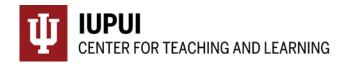**IUPUI**
CENTER FOR TEACHING AND LEARNING

Online Options for Exams and Alternate Assessments for Spring 2020

Moving to online assessment of student learning should involve making thoughtful decisions that take into account students' abilities to access course materials, their personal situations at this difficult time, and the flexibility that can be afforded to students to demonstrate their learning in various ways. Exams are an integral part of assessment in many disciplines. Transforming exams in the online context can leverage several assessment best practices that emphasize equity, transparency, and uphold academic integrity. Indiana University's Keep Teaching article on Handling Exams When Your Course Unexpectedly Moves Online and the table below provide several evidence-based and inclusive assessment options for your courses.

You can also schedule a consultation with the CTL to brainstorm ideas about how to use these strategies in the context of your specific courses.

If you are able to give an alternate assessment in place of your final exam:

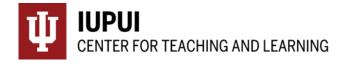| Alternate Assessment Options	Potential Impact on Student Performance and Well-Being
Low-stakes assignments These can include reflections on course learning, summary of concepts and applications, or a low-stakes essay. These assignments can be submitted and graded in Canvas using the SpeedGrader tool.	• May reduce anxiety in students since it is a low-stakes assignment. • Benefits students with prior experience writing reflections.
Open-book alternative assessments A mostly multiple choice exam could be reconfigured into a short answer online assessment or a series of quizzes instead of a comprehensive exam; a traditional exam could be changed into a graded alternative assignment such as: 　• student video presentations with responses in a discussion 　• culminating written papers 　• case studies 　• group projects 　• peer-graded assessments 　• or some combination of the above	• Open-book alternative assessments can be more equitable and may be preferred by students during times of distress. • Students may perform poorly if they have not previously completed these types of assessments for your course. • You will need to take into account student familiarity with these types of alternative assessments as well as students' access to technology (e.g., webcam) and communicate your expectations clearly.

Use strategies that are appropriate for your class size and the time and effort it would take for you to grade students' work.	
Online optional assessment or assignment All students would have the choice to • accept their current grade or • complete a final assessment or assignment for a chance to possibly improve grade. This strategy is valid in cases when most of the course learning outcomes have been assessed prior to transitioning to remote instruction.	• **For lower-performing students:** This equitable practice offers lower-performing students the opportunity to improve their final grade in the course. Students' performance could deteriorate further if the instructor chooses a closed-book or proctored exam. • **For higher-performing students:** Potential reduction in study workload if they accept current grade; opportunity to focus on classes for which they need more time to study.

If you need to preserve your final exam in its original form:

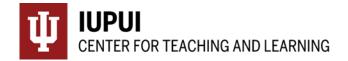| **Exam Options**	**Potential Impact on Student Performance and Well-Being**
Online, unproctored exam (i.e., open book, open notes) using Canvas Quizzes. Could use a timed exam, have a randomized question order, show one question at a time, draw from a pool of items, have students sign an honor pledge	• May increase anxiety for students if they are not familiar with the Canvas Quizzes tool. • Anxiety may be decreased since the exam is open book. • More equitable since the exam can be completed on a laptop or mobile device and does not require a webcam.
Online, proctored exam using Examity (closed book)	• Students may experience increase in anxiety due to being unfamiliar with using Examity and being recorded, resulting in poor performance on the exam. • Students without appropriate hardware such as a laptop, webcam, and/or reliable internet access will be at a disadvantage and may not be able to complete your course.

Adapted from UC Davis's Keep Teaching website.

If you are considering using the online, proctored exam option, we recommend reviewing the following table of advantages and disadvantages of proctored online exams. You can also use the checklist provided below to reflect more thoughtfully about your course, your students, and concerns you may have.

Advantages and Disadvantages of Online Proctored Exams

Advantages of Using Online Proctored Final Exams	Disadvantages of Using Online Proctored Final Exams
- May deter cheating - Exam security is perceived as higher - The exam could include more multiple-choice and short answer questions which would be easier and less time consuming to grade than some alternate forms of assessments such as reflection, projects, or essays. - Instructors can use the existing test items - Exam format is familiar to students and can lead to increased student buy-in for the test and the grades they earn	- Students may not perceive this to be fair as they did not originally enroll in a course with online proctoring. - Students may have concerns about personal privacy and/or may not have access to a private space to complete the exam. - Students may feel less trusted and have a negative response towards the course and instructor. - Students who require special accommodations may not be able to complete the exam without special modifications for proctoring. - Costs of proctoring are paid by the department or school. - Students without appropriate hardware such as a laptop, webcam, microphone, and/or reliable internet access will be at a disadvantage and may not be able to complete your course. - Automated online proctoring is not foolproof and instances of false positives are possible, as well as cases where academic misconduct may not be recorded. - There can be a steep learning curve for instructors and students when using Examity for the first time. - Students' stress levels and test anxiety may increase and therefore negatively impact their performance on this high-stakes assessment

April 7, 2020

Checklist to help you assess online proctored exams vs. alternate assessment options:

Prior to making a decision on whether or not to use online, proctored exams for your course, use the checklist below to reflect on the purpose of your course assessment, the potential challenges your students may face in this unique situation, and your concerns about using alternate assessments.

