

High stake assessments are tests that determine whether individual students have reached a specific level of proficiency and that are intended to be used to determine whether the student is qualified to advance to another level or has met minimum standards.



Why Consider Alternatives to Exams

High Stakes Assessments:

- Are often more stressful for students than in-person proctored exams, which can impact a student's performance.
- Require planning and setup on the part of the instructor and student.
- Not all students have access to appropriate technology to use for proctored exams; instructors will have to make accommodations for such students.
- Planning of what to do if the proctoring services (Respondus) crashes during an exam must be in place.
- Students may have privacy concerns about third-party recorded remote proctoring; instructors will need to make accommodations for these students.

BeachBoard Academic Integrity Features

- Disable right click
- Time your exam
- Use BeachBoard to automatically shut down when time is over
- Randomize answer choices
- Randomize test questions
- Use BeachBoard question library pool
- Display questions one at a time
- Use Turnitin anti-plagiarism feature
- Respondus LockDown Browser & Monitor
- Use the News feed or content feature in your class to provide students with your academic integrity policy.

How to Reduce Online Cheating

1. **Purposefully select assessment methods** - use online testing particularly objective test that include assessment questions like multiple choice, multiple answer, true/false etc.
2. **Mix objective and subjective questions** - mix objective test with short answer or essay questions.
3. **Use question pools** - A pool will generate an assessment that can randomized your questions and ensure that all students are not receiving the same set of questions.
4. **Randomize questions** - Students are not likely to get the same questions in the same sequence when taking a test. Which eliminates sharing answers if students are taking the test at the same time.
5. **Limit feedback** - Limit what type of feedback is displayed to student upon completion of a test. This is relevant if you allow for students to repeat tests because students may be able to determine the correct answer for each question through the process of elimination and the feedback you provide.
6. **Time the assessment** - By setting a timer with an expected completion time, unprepared students could have the most to lose as they spend time going over material, and risk not having sufficient time to respond to all the test questions.
7. **Display questions one at a time** - It is easy for students to take screen shots to capture the questions being displayed and share with others. While students can still capture pages with single questions, it is more time consuming and cumbersome.

Examples of Alternative Assessments

- **Reflective paper:** ask students to write a reflective paper/critique of their experience.
- **Student proposed project:** students complete a project with specific conditions that they would like to take on.
- **Series of quizzes:** conduct a series of short quizzes that relates to previous modules and content.
- **Student developed quiz questions:** Allow students to develop quiz questions. Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test.
- **Open-book assessments:** Create a take home exam that involves conceptual or applied questions that are not easy to look up. Encouraged for large courses.
- **Professional presentation:** Students can submit a variety of ways to deliver a presentation (i.e. video, audio, PowerPoint).
- **Fact sheet:** A one-page fact sheet on a topic that has students explain facts clearly and concisely.
- **Peer-and self-review activity:** Providing students with a rubric, a peer and self- review activity allows for personal reflection.
- **E-Portfolio:** A student portfolio displaying their best work from the semester.
- **Non-traditional paper or project:** offer students to write a paper on "real-world" relevance.
- **Group project:** Make your assessment criteria include team member expectations and a clear grading scheme, offer students opportunities to work in groups.
- **One-minute paper:** In the last few minutes of class, ask students to write for a minute "the most important thing they learned and what they understood least".
- **Muddiest point:** Similar to one-minute paper, students are asked to describe what they didn't understand and what they think might help.

Fall 2020 Respondus Assessment Considerations



Equity and Privacy

CSU's online degree programs have successfully used online proctoring services for many years, including Proctor U, Respondus and others.

Remote proctoring requires the student to look straight at the camera without looking away. As a result, this requires each student to have a computer with a microphone and camera (and sometimes more than one camera), strong and reliable Wi-Fi, a quiet room to be alone for the duration of the exam and no interruptions in order to best replicate the experience of a proctored exam in a classroom. These considerations apply equally to faculty proctoring the exams via Zoom.

Not all students will be able to create this environment from their remote testing location. For this reason, campus leaders are asked to review the following four issues related to assessment of student learning:

1. **Alternative Assessments**
 - a. See examples on first page
2. **Equity**
3. **Privacy**
4. **Disability Accommodation**

For the full memo visit [Assessment of Student Learning in Fall 2020; Remote Proctoring Services](#)

Things to consider before utilizing Respondus

LockDown Browser and Monitor:

1. Financial constraints
2. Lack of Resources
3. Housing Insecurity
4. Crowded Living Conditions

"If remote proctoring services [Respondus LockDown Browser and Monitor] are going to be used, strong efforts need to be made to ensure that resource issues (e.g. technology hardware/software, accessibility, finances) do not impact students' ability to perform and be assessed and graded in the course."

Keep in mind, Respondus is used as a deterrent and not proof of cheating. Students may not be used to staring at a screen for more than an hour and eyes moving away from the screen is normal to relieve eye strain.

Respondus may also produce false positives. For example, if the student's environment lighting is too bright or too dark the system or if the student's full face is not in the camera may flag these instances.

Privacy

Concerns from Students:

- Being recorded
 - Disability-related reasons
 - Religious reasons
 - Concern for other family members (in particular, children)

"Campuses should think carefully about how the privacy rights of students in their own homes can be respected, while still assessing student mastery of course material in a valid way."

For more information on Respondus LockDown Browser and Monitor visit our [Respondus Tools Support Page](#)

Disability Accommodation

"In all courses, virtual or in-person, students with disabilities who have interacted with the Bob Murphy Access Center (BMAC) center on campus and have been granted accommodations for testing must be accommodated."

Best Practices

- Stay in contact with your student and BMAC as needed.
- If you need BeachBoard assistance with adjusting exam settings, contact ATS at beachboard@csulb.edu
- Allow a variety of assignment options, through an approach that may not be intensely digital. For example, asking students to write a pro-con issue comparison memo in lieu of participating in a classroom debate.
- If you have online exams and students require extended time accommodations, remember to extend the student's time on BeachBoard.
 - Be aware that some students may need to utilize assistive technology software and so lockdown browser may need to be disabled.
- See [Exams and Assessments and Important Updates – Fall 2020 on the BMAC site](#)