EvalCOMIX®

Getting Started Guide

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February - 2017

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How does EvalCOMIX® work?

EvalCOMIX® is a web-based programme that supports the creation and implementation of assessment tools (rubrics, grading scales, mixed instruments, etc.) and their use in assessment process both by teachers and students. It enables participative assessment methods such as self- or peer assessment to be implemented with relative ease. The EvalCOMIX® programme is currently available on a Moodle platform (Figure 1), through the API EvalCOMIX_MD®.

Figure 1. EvalCOMIX® interface on Moodle

Figure 2 presents the logical architecture and flow diagram of the possibilities offered by the EvalCOMIX® web programme and illustrates how EvalCOMIX® is a tool that allows for both the design and construction of assessment instruments as well as the implementation of a range of modes of assessment.

The results obtained from the assignments and actions of each student assessed by the assessment instruments as designed by the agent(s) concerned (teacher, student or peers) are saved in the Moodle grading book. This process does not require assessors to have any specific computer training only skills at Moodle user level.

However, for the teacher it is advisable to have an understanding and methodological knowledge of both the characteristics of the assessment instruments and the possibilities offered by different modes of assessment (E-EVALINTO Teacher Training Course materials, Theoretical Background section). To support the process EvalCOMIX® incorporates this user manual and short online tutorials where the teacher will be guided to use the tool.
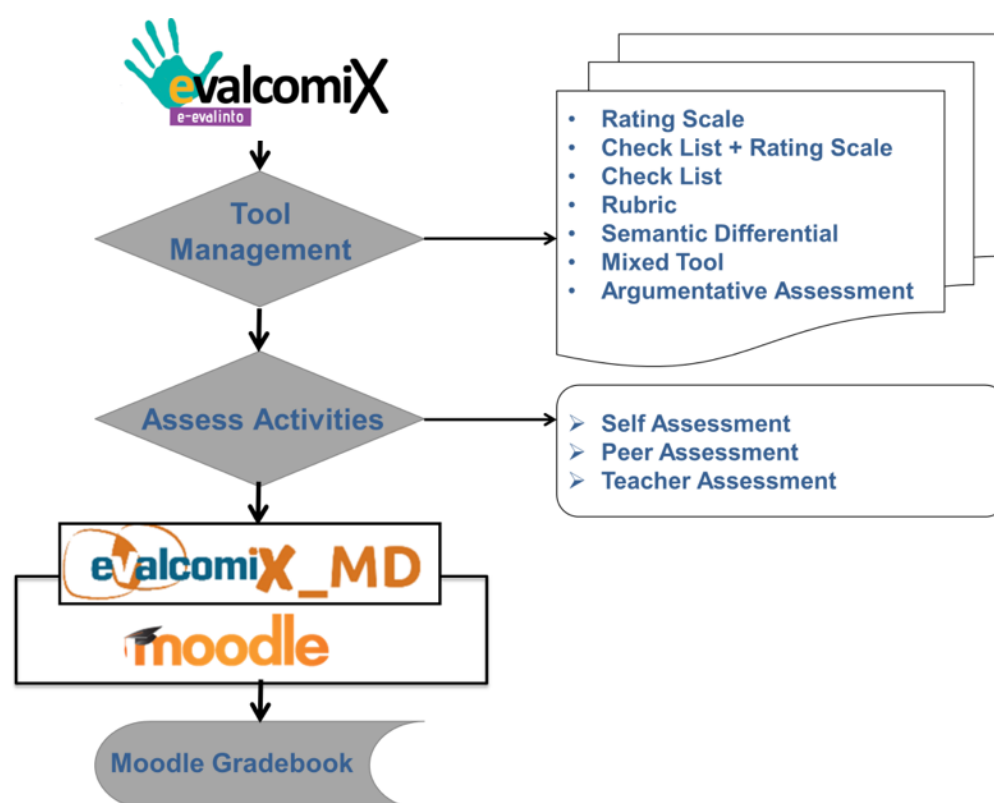
Figure 2. Logical architecture and flow diagram of the EvalCOMIX® web-based programme integrated within Moodle

Below we explain how this programme works once it is installed on a virtual campus platform and we focus on answering the following questions:

- How can effective assessment instruments be designed?
- How should the roles of assessors be assigned to teachers and students?
- How can the weighted scores of the assessments provided by EvalCOMIX® be interpreted?
- How can activities be assessed?
- How can the results of the assessments be analysed?

