**Adapting Assessments to a Remote Teaching Environment**

**Before making a decision on how to assess your students in the remote environment, consider the following:**

* **Set expectations:** Set expectations for your students and reassure them about the course. Your students are likely feeling very uncertain and concerned about what is happening. Their grades and the course assessments are likely to be a key area of concern. Talk to students openly and tell them that this is a new experience for both you and them. Encourage them to talk to you and share concerns.
* **Re-examine your syllabus:** Look at your syllabus and determine what assessments remain in the course, or have yet to be submitted. Which ones can be left as is or be modified only slightly for an online environment? Which ones will not be able to be completed remotely in the format you originally anticipated? Focus on revising and changing over developing completely new assessments.
* **Consider your learning objectives:** For the assignments or tests that will have to be changed, determine how you can assess the learning objectives in other ways while still making sure they still show your students are meeting the course learning objectives.
* **Consider the size of your course.** If you have a small course, you may be able to do things such as oral or group examinations, in which you meet with students one-on-one. For larger course sizes, you will need to change from traditional in-class exams to another format such as a Canvas exam or take-home test. Think about how your Teaching Assistants might be able to help you with the new format.
* **Consider academic integrity.** You will have less control over being able to ensure students do not work with others or use resources on tests and other assignments. For exams, consider making these open-notes or open-book. Change the type of questions or problem asked to make them more applied, such that students will still need to be able to understand the underlying concepts in order to answer the question, even if course resources will be used.
* **Consider students’ ability to access required resources**. Keep in mind that not all students may have access to necessary resources, such as internet, printers, or scanners. As you consider how to create the alternative assessments, survey your class to find out what they have access to. Be flexible and make accommodations for students who do not have the resources that are required for an assessment.

