

Best practices for tests and final exams for Spring 2020

Test and exam design:

- Students can choose [credit/no-credit grades](#) even after the May 8 deadline. Tests and exams may be less critical assessments this semester than in other semesters.
- Consider revising tests and final exams to be open book and notes, with more complex and real-world situations. Make exams into professional development experiences, rather than academic exercises. Consider shortening exams, as such tests may be harder to grade.
- Give your students very clear rules. For example: "You may use your textbook and your personal notes for this test. Your work must be entirely your own. Do not seek help from any other person or from any other resource, including online, besides your textbook and your personal notes."
- Give students a rationale for your rules. How does it benefit students personally to follow the rules?
- At the beginning of your exam, place a statement that students can choose to agree with, such as "I understand the rules of this exam are xyz and I will follow those rules."
- At the end of the exam, place another statement for students to confirm that they followed the rules, e.g. "I affirm on my honor that I have adhered to the rules for this exam."
- Kindly but directly remind students that cheating – defined as breaking the test rules -- is a personal choice to do something dishonest and profoundly disappointing no matter what their reason is. In addition, cheating will result in penalties in accord with your syllabus policies.
- If you discover evidence of academic dishonesty, follow your syllabus policies, AND ensure that you report it to Student Conduct & Integrity (see the [Student Code of Conduct](#)).

Proctoring and technology

- For synchronous final exams, please administer the exam at the time scheduled for your class. A change in the day/time of the final exam requires that you obtain concurrence from all students in your class. You should also notify your dean about this change.
- Do NOT use Zoom to proctor an exam, except an individual oral exam. In this case do NOT record the session. Instead, use Zoom to support students while taking the exam. Start the exam on Zoom to answer last minute questions and remind students of the need for academic integrity. Allow students to turn their cameras off but leave the Zoom session open so they can ask questions.
- We strongly discourage the use of Respondus Monitor and Respondus Lockdown Browser for Spring 2020 exams. The Respondus products require students to have a device with a Windows or Mac operating system along with a webcam; they do not work with any mobile device or tablet. In addition, students who did not consent at the beginning of the semester to the use of the tools should not be required to accept them now. If your course used the Respondus system from the beginning of the semester, you may continue to use it but must provide an alternative exam for students who lack access to appropriate technology resources.
- Choose test settings in Blackboard to foster academic integrity:
 - Limited but reasonable test availability time frames
 - Limited but reasonable time to complete the test
 - Randomized questions
 - For multiple choice questions randomized answers
 - Mixed question types
 - One question appearing at a time
 - No going backwards in the test
 - Use test pools to provide different tests to different students