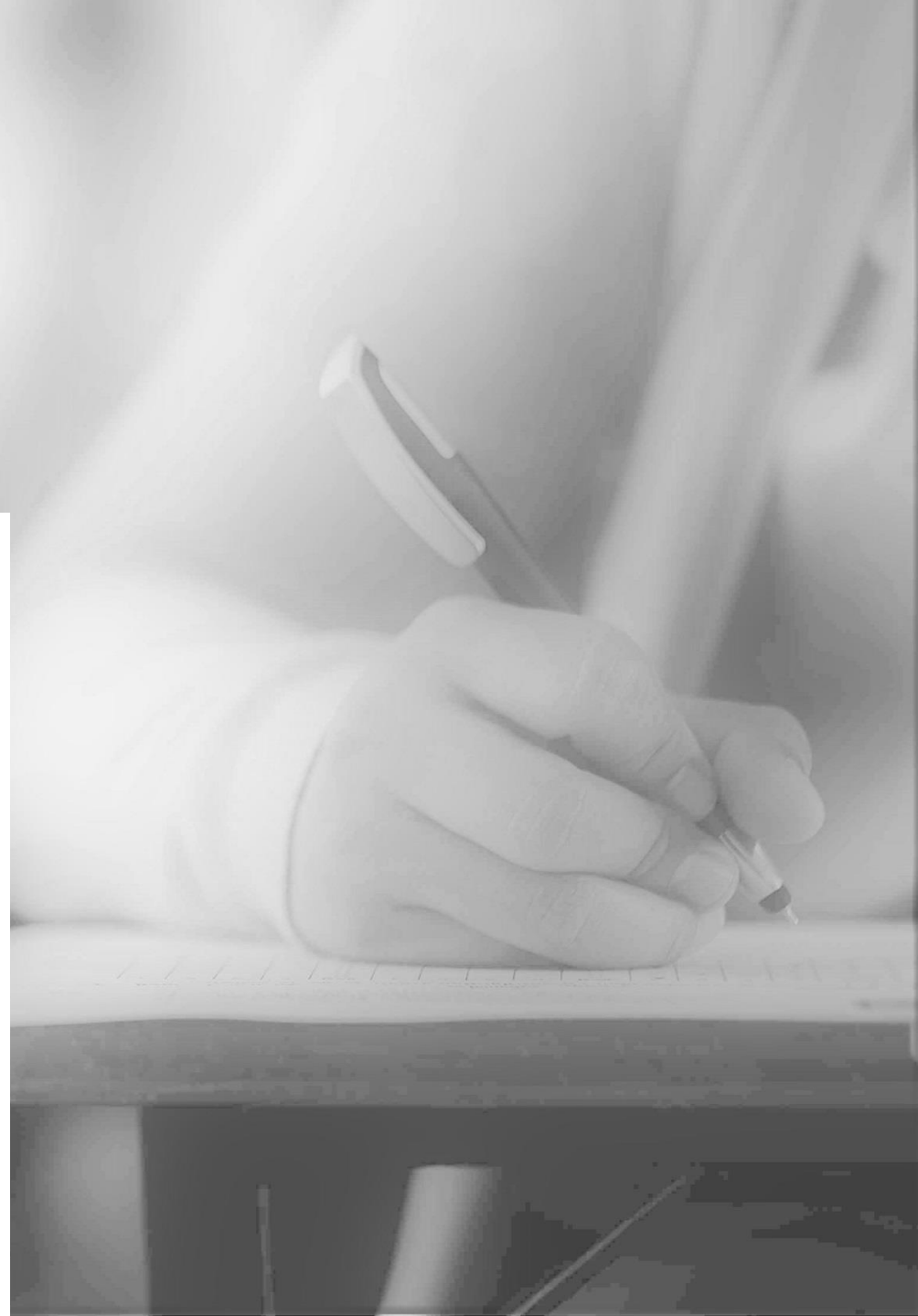




ASSESSMENT GUIDANCE & PLAN

FOR REDESIGNED ONLINE & BLENDED DELIVERY



GENERAL GUIDELINES

Components of a course that are delivered online are assessed online.

Components of a course that are delivered in-person are assessed in-person.

- Exceptions may be allowed or required
 - e.g. students are on campus for practicals and you plan to give them a test while they're scheduled to be in your class
 - e.g. external certification requires that students write in-person invigilated exams
- Exceptions require more discussion
 - Operations: Campus Director/Manager (e.g. building/room planning)
 - Curriculum: Associate Dean (e.g. program requirements)



GENERAL GUIDELINES

In-Person assessments should be given in an electronic format, where possible.

