Exams and Academic Integrity Considerations

This document is intended to be a guide for instructors regarding the administration of exams throughout the Fall 2020 semester. Essentially, exams are a way to assess student learning in your course. Therefore, it is important to ask yourself: How will I assess student learning in my course?

Exams pose a particular challenge in the current situation under Covid-19 de-densification requirements or under remote instructions. The online format does not allow instructors the same ability to proctor exams as they have in-person instruction. In order to minimize incidents of academic integrity violations for online exams while still ensuring accurate reflection of student learning, consider the following principles when you assess student learning.

Evening exams

With the de-densification requirements and the hard limit of 150 students per classroom, it may be impractical, and in many cases impossible, to hold in-person large evening exams in Fall 2020. If in-person exams are desired, dividing the class and having half of the students take the exam on one day and half of the students taking the exam on the other day may be the only viable solution. However, because of the changing nature of the situation and because some students may need to be quarantined or not able to come to class for an in-person exam (e.g., feeling ill that day), an online alternative to the in-person exam must be considered in the Fall 2020.

Mid-term and final exams

For the same reason, large in-person mid-term exams may not always be possible in the Fall 2020. According to the revised Fall 2020 Academic Calendar, final exams need to be conducted fully remotely. Finally, note that traditional exam spaces like Elliott Hall will have the same 150-person restriction as all other large spaces.

Rethinking exams

When we think about exams, the important thing to consider is: How will you assess student learning in your course? Second, we strongly encourage instructors to consider alternatives to high-stakes exams.

Allowing exams to be open-book/source: Assume students will use resources while taking an exam, and even encourage them to do so. Try to ask questions that probe deeper levels of knowledge and understanding, enabling students to apply, assess, and evaluate concepts and facts in meaningful ways. Encourage students to share and cite where they get information from and what resources they use.

Encourage students to collaborate/share questions and ideas: Students will likely work together when they are stuck or confused. You can encourage working in small teams and ask them to include who they work with and in what ways.
Focus on solving problems while showing work and explanations: In many cases, students may get the same answer, but showing their work reveals meaningful differences in understanding. Sometimes there may only be a few ways to show work, so you may ask for brief prose explanations, or have students record a video of them talking through the process to solve a question.

Consider question formats leading to essays, videos, pictures, and other personal responses: If your class lends itself to it, having students express their learning through essays, videos, pictures, or other personalized forms of writing/speaking/communicating means that everyone needs to create their own. You can also have students post their responses for each other and assess each other’s work through peer grading. Rubrics can help guide students as they develop such work, give each other feedback, and, of course, allow your teaching assistants and you a consistent method of assessment.

Use student-generated questions with explanations: Instead of trying to ensure everyone answers your limited number of questions on their own, ask every student to create their own question with an explanation of how it would assess a certain topic or skill in a meaningful way. You can also assign students to answer each other’s questions and state whether those questions actually do assess these skills in appropriate ways.

Respect your own time: Most of these ideas take time to grade. Try to determine what is feasible in your situation, and use feedback-based or hand-grading intensive assessments sparingly. Also consider how much feedback students actually need/will use. Many times, feedback can be created for the whole group based on common challenges or problems, as opposed to individual responses.

Guides to creating and modifying exams

Use question pools: If you have short-answer or multiple-choice questions, create pools in Brightspace so that students receive different sets of questions (this can also be done with essays and more complex questions).

Ensure clarity in questions and prompts: Especially if your test is timed, your students may not have a chance to ask a question and get a response. It is vital that questions and prompts are clear to novices so your assessment measures what you want it to. Even if not timed, you do not want to be spending your limited time answering clarifying questions.

Testing technologies: Currently, Purdue offers two tested technologies that can facilitate remote exams where you do not interact directly with students.

Brightspace has a robust exam tool that allows for multiple-choice, short-answer, true/false, or short- or long-answer exams. This can be a great alternative to exams that were previously offered via Scantron or as written exams.

Gradescope is a third-party grading tool that integrates with Brightspace and allows students to scan and submit homework or exams via their cell phones. Students can provide answers on their own paper, so they don’t need to print off the exam or assignment. Gradescope is ideal for assessing written calculations, graphs, models, or other activities that cannot easily be completed through Brightspace. For more information on getting
started with Gradescope, go to the Gradescope website to view their video tutorials and student workflow guide, or contact tlt@purdue.edu.

