

Fall 2020 Planning Tips: Remote Assessment

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Pedagogical considerations

- consider the intent of assessment
- distinguish between *formative* and *summative* assessments
 - consider multiple, short, lower stake formative assessments
 - emphasize application/synthesis based questions for summative assessments
 - 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](#)
 - peer review tool (with calibration option)
 - includes for documents, videos, etc.
 - creates peer groups (groups of 3)
 - allows for rubric use
 - exports scores
 - Teaching and Learning Technology Set-Up: tlt@purdue.edu
- [Replay](#)
 - uses game-like interface
 - focus on low stakes quizzes
 - integrates into Brightspace
 - Teaching and Learning Technology (TLT) Set-Up: tlt@purdue.edu; Howard Fooksman (hfooksma@purdue.edu)
- [Qualtrics](#)
 - survey platform
 - self-assessments, surveys, etc.
 - can view who has completed assessment without the student being linked to the assessment
- [Brightspace Implementation \(WL Homepage\)](#)
 - learning management platform
 - quizzes, videos, assignments, surveys
 - allows for rubric use
 - 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
 - we can investigate irregularities

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)
 - 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

- encourage students to take exams during a specific time window (e.g., a traditional 2 hour window) where support can be offered
- instruct students to immediately power off if they experience an issue
 - powering off stops the exam “clock”
- anyone encountering a problem should email the instructor and cc me and that email should include a cell phone screen shot of their issue.
- remind students that 99% of ExamSoft problems can be solved by rebooting.
- 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

- challenging if question integrity/security is desired
- 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)
- 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
 - if allowed, synchronous exams are preferred
- open book/open note exams are preferred
 - students need to be told to study as if they were preparing for a closed note exam
 - remember that many students don’t (and in some cases, can’t) print their notes
- review post-exam statistics
 - 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