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| **Description** | **Resources** | **Benefits** | **Considerations** | **Complexity** |
| **Open Book Exam** |
| **Appropriate for: small/medium class size with essay, problem-solving, exams with hand-written answers** |
| Students are given an assessment document, complete it in a limited amount of time and submit it in Canvas. Exam allows students to access outside resources, work together on final assessment | [Writing Effective Take Home Exam Questions](https://www.chronicle.com/forums/index.php?topic=73196.0;wap2) | Test higher level skillsReduce student anxietyTime flexibilityGreater rigor in answers can be expectedReal world problem-solving environment  | Unethical student behaviorStrategies to minimize academic integrity violations include:Design questions that require thorough understanding of course material Ask for proof and justification for all answersAnswers must make direct reference to course-specific materials Assign questions randomly |  **LOW** Fewer changes needed to existing exams.Exams could be distributed via [Canvas Assignments](https://psu.instructure.com/courses/1741795/pages/5c-create-assignments?module_item_id=20954023) or email. Students scan and email/upload finished assessment to faculty. |
| **Online Canvas Exam** |
| **Appropriate for: all class sizes, all exam types** |
| Multiple-choice Exams | [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025) | Single choice and match-all-that-apply types available to assess students in different waysQuestion types can be machine graded.  | Unethical student behaviorStrategies to minimize academic integrity violations include: randomized questions and/or answers, question banks, time limit for each student once they begin the exam, showing only one question at a time, limiting ability for students to see exam answers after submission. |  **LOW** Existing exam questions could be usedExams will need to be re-created in a [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025)  |
| Short Answer / Essay Exams | [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025) | Free-response type questions are available. Some automated grading is available, but most types are instructor-graded. | Strategies to minimize academic integrity violations include: randomized questions and/or answers, question banks, time limit for each student once they begin the exam, showing only one question at a time, limiting ability for students to see exam answers after submission. |  **LOW** Existing exam questions could be usedExams will need to be re-created in a [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025)  |
| Quantitative-heavy Exams | [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025) | Use formula builder to create multiple versions of quantitative questions. Can also use document upload type questions where students upload a photo of their computations. | Formula builder gives each student a unique question based on a certain parameter space defined by the instructor. Photo-uploads must be manually graded but more closely mimic paper testing. | **MODERATE**Existing exam questions can be used. Symbology can be incorporated.A small learning curve is required to use formula-based questions. Exams will need to be re-created in a [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025) |
| **Exam replaced with Multiple Online Quizzes** |
| **Appropriate for: all class sizes, all exam types** |
| Multiple lower-stakes quizzes replacing one large final exam | [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025)  | More immediate insight into student progressLess grading at end of semesterCould improve academic integrity  | Consider how to build individual quizzes to assess overarching conceptsMore grading each week. Importance of student feedback on each assessment |  **MODERATE**Exams restructured into multiple parts Build quizzes in [Canvas Quiz](https://psu.instructure.com/courses/1741795/pages/5e-create-quizzes-and-question-banks?module_item_id=20954025)  |
| **Exam Replaced with Alternative Assessments** |
| **Appropriate for: small class sizes, all exam types** |
| Exams are eliminated and replaced with alternate assessments such as projects, papers, student presentations, reflection journals, etc. | [Canvas Assignment](https://psu.instructure.com/courses/1741795/pages/5c-create-assignments?module_item_id=20954023)[Zoom](https://itld.psu.edu/training/participating-zoom-meeting-quick-start-guide) | Students can choose projects based on their interestsAssessing other skills (researching/communications/writing)Students will quickly need clear communication about requirements | More grading time Ensuring that new assessment meets the same learning objectivesConnectivity challenges could make online presentations difficult |  **HIGH** Restructuring assessment strategy could be time consumingStudents could upload projects to [Canvas Assignments](https://psu.instructure.com/courses/1741795/pages/5c-create-assignments?module_item_id=20954023) or present via [Zoom](https://itld.psu.edu/training/participating-zoom-meeting-quick-start-guide) |
| **Options for Exam Proctoring (if required)** |
| **Appropriate for: small class sizes, all exam types** |
| **Zoom** Students take exams online by logging into Zoom and sharing screen while Faculty/TAs monitor remotely. If sharing screens, each student would need to be in an individual Zoom breakout room to monitor multiple students at one time. If students are not sharing screen, multiple students could be monitored in same Zoom meeting.  | [Zoom](https://itld.psu.edu/learning-path/zoom-learning-path-hosts#create-your-first-meeting) | Maintain existing exam timing and structureNo additional cost | Limited testing done on this model.Would need multiple rooms for large classesNot a robust proctoring solutionMultiple TAs/faculty proctors needed.Students would need webcams |  **MODERATE** Exams will need to be available to students at designated time |
| **Appropriate for: all class sizes, all exam types COST PER STUDENT PER EXAM** |
| **Examity**Students are authenticated by a live proctor and then take exam while being recorded. Different levels of proctoring include record only, record and review, and live proctoring. | [PSU Examity site](https://examity.psu.edu/) | Most secure proctoring option | There is a cost/student/exam which varies based on proctoring level. Students will need webcamsExams require a window of time for students to schedule, so all students can’t take exam at the same timeStudents should be oriented into system before exam Students need to individually schedule time with proctor  |  **HIGH** Extensive preparation needed to build exam in Canvas/Examity |
| **Appropriate for: small class sizes, students unable to connect remotely, all exam types** |
| **Student-selected Proctors**Students are required to find their own proctor based on guidelines. Proctors must be approved individually and receive a password to open exam in Canvas  | [Canvas module available](https://psu.instructure.com/courses/2074436) | Less exam anxiety for students | Proctors will need to be approvedCommunication with proctors is time consumingLevel of proctor monitoring is variableSome proctors charge for the service |  **HIGH** Scheduling exams and approving proctors is time consuming |

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References
Bengtsson, L. (2019). Take-home exams in higher education: A systematic review. *Education Sciences, 9*(4), 267. doi:http://dx.doi.org/10.3390/educsci9040267