

## Assessments and Proctoring Guidance

As faculty consider how they will provide their course content in a remote learning environment, particularly conducting assessments, please keep the following in mind:

**Set appropriate expectations.** It's unrealistic to think you will be able to do all of what you intended in the way you intended under current circumstances. Now is not the time to think about 'coverage', but - what are the most critical concepts your students cannot live without? Focus your efforts on these and only these. It WILL mean you have to let some things go. As other colleagues have noted – *this is not the time to try to become an expert in distance learning, this is triage.*

**Be mindful of the needs of your students.** If you have students in your class with disabilities, you will need to keep those disabilities in mind as you create content for the class. If you have students with hearing impairments, any video you create will need accurate captions. If you have students with visual impairments, any content you create will need to be accessible those students as well.

### Preferred Assessment Options:

- **Get creative in the way you think about assessment** but don't try things you're totally uncomfortable with. If you had exams planned and these are increasingly unfeasible given current constraints, consider creating smaller pieces of content and shorter assessments students can complete. Remember that you have a variety of tools available to you for creating that online content, but it needs to meet the needs of your students. If you have students with disabilities, make sure that you create alternative versions of that content that they can access, or work with Disability Services to accommodate that student's needs. For example, students could watch a video or read a passage, then complete a reflective question that asks them to summarize or apply the concept, or complete a mini-quiz that can be auto graded. Several (or a few) of these smaller assessments could stand in for the equivalent of an exam.
- Consider **creating low-stakes assessment** opportunities. For example:
  - You may take your exam and break it into several smaller 10-point quizzes throughout the rest of the term.
  - Engage in alternative ways of evaluating student learning other than quizzes and exams: project-based learning, written essay, or oral exams, etc.

Possible Options:

- **Delay** high-stakes testing until they can be proctored in person, with the understanding that **your plans may have to change** if we do not return in person for the rest of the term.
  
- **Faculty or GTA facilitated Zoom proctoring.**
  - If your exam is for less than 25 students, you may be able to use a webcam and audio-video conference option to observe students taking a hard-copy exam, perhaps taking a photo of the completed exam and emailing it, then placing the written exam in the mail to the instructor. This is not a fool-proof process.
  - NOTE: if you choose this option, all participants will be able to see the video and hear the audio of all other participants. So, if a camera is pointed at the student's exam, other students may be able to see their answers.
  - Have a contingency plan in case the technology solution is not available because of peaks in demand or student issues with connecting and using it.
  
- **Remote proctoring** with ProctorU
  - Must be a **computer-based exam**. Paper-based testing is not supported via remote proctoring as many certified testing centers across the nation are closing.
  - Advanced approval by the college Dean must be secured for this costly option. (\$18/1 hr. exam/student).
  - Note: There may be delays in scheduling remote proctoring services because of increased nationwide demand.
  
- Additional remote proctoring options are being explored, but ProctorU is the only service we have a contract with at this time.

Options that are NOT available:

- Sending students to any Testing Center is not an option\*. All instructional activity on campus, as well as at many other testing centers, has been suspended. It is not appropriate to expect students to drive long distances to take an exam, nor to ask them to return to campus.
- Asking students to pay for the cost of online proctoring (if not originally communicated in the syllabus) is also not an option.

\*The Testing Center will only be providing services to students who need disability accommodations (and will do so at no charge).