Fall 2020 Planning Tips: Remote Assessment
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Pedagogical considerations
• consider the intent of assessment
• distinguish between formative and summative assessments
  o consider multiple, short, lower stake formative assessments
  o emphasize application/synthesis based questions for summative assessments
  o consider different types of questions
    ▪ short answer
    ▪ select all that apply
    ▪ explain your answer
    ▪ rubric graded activities
• shift focus from preventing academic dishonesty to encouraging engagement with content
• many ways to conduct a valid assessment
• no requirement to have a final exam

University Tools
• Circuit
  o peer review tool (with calibration option)
  o includes for documents, videos, etc.
  o creates peer groups (groups of 3)
  o allows for rubric use
  o exports scores
  o Teaching and Learning Technology Set-Up: tlt@purdue.edu

• Replay
  o uses game-like interface
  o focus on low stakes quizzes
  o integrates into Brightspace
  o Teaching and Learning Technology (TLT) Set-Up: tlt@purdue.edu; Howard Fooksman (hfooksma@purdue.edu)

• Qualtrics
  o survey platform
  o self-assessments, surveys, etc.
  o can view who has completed assessment without the student being linked to the assessment

• Brightspace Implementation (WL Homepage)
  o learning management platform
  o quizzes, videos, assignments, surveys
  o allows for rubric use
  o integrates with a wide variety of University tools
Discouraging academic dishonesty

- three primary concerns:
  - student collaboration
  - accessing outside resources (notes, web, etc.)
  - question integrity/security for future exams
- include an honor code statement
  - CoP Academic Integrity Guidelines
- a note on question integrity: if you have been re-using questions for paper exams in the past there is a good chance (arguably a certainty) that your questions are already compromised
  - use this as an opportunity to start to introduce new questions
- consider synchronous vs. asynchronous assessment
  - timed exams
    - tightly timed exams help mitigate all three concerns
    - add 5 minutes to “normal exam time” to account for delays
    - ideally: have set exam times
  - enable all security features
    - randomized question order, randomized distractor sequence, no backwards navigation
  - conduct exams as open note/open book
    - closed book/closed note remote exams penalize honest students
    - properly timed exams ensure that students need to study to succeed (i.e., there is not sufficient time to “look up” every answer)
    - students need to be aware of this (anecdotally some students do worse on the initial open book exams)
    - open note questions that test higher level skills simulates clinical practice
    - it is possible to allow access to stored files but not the internet, or access to both stored files and the internet
      - many students do not print their notes
  - consider multiple exam versions (particularly for asynchronous exams)
    - even minor changes to questions can have an impact
- ExamSoft Specific Considerations
  - students can access devices from the College if necessary
  - students with accommodations will automatically receive the additional time that they are permitted (e.g., for a 60 minute exam, a student receiving 150% time will automatically have a 90 minute time limit for her/his exam).
    - Please confirm with me the students in your class who receive accommodations so that we can ensure this information is up to date
  - release the exam password by BOTH email and Brightspace announcement 5 minutes prior to the scheduled start time
• students should be told that their exams should be uploaded within 15 minutes of the scheduled end time (note that this does not give them an additional 15 minutes -- exams are timed, and the system shuts down when time expires – this just adds a grace period for students who may have upload difficulties)
  o we can look at the time log for any exams submitted late to ensure that they were actually completed during the allotted time window
• release strengths and opportunities reports

Problems during exams
  o encourage students to take exams during a specific time window (e.g., a traditional 2 hour window) where support can be offered
  o instruct students to immediately power off if they experience an issue
    ▪ powering off stops the exam “clock”
  o anyone encountering a problem should email the instructor and cc me and that email should include a cell phone screen shot of their issue.
  o remind students that 99% of ExamSoft problems can be solved by rebooting.
  o for any student that experiences a problem that we can’t fix during the exam time, we can set up a customized exam for that student to complete.

Post exam reviews
  o challenging if question integrity/security is desired
  o consider class vs. remote review
    ▪ requires rationale to be entered with questions
    ▪ secure remote review where students get a short time window to review only the questions they missed
      • recommend tight timing (e.g., 15-20 minutes)
  o in-person or Webex reviews with TA’s

Summary of best practices
• start early
• consider a low stakes/practice exam prior to the first high stakes remote exam
• have exams ready for download at least 48 hours in advance, encourage students to download exams early
• enable all security settings
• have a designated time window (i.e., the usual exam time) during which support will be available
  o if allowed, synchronous exams are preferred
• open book/open note exams are preferred
  o students need to be told to study as if they were preparing for a closed note exam
  o remember that many students don’t (and in some cases, can’t) print their notes
• review post-exam statistics
  o item analyses
- category reports

Resources: Learning and Assessment Resource Page
Purdue University Innovative Learning Page
Purdue University Instructional Technology
Teaching and Learning Technology Email: tlt@purdue.edu