- Following AESL Guidelines
- Proper disinfection protocols for shared computers
- If paper-based assessments are used or other shared equipment is needed, follow protocols for storing and cleaning.



GENERAL GUIDELINES

Securing every assessment is not feasible and trying to do so is likely to lead to poor learning experiences for students.



External certification or regulatory body involved

Consult your Associate Dean to see if the assessment can be written online and if there are invigilation requirements.

Students requiring accommodations

As per policy SS-207. The accommodation does not have to translate to the whole class, but arrangements may have to be made for a small number of students.

Secure high-stakes tasks that contribute most to program outcomes

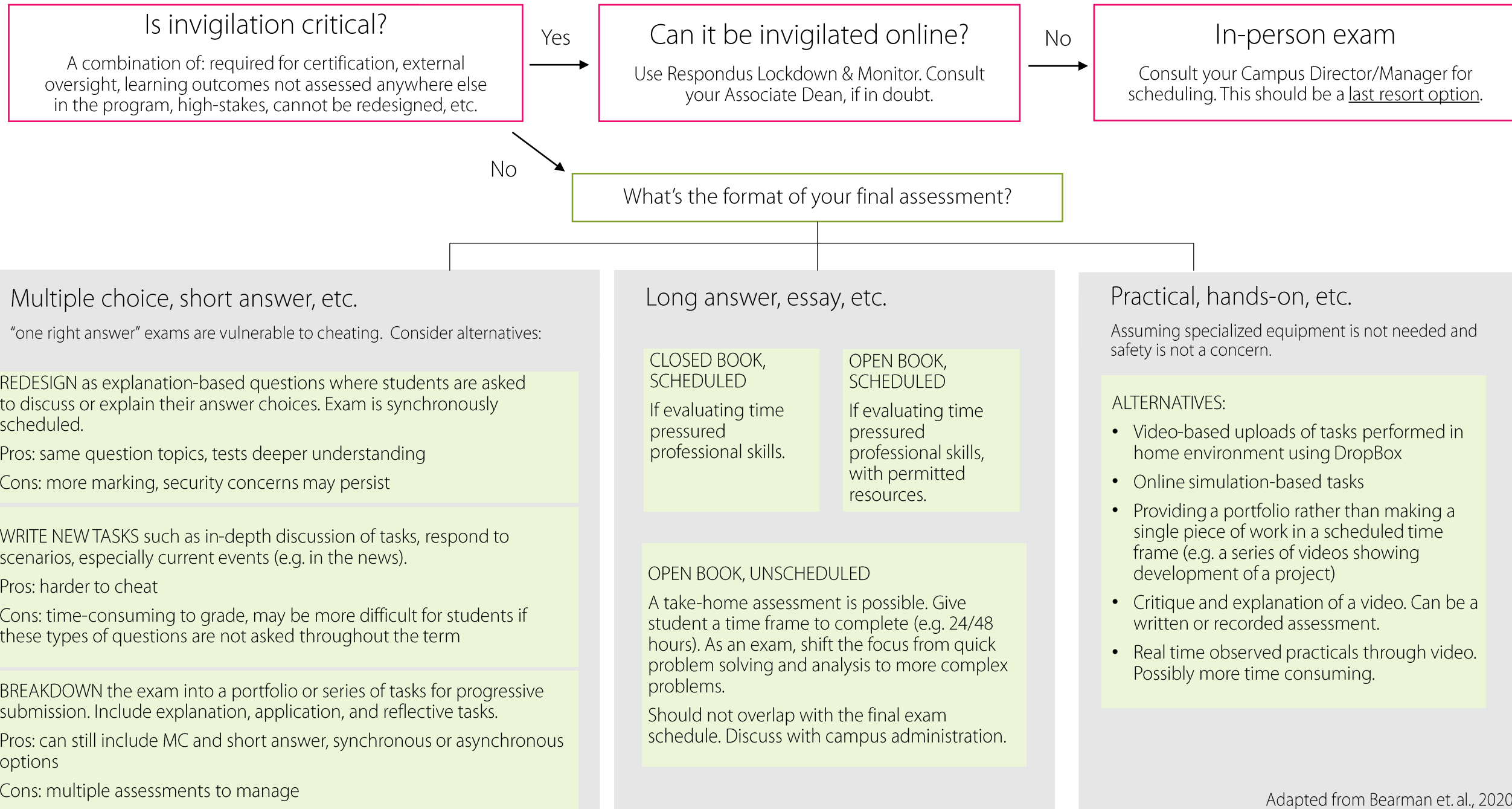
First, determine if exam redesign is possible. These assessments are usually later in the program.

