a synthesis of the course, log of lecture notes, to produce a mind map, a poster, ...	Medium: plan appropriate assessment criteria well in advance and communicate them to the students.	Low: collect the production on a dedicated platform (e.g. Chamilo).	Medium: Probably equivalent to a written exam.	Easy: plan the instructions to be sent well in advance to the students.	Low to medium: depending on the novelty of the exercise.	Medium: according to originally-planned examination conditions.	Reliable: personal production, fairly complex level; possibility of checking for plagiarism (e.g. Compilatio).	*Check that the students are sufficiently comfortable with this modality and give clear instructions on the personal aspect of the production.*