Your responses to the checklist below can help you determine

- if alternate assessments would be appropriate, more inclusive, and more equitable.
- how they can be designed and implemented to retain course rigor and academic integrity.
- what next steps you need to take identify a suitable alternate assessment.

This checklist will also serve as the starting point for your meeting with a CTL consultant to determine alternate assessment options for your course.

What types of courses are you teaching?

- ☐ One or more large classes with over 60 students
- ☐ Courses with more than one section
- ☐ Course with a common or departmental final exam

What types of learning do you want to assess in the final exam?

- ☐ Basic recall of facts and figures
- ☐ Application of theories, principles, concepts, etc.
- ☐ Math-based problem-solving
- ☐ General problem-solving involving synthesis, application, and evaluation of concepts, principles, theories, etc.

Who are your students?

- ☐ Domestic students
- ☐ International students
- ☐ Students who may be working part-time or full-time jobs
- ☐ Students who may have financial constraints
- ☐ Students who may be supporting families
- ☐ Not sure, could be a combination of above options

What technology challenges do you have?

- ☐ No or little use of Canvas and Canvas tools
- ☐ No webcam
- ☐ No microphone
- ☐ No internet or unreliable internet

What technology challenges may your students have?

- ☐ No webcam
- ☐ No microphone
- ☐ No laptop computer, access only to a smartphone or tablet
- ☐ No internet or unreliable internet
- ☐ Not sure, my students could have any or all of the above challenges

What are your concerns about alternate assessments?

- ☐ Cannot maintain academic integrity
- ☐ Grading can be time consuming
- ☐ Rewriting questions from existing question banks can be difficult and time consuming
- ☐ Challenge of developing comparable alternate assessments
- ☐ Not enough time to develop alternate assessments
- ☐ Technology barriers in terms of Canvas use
- ☐ Students may not do well if given a brand-new type of assessment
- ☐ Students might think lower-stakes assessments are just busy work
- ☐ Students performance may not directly measure their abilities or learning in the course, but may be a result of extraneous circumstances that impede their learning
- ☐ Some students may not feel that the alternate assessments are fair
- ☐ Students may not reach out during a timed assessment in case they encounter technology issues such as poor internet connection or device issues
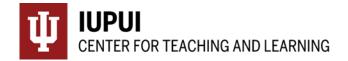
About Examity

Examity is IU's online proctoring partner that can mitigate many of the issues surrounding the administration of tests to online students at a distance. Examity offers multiple levels of service to deter cheating, provide authentication, give students live support in using online tests, and provide a complete recording of both the student and all activity on the student's computer during a proctored testing session.

It is important to understand that, due to the extremely short timeline, the costs of proctoring, and the restricted capacity of Examity, proctoring for newly transitioned online courses is a limited option. Live proctoring (where a proctor watches a test-taker in real time) is not a possibility for these courses; only Auto-proctoring Premium and Record and Review are available at this time. Both options provide a recording of the student while they work on their exam and are only available to use for final exams during the spring 2020 semester. **Please note, set-up time for either option may take 2-3 weeks.**

What is Auto-proctoring Premium?

The Auto-proctoring Premium level requires students to authenticate using an automated procedure. While taking an exam, students are recorded as usual, and software flags suspicious behaviors. After the exam is submitted, Examity's proctors review the flags and remove false positives. The final report is then sent to the faculty member. Turnaround time for this process is 24 – 48 hours.

What is Record and Review Proctoring?

Record and Review Proctoring requires students to authenticate using an automated procedure. While taking an exam, students are recorded as usual, and software flags suspicious behaviors. After the exam is submitted, an Examity proctor will review the recording for an additional fee. If the school does not want to pay the additional fee, the faculty member or someone else designated by the faculty member or school can review the recording to determine if there was any suspicious activity during the exam. Turnaround time for this process is 72+ hours.

Note, that there is no live proctor involved during the test taking process for either option.

For more information on the two options available, please see: https://kb.iu.edu/d/bfcx

Should you use Examity for your final exam?

Refer to the policies on getting approval for using Examity proctoring for your final exams.