Redesign your exam

Rethinking existing assessments to reflect current circumstances and best practices in assessment
See *Redesigning Exams* section.

Use the flow chart on the next page to guide your decision making

Start here:



SCHEDULING ONLINE ASSESSMENTS (test, quiz, assignment – not exam)

Pros

Cons

1. All students write the same time during the regularly scheduled synchronous session.

Likely to be the most secure with appropriate assessment design and quiz settings. Possibly better suited for higher stakes assessments.

Least flexible. May cause problems for those with technology-, health-, or care-related issues. Consider a back-up plan.

2. Students have 2-3 different time options to complete the assessment within a 24-hour period.

Somewhat flexible and potentially secure, depending on assessment design and quiz settings.

Possibly less secure. Requires appropriate assessment design and quiz settings. Possible scheduling clashes with other classes.

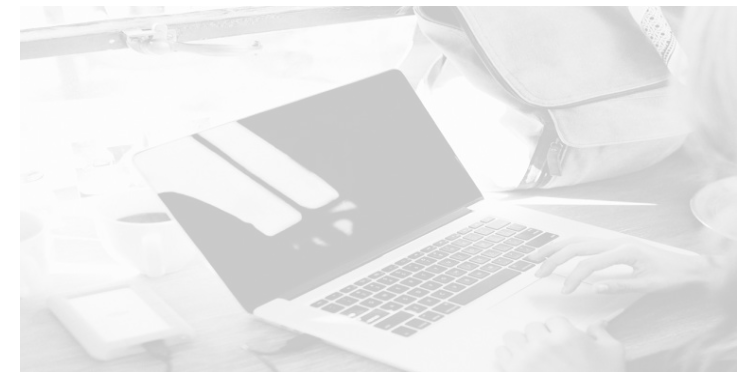
3. Students have the option to start and finish the assessment sometime in a 24-hour, but continuous period

Most flexible. Possibly better suited for lower stakes assessments.

Possibly the least secure, depending on the nature of the exam.

SCHEDULING ONLINE ASSESSMENTS (exams)

- If a final exam is planned, it must be scheduled during the final exam period.
- All final exams must start and end according to the exam schedule.



GENERAL GUIDELINES

Create and communicate your assessment plan.

- Campus Director/Manager, for building/room capacity planning purposes
- Associate Dean, for curricular guidance and information
- Students, include in your syllabus/course outline
- Get input from your colleagues
- Follow PIRS, adding more information about your assessments
- An assessment plan table may be useful:

Evaluation	Value	Date(s)	Location	Details	Requirements
Tests (3)	30%, 10% each		Online	D2L Quiz, during scheduled class time	MS Teams (webcam), D2L, calculator
Assignment (1)	15%		Online	D2L Quiz, open book, essay	2 hours needed to complete
Labs (10)	20%, 2% each		On Campus	Lab report, due end of lab	Lab PPE, calculator



GENERAL GUIDELINES

Create and communicate your assessment plan.

- Give a practice assessment to allow students to become familiar with the format and an opportunity to test their equipment.
- Provide clear instructions on how to take the assessment such as time, question type, allowed resources (e.g. text book, notes), and quiz navigation settings
- Include integrity related rules at the beginning of the assessment, such as:

The test is to be completed individually. You may not discuss or share information about questions or potential answers with anyone. Report concerns to your instructor.

- Add a flexibility clause to your assessment plan, such as:

Students who encounter technology-related, health-related, or care-related challenges should advise their instructor as soon as possible to discuss new time frames.





ONLINE ASSESSMENT DESIGN

Set-up and submitted in D2L Quizzes and/or DropBox.

- Many tools for informal and low stakes testing. Consider their integrity.
e.g. Quizlet is ok for a few percent points, but not for a higher value test; publisher resources are usually of quality, but may not provide suitable exam security
- Approval from Associate Dean required for use of other platforms for higher value assessments (e.g. midterm, final, etc.). Ask them for guidance, if in doubt.
- Discourage use of email to submit assignments. Make use of D2L's DropBox features.

