

Exams and Academic Integrity Considerations

This document is intended to be a *consideration guide* for instructors to use in the administration of exams throughout the Spring 2021 semester. For the *policy guidelines* on Spring 2021 exams, please consult the "Academic Regulations Governing 'End of Semester' Examinations" memo for Spring 2021 from the Office of the Provost.

Essentially, exams are a way to assess student learning. Therefore, it is important to ask yourself: *How will I assess student learning in my course?*

Exams continue to pose a particular challenge in the current situation under Covid-19 de-densification requirements or under remote instruction. In order to minimize incidents of academic integrity violations for online exams while still ensuring accurate reflections of student learning, consider the following principles when you assess student learning.

While exams for residential courses, including a final exam, are generally expected to be conducted in-person, it is recommended that alternative arrangements be considered for students who are not able to attend class because of Protect Purdue guidelines.

Evening exams in large classes

In-person exams are the default method of administration for Spring 2021 face-to-face/hybrid/hyflex residential classes. With the de-densification requirements and the hard limit of 250 students per classroom, it may be impractical to hold in-person large evening exams in Spring 2021. Dividing the class and having half of the students take the exam on one day and half of the students take the exam on the other day may be the only viable solution.

Mid-term and final exams

For the same reason, large in-person mid-term exams may not always be possible in the Spring 2021.

Final exams will be scheduled by the Office of the Registrar as outlined on the [Registrar website](#) and the [Protect Purdue Guidance for In-Person and Online Exams](#) document on the Innovative Learning website.

Note that traditional exam spaces like Elliott Hall will have the same 250-person restriction as all other large spaces.

Rethinking Exams

When thinking about exams, the most 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.

Allow online 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 in their answers who they worked 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, asking students to express their learning through essays, videos, pictures, or other personalized forms of writing/speaking/communicating requires that everyone create their own work. 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 Online 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 that 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.

Have a clear communication plan: You should expect at least some technological challenges from students that will require accommodation, especially if your exam requires specialized software other than Brightspace. Set guidelines for when students can reasonably contact you and receive a response. Consider [creating a central discussion portal \[Word doc\]](#) or place where students can help one another navigate technology issues, and highlight this on your Brightspace page.

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 email tlt@purdue.edu.

Practice Test: Consider a very low-stakes or shortened practice version of your final exam prior to finals week to troubleshoot the technological process and prime students for the conditions of the actual exam.

Respondus is our recommended tool for digital proctoring needs for exams. Respondus offers its LockDown Browser as well as Respondus Monitor to verify online test-taker's identity. **Respondus** is free to students but has technological limitations and **is not currently compatible with Google Chromebooks**. To learn more, please contact tlt@purdue.edu. For students with disabilities who use screen readers or have other assistive technology accommodations, **please allow them 15% more time for their exam than what is called for on the Course Accessibility Letter (CAL)**. This will allow the student to ensure their assistive software is running correctly within the Respondus environment.

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 Respondus 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 Spring 2021 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

Support During Online Exams

Take advantage of instructional resources prior to finals week, including training and drop-in sessions, or by contacting InnovativeLearningTeam@purdue.edu. As usual, during finals week, there will be 24/7 monitoring of crucial software. If you are offering a timed final exam, we strongly encourage you to administer the exam through Brightspace, rather than a third-party software that is not centrally supported. If an unforeseen event like a power failure or data loss renders your final "invalid," please consider revising your course point system in a manner that does not penalize students, and contact the Office of the Provost for assistance.

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 that 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 plagiarism checker integrated into Brightspace, is available 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 to not be disadvantaged relative to the rest of the class.
8. For additional ideas on assessing student learning, see these resources on the Innovative Learning website:

[How will you assess student learning?](#)

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.

Tool	Tool Features	Recommended Use
Respondus Monitor <i>Free to students</i>	<ul style="list-style-type: none"> • Instructor reviews student ID after exam • Records audio and video of entire exam session • Instructor reviews violations 	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 Brightspace.

At the beginning of the Spring 2021 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.

Examity Automated Premium <i>\$6.00 per student per exam</i>	<ul style="list-style-type: none"> • Vendor's artificial intelligence system checks the student ID • Records audio and video of entire exam session • Vendor reviews violations 	Automated Premium is the recommended low-cost option for high-stakes assessments. This should be used when technical limitations preclude Respondus Monitor and a video of the whole exam session is required.
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Licensure and Accreditation Exams

If you need to use a live proctor with Examity, please secure approval from your college Dean before contacting tlt@purdue.edu. Colleges will be responsible for paying for the live proctoring options with Examity.

Examity Live Standard <i>\$11.00 per student per exam</i>	<ul style="list-style-type: none"> • 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 <i>\$12.50 per student per exam</i>	<ul style="list-style-type: none"> • Proctor-guided check of student ID • Records audio and video of entire exam session • Real-time vendor exam intervention • Vendor reviews violations 	If this level of proctoring is necessary, please contact tlt@purdue.edu