

Resource Library

# ONLINE EFFECTIVE ASSESSMENTS

Effective assessments align with the objectives of the course. There are options as to how instructors can assess students to ensure they have achieved the outcomes and goals of the course.

## START HERE: RETHINKING ASSESSMENTS

- ✓ Review the objectives and where they fall in **Bloom's Taxonomy**
- ✓ Identify ways to know if students meet the objectives
- ✓ Consider how student-to-student interaction can impact learning

## CANVAS TOOLS TO CONSIDER IF YOU HAVE...

High Enrollment Course:	Small Enrollment Course:
<ul style="list-style-type: none"> <li>• Large question banks</li> <li>• Shuffle question answers</li> <li>• Timed exams</li> <li>• Limit number of attempts</li> <li>• Limit feedback options</li> <li>• Display one question at a time</li> <li>• Open book multiple-choice questions</li> <li>• Case scenarios with multiple questions pulled from</li> </ul>	<ul style="list-style-type: none"> <li>• Project-based assessments</li> <li>• Short answer or essay questions</li> <li>• Rubrics</li> <li>• Turnitin plagiarism prevention software</li> </ul>

## IDENTIFY WHICH TYPE OF ASSESSMENT FITS THE OBJECTIVES...

Assessment Type	What's Being Assessed	Advantages	Disadvantages
Multiple Choice Questions	Facts, principles, steps, process	Automatically graded via Canvas, a quick check of students' knowledge, large class sizes	May not assess higher-order thinking
Projects	Creativity, documentation of skills, Presentation skills	Active learning, critical thinking, teamwork, rubrics, group grading	Personalized feedback may be limited due to time
Portfolios	Range of student's abilities, strengths, areas of improvement	Wide variety of assessment types, rubrics	Personalized feedback may be limited due to time
Papers	Students' depth of knowledge	Rubrics, drafts, scaffolding to completion, highly individualized responses	Personalized feedback may be limited due to time

Burns, M. (2018, August 13). *5 Guidelines For Developing Good Online Assessments*. eLearning Industry.  
<https://elearningindustry.com/developing-good-online-assessments-guideline>

## Resource Library

### ePROCTORING

**eProctoring** should be considered when other instructional assessment methods have been explored and the material being tested is of a sensitive nature. This includes formal exams in which there is evidence of cheating in the past.

### SYLLABUS LANGUAGE

Prior to implementing **eProctoring** in your course, it is recommended to include the information and technological requirements in your Syllabus that relate specifically to the tool.

- How to access the tool
- When it will be used
- What software or hardware is needed to use the tool
- Instructions on how students can get started with the tool
- How to get help with the tool
- Privacy, accessibility, and terms of use policies

### PRACTICE EXAMS USING ePROCTORING

Requiring a practice exam using the eProctoring tool would be recommended at the beginning of the semester. This will allow students to become familiar with using the software.

### THERE ARE THREE TYPES OF ePROCTORING AVAILABLE BASED ON THE STYLE EXAM

#### Respondus LockDown Browser:

- Medium stake quizzes in Canvas
- Multiple Canvas quizzes and exams can be locked

#### Respondus Lockdown Browser with Monitor:

- High stakes quizzes in Canvas
- Document student behavior during an exam
- Receive a report of student behavior
- Unlimited exams can be locked and monitored

#### Honorlock:

- Extremely high stakes testing environments
- A formal exam that requires intensive reviews
- Document student behavior during an exam
- Receive a report of student behavior
- Department Chair approval required
- May require prior evidence of student cheating behaviors on exams in the course
- 1 exam proctored per course per semester

#### More information can be found at:

- **For Faculty:** Keep Teaching - <http://www.fau.edu/keep-teaching/proctoring>
- **For Students:** Keep Learning - <https://www.fau.edu/keep-learning/proctoring>

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# INSTRUCTIONAL TECHNOLOGIES

## Resource Library

### MAKING THE RIGHT PROCTORING CHOICE FOR YOUR ASSESSMENTS:

1. Evaluate your assessment and your objectives.
2. Ask yourself, can this exam be turned into another type of assessment, such as a written assignment, discussion board, or project?
  - If yes:
    - i. [Creating assignments](#)
    - ii. [Creating discussion boards](#)
    - iii. [Best Practices](#) (coming soon)
  - If no:
    - i. Evaluate the importance of this exam or quiz.
    - ii. Is this a “high-stakes exam?”
    - iii. Is there a history of students cheating on this exam?
    - iv. Is it important to see the student take the exam?
    - v. Is confirming the student’s identity beyond their unique login to Canvas important?
    - vi. Do you need to have the student’s screen recorded?
    - vii. Are students allowed to use other programs/webpages on their computer?
    - viii. Is this exam an open book/open note?
    - ix. Do students need to turn in hand-written/drawn work, or any external files?

Use this chart below to select the best proctoring tool for your course and exam:

<i>Canvas Quizzes</i>	<i>Respondus LockDown Browser &amp; Monitor</i>	<i>Honorlock (Most Secure)</i>
<b>COST:</b> Free <b>LIMITATIONS:</b> No Limit	<b>COST:</b> Free <b>LIMITATIONS:</b> No Limit	<b>COST:</b> \$15 per exam/per student <b>LIMITATIONS:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1 exam per course/semester</li> <li><input type="checkbox"/> Must have pre-approval from the Department Chair, unless already an online course.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Low to Medium Stake Exam</li> <li><input type="checkbox"/> Unique Canvas login is enough to confirm student identity</li> <li><input type="checkbox"/> No need to record student desktop/screen</li> <li><input type="checkbox"/> No need to record student environment</li> <li><input type="checkbox"/> Open book exam</li> <li><input type="checkbox"/> Student required to upload a file during an exam</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> High Stakes or Formal Exam</li> <li><input type="checkbox"/> Students should not use any other application during the exam</li> <li><input type="checkbox"/> Additional identification of student is required</li> <li><input type="checkbox"/> Continuous monitoring of students’ environment is required</li> <li><input type="checkbox"/> Exam is open book, but student monitoring still required</li> <li><input type="checkbox"/> Students not required to upload a file during an exam</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal Exam</li> <li><input type="checkbox"/> Exam has significant evidence of cheating</li> <li><input type="checkbox"/> Requires usage of outside software/websites</li> <li><input type="checkbox"/> Additional identification of student is required</li> <li><input type="checkbox"/> Continuous monitoring of students’ environment and desktop is required</li> <li><input type="checkbox"/> Live proctoring and review of video is required</li> <li><input type="checkbox"/> Exam is open book, but student monitoring still required</li> <li><input type="checkbox"/> Student required to upload a file during an exam</li> </ul>
FEATURES TO DETER CHEATING		
<ul style="list-style-type: none"> <li>• Timed Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Students required to use lockdown browser, which locks</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous webcam recording</li> <li>• Requires student show ID</li> </ul>

Online Effective Assessments | Updated 6/3/2020

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|---|--|--|
| <ul style="list-style-type: none"><li>• Shuffle Answers</li><li>• Shuffle Questions (Question Banks)</li><li>• Limited date/time for the exam</li></ul> | <ul style="list-style-type: none"><li>all other applications on the computer</li><li>• Can require student show ID</li></ul> |  |
|---|--|--|