

## Non-Proctored Assessments for Remote Learners

It can be difficult to facilitate proctored exams in the online setting. Even modern proctoring software systems are limited, and they can also be highly invasive to student privacy. For these reasons, we have compiled a list of suggestions for creating “non-proctored” assessments for remote learners.

### 1. Written Assessments

Written assessments take longer to grade but require critical thinking and unique responses. Not all subject matters may lend themselves easily to short answer or essay format submissions, but when possible, this is an effective method for ensuring that students have learned the course content without having to proctor an exam.

To avoid plagiarism, [Sakai Assignments](#) can integrate with [Turnitin](#), which checks student work against a repository of submissions and publications to ensure their work is authentic. Sakai Assignments also has an ‘Add honor pledge’ setting, so students will need to ‘check a box’ before proceeding with the assignment submission.

### 2. Open Book Exams

[Sakai Tests and Quizzes](#) and other such tools are useful for administering online exams, but obviously the ability to track whether students are using “cheat sheets” is limited. Therefore, you might consider embracing this limitation by making the exam “open book” and allowing students to respond from their notes. The key to making open book exams effective is wording questions in such a way that the student must interpret the question qualitatively or analytically instead of simply requiring them to copy a response found in a book. For ideas on this, check out “[How to Design a Good Open Book Exam](#)”. The [Assessments page](#) in our Remote Learning and Instructional Continuity Sakai site also includes useful tips for adjusting exams to prevent students from simply “Googling” the answers.

### 3. Timed Exams

[Sakai Tests and Quizzes](#) can be set up so that students only have a set amount of time per question, which forces them to have more immediate access to required knowledge and limits their ability to search around in notes or use the web. However, keep in mind that for some students, time constraints may go against their learning accommodations.

You may also consider using the feature “Linear access to questions with no return to previous pages” which puts questions in a random order and prevents them from going back to the Table of Contents to navigate around. You can also remove the Table of Contents and randomize the question order to prevent students from collaborating.

### 4. Presentations

Students can also demonstrate mastery of course content by presenting on topics to their classmates and the instructor. Live presentations through Zoom is one way to ensure students must be prepared to speak about a course topic extensively and can even be followed by a Q and A session. However, since live presentations can be time consuming, you might also consider having students pre-record their presentations for grading. Here are some [useful resources](#) for facilitating student recorded presentations.

### 5. Case Studies

Case studies allow the students to demonstrate real applications of what they have learned within the course and apply them to hypothetical situations. This could include documentation from actual problems presented in our world or could be imaginative scenarios generated by the instructor. Findings of the case studies can be presented via a Zoom presentation delivered by the student, or as a written final assignment.

### 6. Zoom Assist

Faculty can use Zoom to assist in supervising students during an online quiz or exam, but please be aware that this option is not as fool proof as physically proctoring a student. If you use Zoom while the students are working on the test, you can ask students to keep webcams and mics on. You will not be able to see their screens, but you will have a sense of if there are any conversations or other distractions in the student's environment. Keep in mind this method can be very distracting and disconcerting for a student, especially with learning accommodations.

## 7. Creative Assessments

**-Portfolio** - Using OneDrive, or OneNote, students can create a portfolio of documents, images, and resources to share with you. Sakai's Lessons tool has a student content option that allows students to build their own Lessons site to share with a group or the full class.

**-Website**- free sites like Weebly and Wix can be good platforms for students to create *public* digital content. PC doesn't have licensing with them, so our support is minimal (and we cannot help if something is accidentally deleted, etc.). We do have access and licensing to Microsoft Sway, which can be used to create web-based content. Click here to [upcoming IT trainings](#) on Sway and other Microsoft products.

**-Podcast** - most smartphones and computers have a built-in audio program. Ask students to design and create a podcast related to a topic of your course. For a quick way to share mp3s with the class, update permissions on a Resources folder to allow students to edit and upload their own content. For an instructor/student only share use Sakai's DropBox tool.

**-Scavenger Hunt** - Design a scavenger hunt for your students as an alternate assessment or ask them to come up with a scavenger hunt. Virtual scavenger hunts can engage students in searching for answers while engaging in a variety of content materials and resources, making this both a fun activity while also being practical. Scavenger hunts can take place in the form of a short response writing assignment, or even a "fill in the blank" style quiz or form in which they need to plug in the correct "clues" as they find them.

**-Video Quiz** – You can use Microsoft Stream to create a "video quiz". Essentially, this involves inserting Microsoft Forms into a video recording at critical junctures and is a great way to complete knowledge checks and increase engagement. For instructions on this type of assessment, [click here](#).

## 8. Gradescope

Gradescope integrates with Sakai and allows students to upload handwritten submissions for grading. It also allows instructors to easily provide substantial feedback (including handwritten comments) and the grading interface syncs with Sakai Gradebook. For more information about Gradescope, watch this [recorded workshop session](#) and check out our simple [step-by-step setup instructions](#).

## 9. TopHat Tests

TopHat was mainly designed for in-class polling/quizzing as a method to increase student engagement and capture knowledge check results. However, TopHat's testing capacities can also be used to remote learning, such as conducting open book assessments. For recordings of workshops of using TopHat, check out the links below:

- [Top Hat and Sakai](#)
- [Using Top Hat for Open Book Assessments](#)
- [Top Hat in Synchronous and Asynchronous Instruction](#)

## 10. Hot Spots

Both Sakai Tests/Quizzes tool and Top Hat offer test/quiz modalities that include embedding hot spots in images. In short, this means that you can build an assessment in which students must complete a "click-to-identify" activity. Examples might include "click on the diagram to identify where the cerebellum is located in the brain" or "click to identify where the comma is missing in the sentence".

## **OTHER TIPS**

- For online and remote exams, assume it is “open book”.
- Do a ‘trial run’ with a low stakes assessment.
- Create a couple of different assessments for equity. Maybe a student has spotty internet access; is there an alternate version you can email to them so they can do it asynchronously?
- Ask students to capture scrap notes – Gradescope is an option, or a quick smart phone picture/scan that gets emailed to the instructor will work as well.

## **BlendByDesign**

“Assessing Student Learning” module - for more information contact: [cte@providence.edu](mailto:cte@providence.edu)

<https://sakai.providence.edu/access/content/user/avilla/BlendbyDesign.pdf>

## **Version History**

If you are using OneDrive for group work or long form written projects, keep in mind there is a Version History available to all editors. This can be a very useful tool for monitoring student work and retaining aspects of accountability.

## **Question Pools or publisher resources -**

Some publishers create content that can be easily incorporated with Sakai (others not so much). If you are interested in using publisher content and question pools, ask your rep about LMS integration. An email to [sakaihelp@providence.edu](mailto:sakaihelp@providence.edu) can also get the process started (ideally, we need the publisher contact info, as well as the content you want to use).