Designed to be completed in the duration of the class or exam time plus a buffer

- Consider slightly shorter assessments to allow a buffer for technology issues.
e.g. design a 50-minute test to be completed in 30-35 minutes; design a 3-hour final exam to be completed in 2-2.5 hours.

A top-down view of a desk with a laptop, a pen, and a notebook. The laptop is on the left, with a white charging cable plugged into it. A pen is on the right, and a notebook is in the background.

Online Proctoring – Respondus Monitoring

The use of monitoring software is not recommended as *the* solution to online security.

- Not well suited for certain courses
- Doesn't work well with assistive technologies
- Requires significant time investment to review
- Invasion of privacy and digital rights
- Subtle cheating can be difficult to detect and even harder to prove

Rethinking assessment should be the focus.

Certain situations, however, may require it.

A top-down view of a desk with a laptop, a pen, and a notebook. The laptop is on the left, with a white charging cable plugged into it. A pen is on the right, and a notebook is in the background. The text is overlaid on a white rectangular area on the right side of the image.

Online Proctoring– Respondus Monitoring

College-wide licensing implemented and training planned for Respondus Lockdown & Monitor

Respondus Monitor, *may* be an effective tool to use to tackle the issues of exam security.

e.g. high-stakes assessments like midterms and final exams.

Respondus Lockdown without Monitor does not have the same impact. Outside of proctored settings only prevents people who don't have another device from cheating.

A top-down view of a desk with a laptop, a pen, and a striped ball. The laptop is on the left, the pen is on the right, and the striped ball is on the left. A white cable is plugged into the laptop. The desk is light-colored wood.

Alternative to Online Proctoring

MS Teams

- Not designed to be used as a proctoring tool
- Can be used to view up to 49 participants during a synchronous class
- Allows instructor to be available for students during the test and to generally oversee the session.
- Instructor presence *may* discourage cheating.

Academic Integrity & Assessment Design

Be open and clear with students about design decisions.

“I will be giving more quizzes this semester than I normally do. This is to reduce the weight of each assessment and pressure to perform. Students under pressure sometimes make poor decisions when it comes to cheating and I don’t want that to happen to you.

“Test questions are randomly generated and randomly ordered. Trying to coordinate answers with your classmates will cost you a lot of your test time.”

“I will give choice in the questions I ask. Choosing your own questions allows you to show me your best work and you can feel more confident about doing so honestly, and that’s what I want.”

“I am giving you more information about the questions in advance, so you can better prepare. Students show more honesty in their work when there are less uncertainties about the questions, and that’s what I want.”

“I designed this test expecting you will access your course materials. You will not receive full credit for answers that are simply copied from your materials.”