Designing assessment instruments

Decisions on issues such as the design of assessment instruments, specification of the criteria and the selection of participatory assessment methods are all covered within the programme. In this section we discuss how to design assessment tools using the EvalCOMIX® programme.

To design appropriate assessment instruments, it is first necessary to access the **Tool Management** section. From that screen **New Tool** is selected (Figure 3). A **list of the tools** that can be built with EvalCOMIX® is then displayed (it is possible to choose among Rating Scale, Check list + Rating Scale, Check list, Rubric, Semantic Differential, Mixed Tool, Argumentative Assessment. It is also possible to import a tool created previously).

Figure 3. Options and assessment tools provided by EvalCOMIX®

EvalCOMIX® guides the process of construction of each instrument by offering options about which decisions must be taken (Figure 4).

Note:
Before building the tools, it is preferable to plan and determine the weighting that each aspect will have within the overall assessment.

By default, EvalCOMIX® assigns a pro-rata weighting, but the percentages of all of the elements assessed (dimensions and attributes) can be changed as required. Once a new instrument has been created, it is automatically added to the full list of instruments available to tutors (Figure 5).
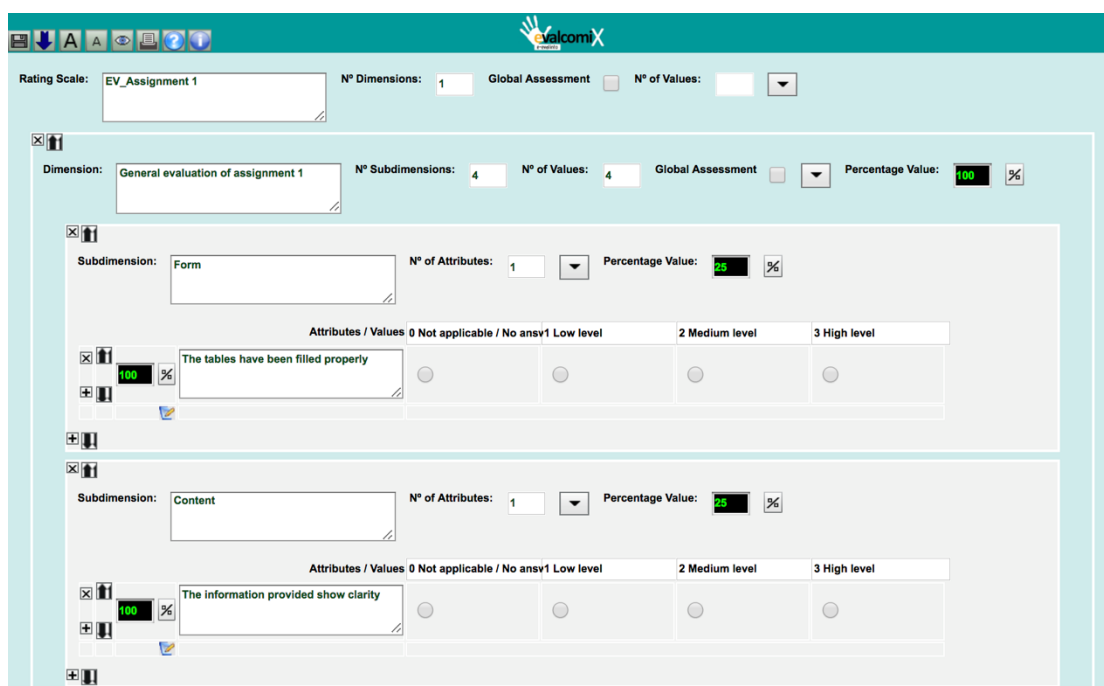
Figure 4. Interface for the construction of rating scales.

