Testing Accommodations and Online Exam Proctoring

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Outline

• Share students’ feedback on academic integrity and test accommodation

• Discuss practices to accommodate students

• Introduce academic integrity tools.
Word Cloud Activity

What are your major concerns for online exams?
Effectiveness of Top 5 Technologies Utilized in Fall 2020

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<th>UG</th>
<th>GRAD</th>
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</thead>
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<tr>
<td>iPad for Annotation (4.1)</td>
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<tr>
<td>Posting content in Blackboard (3.8)</td>
<td>Office 365 (e.g. MS Teams, etc.) (4.1)</td>
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<td>Zoom synchronous sessions (3.7)</td>
<td>Zoom synchronous sessions (4.0)</td>
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<td>Online whiteboard (3.4)</td>
<td>Posting content in Blackboard (4.0)</td>
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<td>Online assessments and exams (3.4)</td>
<td>Zoom breakout rooms (3.9)</td>
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Students’ General Concerns about Tests

• “Online exams and tests are much harder and I do worse than taking tests in person. Much harder to focus and have to worry about technical difficulties.”

• “Understand that taking tests online is not the same as in person. Often it takes more time due to clicking through the test, copying problems down to paper, and typing.”

• “Online testing is often a very poor experience as most online testing services are either too weak to be trusted or in the case of Respondus lockdown browser to secure to where the browser is slow and ineffective making completing testing difficult within set times.”
Assessment and Evaluation

• “More in-person whenever possible (even if optional) and less grade weight on tests and quizzes.”

• “Again please encourage professors to stop issuing final exams and tests. In the normal world memorization is not necessary with all the access to resources we have. A better way to assess knowledge is through papers and smaller quizzes.”
Assessment and Evaluation

• Lower the stakes of individual assessments and Increase the frequency.

• Vary your assessment techniques and provide multiple means of assessments.

• Scaffold larger assignments.
Test Design - Alignment

• “If they were to make in class lectures more efficient and focus on the content we will be tested on it would greatly reduce the amount of asynchronous content because a lot of most of my classes waste time.”

• “In one of my classes, we were given a week and a half to do four 4-page essays for our midterm and two of the essays were on material that we never talked about in class for a second, so thought to if we even understand the things that we read, and then 3 midterm exams on the next day that I could apparently do nothing about.”

• “We didn’t even learn in class what was in the test, and were expected to understand it ourselves.”
Test Design - Alignment

- **Learning Objective**: Compare and contrast capitalism and communism
- **Course Materials**: Chapter 3: "Economic Systems"
- **Activity**: List five characteristics of capitalism and communism
- **Assessment**: Essay: Explain the rise of socialism in Europe
Prepare Students for Tests

• “Giving helpful study guides for tests.”

• “Only to fail my midterm because there was no guidance, no help sessions, no study guide.”
Prepare Students for Tests

• Provide students with resources on research and/or study skill.

• Leverage live Zoom sessions to provide opportunities for feedback.

• Mock exam
Test Design – Set Expectations

• “I also do not have any set test dates for my classes and so it's all a surprise which is not great.”
Test Design - Length

• “The workload is about the same, but the testing is often longer because all the classes are open notes. However, I think teachers can do a better job in estimating how long a test takes. I have taken multiple tests that end up being curved simply because half the class cannot finish.”

• “I had exams that I simply could not finish, felt like I had to rush through, and didn't have enough time to fully think through the questions to really show the knowledge that I have learned. I feel like I would have done much better if the test was shorter or I had more time to complete the exam. Exam styles/lengths should be reevaluated.”
Test Design - Length
Debrief and reflect after assessments

• “Taking online tests is very difficult and doesn’t help me learn information, rather I memorize words for an online test then it is of no use to me.”
Debrief and reflect after assessments

• Prompt students to write a memo after an exam.

• Describe links that you see between student actions and student success.

• Give feedback to the entire class.

• Allow student resubmission of drafts after feedback if appropriate.
Test Space

- “Students need more spaces to take online tests. It is extremely difficult to take them in the dorms. Even if your roommate is able to leave during the exam time, I have had many occasions when the students above my dorm room or next door have been very noisy while I have been taking an important exam. Therefore, we need more places available to take exams.”

- “Put more seats in the library.”

- “It can be challenging to take exams from home and it can also be distracting wearing a mask in class during an exam. We must create an identical environment for all test takers so that some students are not at a disadvantage with grading.”
Accessibility Accommodations - Emily

- **Blackboard exams** — setting exam accommodations
- In-person proctoring for students registered with LSS
  - M-F, 9:30-4:30 in Falvey 205
  - Students book through ClockWork
- **Academic Integrity Policy**
- Common barriers to access:
  - Overlapping classes
  - Inaccessible content
Blackboard Setup

- “Blackboard's display is not the greatest. It is hard to keep track of assignments.”

- “Tests are riddled with errors and tech difficulties. For some reasons, the teachers don't get that time I spend reading through errors is time I lose answering actual questions.”