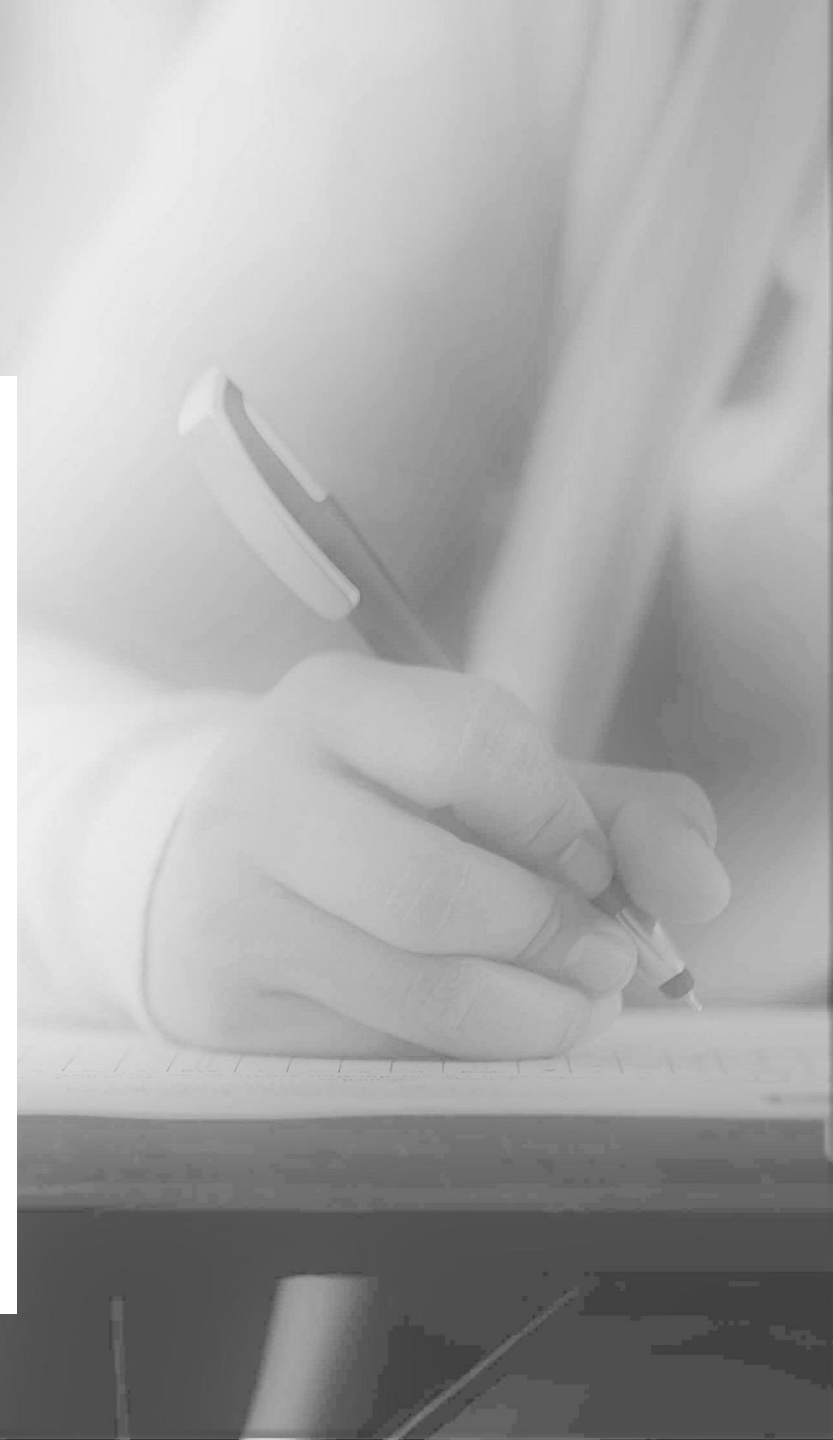
Long Term Goals

Work on our pedagogical approaches to assessment and focus on moving away from technological dependence as the key to preventing cheating.

- ✓ Reviewing evaluation schemes
- ✓ Rethinking existing assessments to reflect best practices in assessment
- ✓ Collaboratively developing and vetting certain assessments (e.g. final exams)

Questions?

- Curricular – School team (Dean, Associate Dean, Program Developer, etc.)
- Operational – Campus Administration
- Teaching & Learning – Centre for Teaching and Learning Innovation
- Technical– DLS Helpdesk or dltraining@cna.nl.ca
- Other – Amanda Skanes



References

AESL Exam invigilation guidelines – May 26. (Sent via email)

Alessio, H, M., Malay, N., Maurer, K., Bailer, A., Rubin, B. (2017). Examining the effect of proctoring on online test scores. *Online Learning*, 21 (1), p. 146-161. <https://eric.ed.gov/?id=EJ1140251>

Bearman, M., Dawson, P., O'Donnell, M., Tai, J. and Jorre de St Jorre, T. (2020) Ensuring academic integrity and assessment security with redesigned online delivery. Deakin University, Melbourne. <http://dteach.deakin.edu.au/2020/03/23/academic-integrity-online/>

Flaherty, C. (April 29, 2020). Zoom Boom. <https://www.insidehighered.com/news/2020/04/29/synchronous-instruction-hot-right-now-it-sustainable>

Glibert, L., Nunez-Argote, L., Hunder, K., Smith, C. (2017). Prevention of digital cheating with Respondus Monitor. *Clinical Laboratory Science*, 30 (2), p. 87-91. <http://clsjournal.ascls.org/shorturl.at/myFK7>

University of Saskatchewan. (2020). Final exams and course assessment. <https://teaching.usask.ca/remote-teaching/exams.php#CommonAssessmentQuestions>

University of Saskatchewan. (March 31, 2020). It helps to be transparent about academic integrity. <https://words.usask.ca/gmcte/2020/03/31/it-helps-to-be-transparent-about-academic-integrity/>

Woldeab, D., Brothen, T. (2019). 21st century assessment: Online proctoring, test anxiety, and student performance. *International Journal of E-Learning & Distance Education*, 34 (1), p. 1-10. <http://ijede.ca/index.php/jde/article/view/1106/1727>