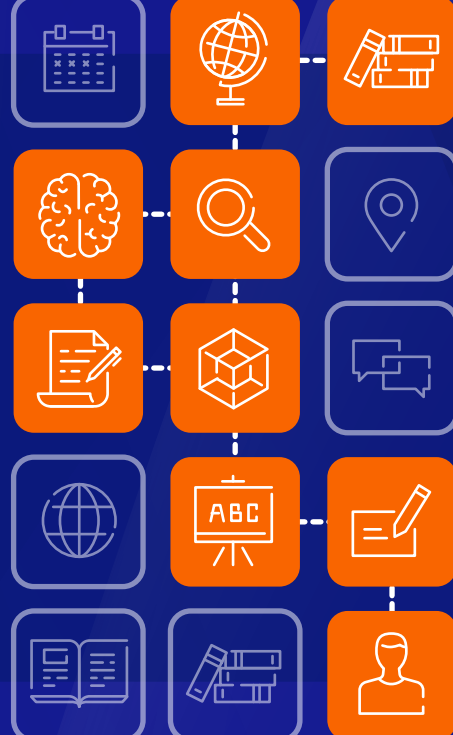


# Key Points, Building Blocks, & Stumbling Blocks

## For All Assessments

### Building Blocks

- Re-evaluate your current assessments and identify which are essential to you and your student's success. Then, give yourself the freedom to do away with the rest.
- Make a plan. Map out your assessments as formative or summative; high stakes or low stakes. Then, pick an assessment type (essay, project, exam) that fits the assessment and security needs.
- Stick to your guns. For the few places where high stakes, proctored assessments are needed. Stick to your guns. There are plenty of tools, technology and resources to make it happen.



### Stumbling Blocks

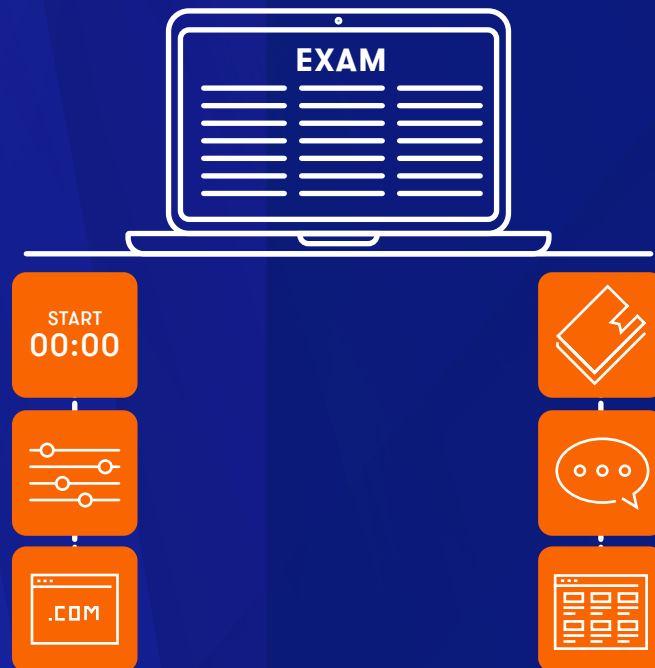
- Carrying on status quo, not making a plan.
- Failing to find a tool/technology or resource to suit your specific need
- Failure to introducing new types of assessments to your students in a low stakes environment before using them to evaluate student understanding



## For Un-Proctored Assessments

### Building Blocks

- Use Available resources – Zoom, locked down browsers, settings
- Diversity use appropriate assessment types – find assignments where students can't google the answer
- Communicate with community – seek out discussion boards, white papers, or call a colleague to find out what their plan is
- Use settings that make academic dishonesty harder to pull off



- Randomization of question placement
- Randomization of answer sequence
- Strict time limits
- Remote Assessment Deletion
- New assessment types – focus on non-secure, essay, and/or open book exams
- We've also introduced new tools that have already made a huge impact, ExamID and ExamMonitor

## For Proctored Assessments

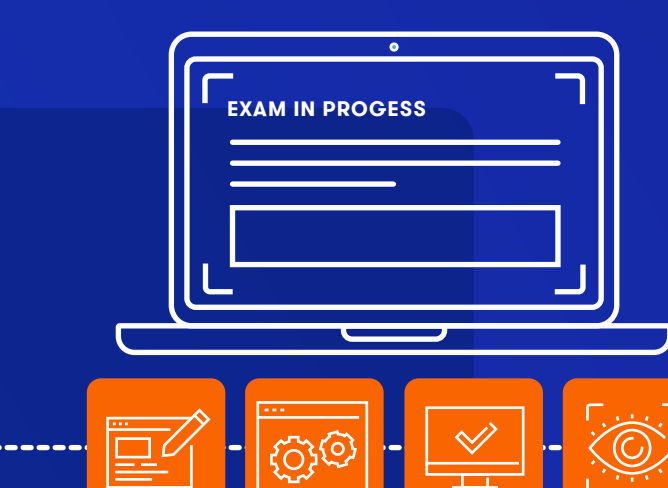
### Stumbling Blocks

- Failure to give a Mock exam
- Failing to communicate a timeline/expectations to students (will you receive the proctoring report before releasing grades?)
- Not understanding what company offers. I.e. will they ensure that student taking the test didn't cheat, but fail to verify the identity of the student taking the exam, or do they watch the student for suspicious behavior, but have no control over the device the student is on?



### Building Blocks

- Consider logistics of providing a new mock exam where students can take their baseline image. Exams will be less than 10 mins in length
- Academic integrity/exam policies at the start of the exam (everyone acknowledges)
- Have a plan in place- resume codes, flagged incidence, review plan/DOS plan in place
- Look for the right proctoring tool/service to meet you needs



Live vs. AI vs Best of both worlds • Onboarding • False positives • Data provided