

How Should I Approach Assessment?

Version 2

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When students sign up for a course or section in “Flexible” mode, they have the assurance of participating in their choice of modes. **Wherever possible, this flexibility should extend to course assessments.** This is in keeping with the spirit behind the hybrid-flexible course model: to provide flexibility for students in our busy, modern world to learn and to demonstrate their learning in the mode of their choice among equivalent alternatives developed by their instructor.

- In the Flexible Environment, assessments that work best are typically task-based, [authentic assessments](#).
- Single, high stakes assessments should be reconsidered in favour of more frequent, lower stakes assessments which allow for students to progressively build knowledge and check on their developing understanding. Such assessments also allow for faculty to check in with students who are at risk.
- Strict, time-limited assessments should be reconsidered in favour of assessments completed over a duration of time (e.g., 3 days), making it manageable for asynchronous online students.
- Fact-based assessments should be reconsidered in favour of [authentic assessments which require students to apply knowledge](#) to a real-world problem or scenario representative of the sort of knowledge work a student would take part in when working in that industry/profession.
- If a high-stakes test or exam is required, then all attempts to make the testing conditions as accommodating, humane, and inclusive as possible should be made.
- If on-campus testing is required, students should be informed of this at the time of signing up for the class, and suitable accommodations made for those in need.