

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	robustesse de la solution	Conseils et précautions
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	Risque de plagiat et d'usurpation d'identité possiblement limités : bien informer les étudiants sur leur responsabilité et les conséquences en cas de plagiat.	<i>Demander de remplir l'attestation à l'avance avec des informations afin de libérer l'étudiant de cette contrainte lors de l'examen. Transmettre à l'avance des consignes claires sur l'intégrité intellectuelle et montrer soi-même l'exemple en citant systématiquement ses sources.</i>
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.	Très robuste : en plus de voir l'étudiant, possibilité de demander une information spécifique comme le numéro de carte d'étudiant, la date de naissance ...	<i>Vérifier que chaque étudiant a une connexion suffisante et connaît le logiciel de conférence. Prévoir des modalités par téléphone le cas échéant.</i>
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 modalities and questions need to be reviewed.	Risque de triche et d'usurpation d'identité : triche surtout si les questions sont trop simples (de type contrôle de connaissance), usurpation d'identité difficile à contrôler.	<i>Construire des QCM qui respectent les règles de rédaction et qui vérifient effectivement les apprentissages visés (contacter PerForm pour plus d'information). Éviter de raccourcir le temps sous prétexte de réduire le risque de triche, sinon évaluation de la gestion du stress des étudiants. Éviter les formulations complexes sous prétexte de réduire le risque de hasard, sinon évaluation de la maîtrise de la langue française.</i>
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 modalities and type of question asked (very complex).	Très robuste : analyser ses propres apprentissages est très personnel.	<i>Préparer un maximum les étudiants à cette nouvelle modalité : leur apprendre à prendre conscience et verbaliser leurs apprentissages, à les analyser (pourquoi, comment, possible autrement, ...?).</i>
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 handed 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).	Risque de "passagers clandestins" : dans les travaux collectifs, certains étudiants peuvent ne pas investir de temps dans cette tâche. Un moment plus individuel peut permettre de palier à ce souci.	<i>Suivant l'enjeu de la notation : prévoir éventuellement une soutenance collective avec des questions individuelles ou des questionnements individuels sur ce travail (5' par étudiant suffisent). Vérifier que les étudiants disposent des compétences et outils pour travailler en groupe à distance.</i>
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.	Très robuste : un étudiant capable de faire cela aura très vraisemblablement très bien appris les points essentiels du cours.	<i>Vérifier que les étudiants sont suffisamment à l'aise avec cette modalité et transmettre des consignes claires sur l'aspect personnel de la production.</i>
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 modalities and type of question asked (very complex).	Très robuste : analyser ses propres apprentissages est très personnel.	<i>Préparer un maximum les étudiants à cette nouvelle modalité : leur apprendre à prendre conscience et verbaliser leurs apprentissages, à les analyser (pourquoi, comment, possible autrement, ...?).</i>
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.	Moyen : selon les modalités initialement prévues.	Robuste : production personnelle, de niveau assez complexe; possibilité de vérifier le plagiat (par ex. Compilatio).	<i>Vérifier que les étudiants sont suffisamment à l'aise avec cette modalité et transmettre des consignes claires sur l'aspect personnel de la production.</i>