



Assessing Group Work in a Socially Distanced Classroom Setting

Group assessment can serve as a viable alternative to traditional individualized assessment and foster a more flexible learning environment for students that cannot be regularly present in class.

Formative, informal assessments through active group assignments has quickly become one of the more effective ways to improve student interaction and participation in a socially distanced learning environment.

Students benefit from the additional peer support, consistency, and accountability that group assessments can provide. If administered correctly, in-class group assessments are not only an efficient learning tool, but also safe, interactive, and meaningful. Students can still be physically (and safely) grouped together in a socially distanced classroom, provided precautionary guidelines are followed.

To implement socially distanced group assessment effectively, instructors should:

- **Regularly utilize online formats** (e.g. Canvas or Google docs) during group assessments, even in the classroom. Online formats not only assist instructors with organizing students into groups, but also with instruction and assessment feedback.
- **Monitor and moderate group activity** through regular check-ins to ensure students are staying on target, frequent formative assessment [using appropriate and usable rubrics](#) to provide quick and practical feedback, and large group Q&A sessions to understand common misconceptions and address lingering questions.
- **Assign groups** at the beginning of the course and maintained throughout the semester. This will promote accountability with assignment or assessment deadlines as well as building team support and chemistry.
- **Frequently interact** with the students before, during, and after the group assessment by giving them guidance and feedback.

Some examples of active group work assignments that can be utilized as formative assessments include:

- Discussions or Debates
- Problem Solving Scenarios or Case Studies
- Annotate a diagrams/images as groups
- Skill demonstration within groups (e.g. leading group, interviewing, active listening)
- Defining a key term/concept



Group Assessments: From Beginning to End

It is advisable to utilize rubrics as a guide for the implementation of the group assessments. Before the assessment, instructors should clearly state and explain the criteria of the rubric to the students, especially in terms of what encompasses adequate group participation.

During the assessment, instructors and students should give feedback regarding areas of success and improvement for each group and student. After the assessment process is complete, the instructor should use feedback from the assessments and student input to decide on instructional or curricular modifications for future classes and similar assignments.

The following provides a comprehensive list of online links regarding rubrics, feedback, and strategies for instructional or curricular modifications after group assessment:

Rubrics for In-Class Group Assessments

- [Discussion or Debates](#)
- Problem Solving Scenarios or Case Studies
 - [Problem Solving](#)
 - [Case Studies](#)
- Annotate Diagrams/Images as Groups
 - [Labeling Diagram](#)
 - [Science Diagram](#)
 - [Engineering](#)
- Skill Demonstration Within Groups (e.g. leading group, interviewing, active listening)
 - [Team Work Skills](#)
 - [Group Work](#)
 - [How to Evaluate It](#)
 - [Group Leader](#)
 - [Group Presentation](#)
- Defining a Key Term/Concept
 - [Concept](#)
 - [Term](#)



Feedback after Assessment *(some forms included)*

- [Group Feedback](#)
 - [Group Projects](#)
 - [Group Work](#)
 - Small Groups
 - [Small Group Feedback](#)
 - [Small Group Analysis](#)
- Peer Feedback
 - [Successful Peer Reviews](#)
 - [Peer Evaluations](#)
- Peer & Self Feedback
 - [Self & Peer Evaluation](#)
 - [Peer Evaluation Form for Group Work](#)
 - [Peer Evaluations of Group Work](#)

Instructional/Curriculum Adjustments after Formative Group Assessment

- [Immediate Instructional Adjustment](#)
- [Curriculum](#)
- [Applying Formative Assessment](#) (Instructional Adjustments and Classroom Climate)

For more assessment teaching resources, please refer to our [Assessment Resources](#).
Questions? Email tli@utk.edu.