- “The issue is that when a mistake is made on an online platform it requires more time and effort to correct. I have had many professors put up incorrect tests and homework only to spend the next 2 hours attempting to fix the problem, causing further stress and confusion during an already frustrating exam.”
Blackboard

Quizzes

- There are 17 Question types in Blackboard.
- Mix it up with some multiple choice and open-ended questions.
- Provide Correct and Incorrect Feedback

Diagram:

- Calculated Formula Questions
- Calculated Numeric Questions
- Either/Or Questions
- Essay Questions
- File Response Questions
- Fill in Multiple Blanks Questions
- Fill in the Blank Questions
- Hot Spot Questions
- Jumbled Sentence Questions
- Matching Questions
- Multiple Answer Questions
- Multiple Choice Questions
- Opinion Scale and Likert Questions
- Ordering Questions
- Quiz Bowl Questions
- Short Answer Questions
- True/False Questions
Unique Quizzes for each student

- Question Pools allow you to create pools of questions to draw from.
- Question Pools provide multiple versions of questions for topics.
- Instructors typically use pools to create a database of questions they can reuse in multiple tests.

### Pools

Pools are sets of questions that you can use in multiple tests or surveys. You can import pools from outside the system and export them for reuse. More Help

<table>
<thead>
<tr>
<th>NAME</th>
<th>NUMBER OF QUESTIONS</th>
<th>DATE LAST EDITED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1 - Question 1 (federal estate tax)</td>
<td>3</td>
<td>November 23, 2020 9:55 AM</td>
</tr>
<tr>
<td>Assignment #1 - Question 10 (TCJA Conference Report - Revenue Estimates)</td>
<td>3</td>
<td>November 23, 2020 9:55 AM</td>
</tr>
<tr>
<td>Assignment #1 - Question 2 (federal tax credits)</td>
<td>2</td>
<td>January 18, 2021 12:02 PM</td>
</tr>
<tr>
<td>Assignment #1 - Question 3 (EITC phase-outs)</td>
<td>2</td>
<td>November 23, 2020 9:55 AM</td>
</tr>
<tr>
<td>Assignment #1 - Question 4 (EITC phase-out and marriage penalty)</td>
<td>2</td>
<td>November 23, 2020 9:55 AM</td>
</tr>
<tr>
<td>Assignment #1 - Question 5 (How does the federal government spend its money?)</td>
<td>2</td>
<td>January 25, 2021 5:53 AM</td>
</tr>
<tr>
<td>Assignment #1 - Question 6 (Budget Reconciliation Process)</td>
<td>2</td>
<td>November 23, 2020 9:55 AM</td>
</tr>
<tr>
<td>Assignment #1 - Question 7 ($500 family credit created by TCJA)</td>
<td>2</td>
<td>November 23, 2020 9:55 AM</td>
</tr>
</tbody>
</table>
Randomizing Questions

- The answer choices for multiple-choice questions can be randomized.

- Questions can also be randomized from the Test Options.

- Each student receives the questions in a different presentation.
Question Sets

- You can use Question Sets to select a few questions from a set.
- The questions are randomly chosen each time a student takes the test.
- This provides another method to deliver a unique test to each student.
Test Settings
Considerations

- Please do not use “Force Completion” (* this can prevent the students from resuming the test if they experience a technical issue).

- Set a Timer with a hard or soft cutoff.

- Limit the availability of the test.
More Test Settings

- Be careful not to release the results until all students have completed the test.

- Select the options that you would like to release.
## Test Availability Exceptions

- The feature within Blackboard’s Quiz Settings allows an instructor to provide different options for individual students.

- This can be used to provide students with accommodations additional time to complete a test.

- It can also be used to provide access to the test on a different date & time.

### Test Availability Exceptions

<table>
<thead>
<tr>
<th>Name</th>
<th>Attempts</th>
<th>Timer</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Wagner</td>
<td>Single Attempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Casper</td>
<td>Single Attempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashby Cooper</td>
<td>Single Attempt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

...
More Test Settings

- The test settings allow you to select a presentation option.
- The “All at Once” presentation option is set as the default option.
- This is the section which you may also enable the option to randomize Questions.

## Test or survey presentation

This table explains the options for presenting questions in tests and surveys.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>All at Once</td>
<td>Present all questions on one screen. Students scroll through all the questions and can move up and down from question to question. When selected, you may not choose Prohibit Backtracking.</td>
</tr>
<tr>
<td>One at a Time</td>
<td>Display one question at a time. The screen includes navigation tools to move between questions. The Submit function only appears on the last page of the test or survey. You may also select Prohibit Backtracking and Randomize Questions.</td>
</tr>
<tr>
<td>Prohibit Backtracking</td>
<td>Prevent students from going back to questions they have already answered. If you don’t allow backtracking, questions are presented one at a time and the &lt;&lt;, &lt;, and &gt;&gt; functions don’t appear to students.</td>
</tr>
</tbody>
</table>
| Randomize Questions  | Display questions in a random order each time the test or survey is taken. If you include references to the question numbers as they appear on the Test Canvas, don’t use this option because the random order changes the question numbering.  

🤔 Doesn’t seem familiar? Jump to the "Ultra" help about randomizing questions.
Locking Down a Test

- The **Respondus Lockdown Browser** is an optional tool which can be applied to a test to prevent students from accessing other information (e.g., documents, the Internet, etc.) when in the test which can minimize cheating.

- An additional feature called the **Respondus Monitor** can be enabled to monitor the students’ test environment. (*this is intended for asynchronous tests*).

- Let’s watch a two-minute clip of the setup for the Respondus Monitor from the Students’ perspective.
SafeAssign

- SafeAssign is an anti-plagiarism tool built-in Blackboard’s Assignment Tool.

- SafeAssign which is like Turnitin, can be enabled through a Blackboard Assignment’s settings.

- Submissions are compared against several databases to include: Global Reference Database, Institutional document archives, Internet: SafeAssign searches across the broader internet for matching text using an internal search service and the ProQuest ABI/Inform Journal Database.