

## **A characterization of college algebra assessment during the emergency remote teaching**

On 9 January 2020, the World Health Organization (WHO) officially announced the discovery of corona virus (COVID-19). Most countries around the world have temporarily closed educational institutions to prevent the spread of the disease. As a result, education was shifted to emergency remote teaching (ERT). Teaching practices were affected by ERT and lack of knowledge of using technology. One of these practices is assessment. This study focuses on the characteristics of college algebra assessment, midterm and final tests to answer the following questions: What are the characteristics of college algebra assessment? How did those characteristics change during the ERT? What are teachers' beliefs about college algebra assessment and to what extent those beliefs match their college algebra tests? Did any changes in the characteristics remain after return to normal teaching environment? and what factors did professors consider as they altered the form and characteristics of assessment during ERT? What factors determined what changes in assessment were kept after the return to normal teaching? To answer these questions, the researcher is going to analyze midterm and final college algebra tests before, during, and after ERT, conduct online survey with college algebra instructors in Texas, and select a subset of those instructors to participate in a focus-group zoom session.