Assess Activities

Count of tools: 4

Title	Type	New Tool
EV_Assignment 1	Scale	🔍 ✏️ ✖️
EV_Assignment 2	Scale	🔍 ✏️ ✖️
EV_Assignment 3	Scale	🔍 ✏️ ✖️
EV_Assignment 4	Scale	🔍 ✏️ ✖️

Figure 5. List of assessment instruments designed by a teacher using EvalCOMIX®

Assigning the roles of assessor

One advantage of EvalCOMIX® is that the role of assessor can be undertaken by both teachers and students, through **self-assessment**, **peer assessment** and /or **teacher assessment** using some or all of the three modes of assessment. To do this each assessor is assigned the assessment tool they will use (Figure 6). The tool can be the same or different for each of the assessors. Peer assessment can be anonymous or public. Furthermore, this type of assessment can be carried out by groups or by individual students.

Example: the same oral presentation could be assessed by the student who performed the task (**self-assessment**), by classmates (**peer assessment**) and by the teacher (**teacher assessment** or **hetero-assessment**).

Figure 6. Assigning the roles for assessment and decision making

Considerations on the issue of weighting

The weighting of the grades using EvalCOMIX® is achieved by two means. Firstly, for the items in which the weighting of the evaluation tool used in each type of assessment is specified (Figure 7) and, secondly, for the assessment tools where the weighting is provided for each component and, within them, to each of the separate items, scored between a minimum of 0 and maximum of 100. The following figure shows an excerpt from a rubric in which the weighting of the two

dimensions that are assessed (format and content) are specified as well as the particular items that are being assessed.

Figure 7. Examples of weighting for each component and element in a rubric created using EvalCOMIX®

Assessing Learning Outputs and Activities

In this section we present how to assess learning outputs and activities using the EvalCOMIX® programme.

To assess a learning output it is first necessary to access the Assess Activities section (Figure 8). From that screen a list of students with all activities is showed (Figure 9).

Figure 8. Assess Activities

Figure 9. Activities that should be assessed

At this moment you should click on the orange icon and then it appears the assessment tool. After saving the grading it will change to green and you could view the complete grading at the icon lens (Figure 10).

Figure 10. Activities assessed

Analysis of results

Once the assessment process is complete (creation of instruments and assessment jointly by the teacher and students) EvalCOMIX® (Figure 11) enables both teachers and students to see all the assessments that have been completed and who has completed each of the different assessment tasks.

Figure 11. Marks shown by assessment mode and their weighting

Teachers can also get an overview of the gradings in simple diagrams, where the highest, lowest and median scores are shown. Assessment results can be analysed by student group, class and assessment mode used (Figure 12).
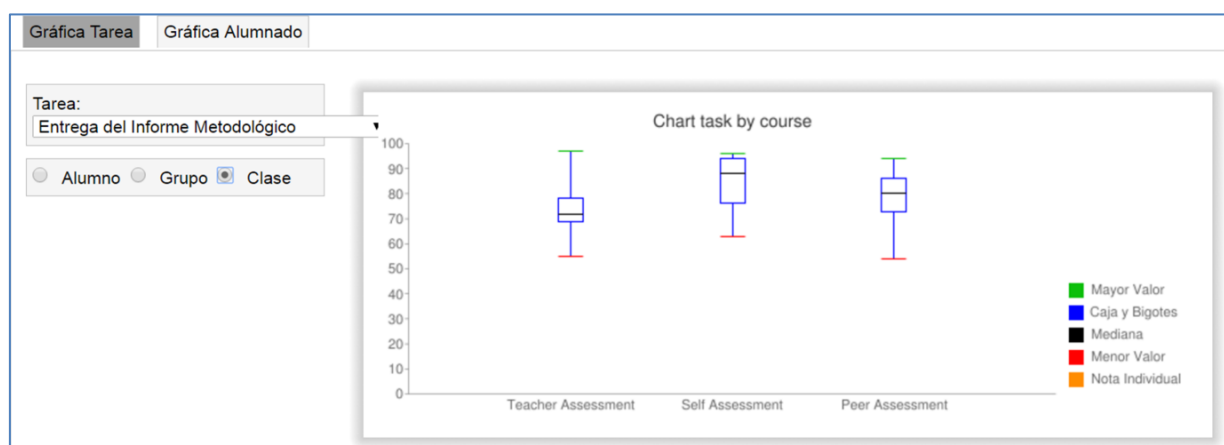

Figure 12. Grades achieved by assessment method and weighting and representation using box and whisker plots of scores on self-assessment and peer assessment of a class.