Respondus is our recommended tool for digital proctoring needs for exams. Respondus offers a lock down browser as well as Respondus Monitor to verify online test taker’s identity. Respondus is free to students but does have technological limitations. To learn more please contact tlt@purdue.edu.

Examity is a third-party digital proctoring service for online exams. Integrated in Brightspace, Examity can be used in cases where a proctor is absolutely necessary and Respond does not meet the technological needs. Exams such as licensing and accreditation may want to consider Examity. Midterm and Final exams should ONLY be using the “automated premium” version.

In order to use Examity for the Fall 2020 semester, each prospective course will need to acquire approval from the Office of the Provost as well as their respective Dean.

For more information about Examity, go to the Examity at Purdue website or contact tlt@purdue.edu.

Tips for Academic Integrity

1. Begin each exam/assignment with a non-graded “pre-question” about the Purdue Honor Pledge. This can be set to be a gateway to continue with the exam/assignment. *I agree with this statement: As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - We are Purdue.*
   1) TRUE
   2) FALSE

2. Make explicit your course policies for collaboration and plagiarism. If you do not want your students working together -- either by sharing assignments, answers, or through third-party applications like GroupMe or websites like Chegg.com -- then provide direct guidance to your students.

3. For quizzes or exams, Brightspace offers features that can help structure these assessments. Download these Brightspace instructions [PDF] on the following:
   A. Use an existing question bank or create a bank with different levels of difficulty, topics, and/or concepts.
   B. Randomize the order of the questions and/or the order of the answers. Tell students you are randomizing to discourage collaboration.
   C. Set the exam so only one question is displayed at a time.
   D. Assign a time limit to complete the exam, once started, but double the time that you initially think it will take students to complete to allow for flexibility. This allows you to leave the exam available for a window of 12-24 hours for all students to complete the exam.
4. Divide an exam into 3 or 4 assignments, thereby lowering the stakes of the exam and its relative weight on the final course grade.

5. The use of plagiarism checking software tools might help detect violations of academic integrity. Turnitin Originality, the new plagiarism checker integrated in Brightspace will be available for fall courses at no cost to students or instructors. The tool works by comparing text in submitted assignments to a database of both student-submitted and published research papers, then produces a "similarity report" that highlights possible instances of plagiarism. For those with assignments involving coding language, consider using the Stanford open-source software MOSS which can detect significant similarities in written code.

6. Digital proctoring solutions are available but should be avoided with the above suggestions when possible. Digital proctoring should only be used for assessments when all other options have been exhausted.

7. Avoid grading on a curve, which increases the likelihood of students cheating so as not to be disadvantaged relative to the rest of the class.

For additional ideas on assessing student learning, see these resources on the Innovative Learning website:

- How will you assess student learning?
- Teaching Remotely: Detailed Guide
- Quizzes and Exams section of Tools and Services for Teaching Remotely

**Digital Proctoring Services**

The campus has paid for unlimited usage of Respondus Monitor and recommends this for all assessments in your class that might require digital proctoring.

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<th>Tool</th>
<th>Tool Features</th>
<th>Recommended Use</th>
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<tbody>
<tr>
<td>Respondus Monitor</td>
<td>• Instructor reviews student ID after exam</td>
<td>Respondus Monitor is recommended for all course settings where instructors have time and ability to review violations. Because it is no cost to students, we recommend this for use at any time within the LMS.</td>
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<td>Free to students</td>
<td>• Records audio and video of entire exam session</td>
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At the beginning of the Fall 2020 semester, the Office of the Provost, in partnership with the academic colleges, will accept requests to cover the cost for usage of Examity Automated Premium for courses with digital proctoring needs that are not met by Respondus.

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<td>Examity Automated Premium</td>
<td>• Vendor’s artificial intelligence system checks the student ID</td>
<td>Automated Premium is the recommended low-cost option for high stakes assessments. This should be used when technical limitations preclude Respondus Monitor and</td>
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Licensure and Accreditation Exams
If you need to use a live proctor with Examity, please have approval from your college Dean before contacting tlt@purdue.edu. Colleges will be responsible for paying for the live proctoring options with Examity.

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| Examity Live Standard $11.00 per student per exam | • Proctor guided check of student ID  
• Records audio and video of entire exam session  
• Vendor reviews violations | If this level of proctoring is necessary, please contact tlt@purdue.edu |
| Examity Live Premium $12.50 per student per exam | • Proctor guided check of student ID  
• Records audio and video of entire exam session  
• Real time vendor exam intervention  
• Vendor review violations | If this level of proctoring is necessary, please contact tlt@purdue.edu |