

Test Creation and Strategies for Online Classrooms

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9:00-9:50am

Fall FLEX Day

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Testing

What are you doing to test your students?

Let's discuss! [Jamboard](#)

Test Creation

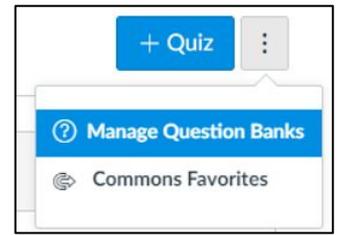
Canvas Test Banks

Pros

- Create objective test banks with multiple questions of similar difficulty to pull from.
- Create test banks that represent different versions of tests to randomize the order the questions appear if you would like your questions to be static.
- Blend the two types together since you can add the test banks to your quiz in any order.

Cons

- If you create multiple versions, then you will have a different grade book entry for each version.
- Copying a test from one course to the next does not maintain the bank link.
- Each question must be of one question type, so some creative solutions are necessary.



Test questions can be written such that:

They can be formulaic

- Allows for randomization of values.
- Create multiple version with different value range.

Ord Op Agr w/ Int - a

Evaluate the following expression.

$$-[a]^2 + |[b] \cdot ([c])|$$

Answers:

Variable Definitions

Once you have entered your variables above, you should see them listed here. You can specify the range of possible values for variable below.

Variable	Min	Max	Decimal Places	Example Value
a	<input type="text" value="2"/>	<input type="text" value="15"/>	<input type="text" value="0"/> ▼	3
b	<input type="text" value="2"/>	<input type="text" value="15"/>	<input type="text" value="0"/> ▼	11
c	<input type="text" value="-15"/>	<input type="text" value="-2"/>	<input type="text" value="0"/> ▼	-7

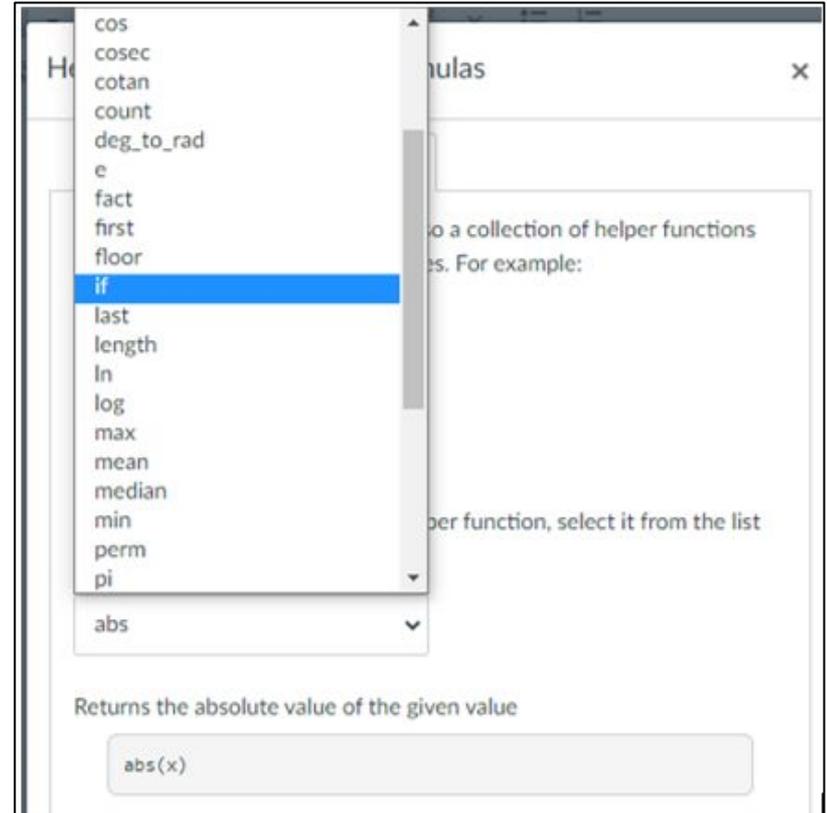
Shortcomings:

- Only accepts one numerical answer.
- Can't use randomized inputs to create a randomized output in the question.
- Can't force "pretty" questions.

Test questions can be written such that:

They can be formulaic

- Has a “Need help?” menu built into the question that has a list of useful functions for all levels of math.



Test questions can be written such that:

Essay questions allow for use of the equation editor

Solving Rational Formula for a variable - a 1 pts

Solve $M = \frac{cw}{c+w}$ for w .

(Neatly show all steps of your work on your test paper. Use the equation editor in the answer box below to give your final answer.)

Location of the Equation Editor



The image shows a screenshot of an online test interface. At the top, the question title is "Solving Rational Formula for a variable - a" and it is worth "1 pts". The question asks to solve the equation $M = \frac{cw}{c+w}$ for w . Below the question, there is a note: "(Neatly show all steps of your work on your test paper. Use the equation editor in the answer box below to give your final answer.)". The answer box contains a toolbar for the equation editor. The toolbar includes various formatting options like bold (B), italic (I), underline (U), text color (A), background color (A), and text style (I_x). It also includes mathematical symbols like square root (√x), pi (π), and infinity (∞). A blue circle highlights the square root symbol, and a blue arrow points to it with the handwritten text "Equation Editor". To the right of the toolbar is a "HTML Editor" button. Below the toolbar is a text input area with a vertical cursor.

- Great for question types where there is a non-numerical answer.
- Great for questions where the “text entry” option doesn’t allow for complexity of the answer.
- Great for questions where you want them to explain their steps and math is involved.

Shortcoming:

- Remains ungraded until your review it.

Test questions can be written such that:

Essay questions also allow for committing to an answer.

Given the equation.

$$y = \frac{1}{4}x - 3$$

a: Create the following table on your test paper.

Table of Values

x	y
-4	
0	
4	
8	

Determine the corresponding y-value for each x-value given in the table. (In the text box below, type the resulting four ordered pairs with coordinates written as integers or simplified fractions.)

b: On your test papers, neatly draw and label a set of axes, then graph the equation. (In the text box below, describe your resulting graph as vertical, horizontal, climbing left-to-right, or falling left-to-right.)

Test questions can be written such that:

Students input answer, but also show work or points are revoked.

Assume that men's heights are normally distributed with a mean of 68.6in and a standard deviation given by 3.6 in. If 32 men are randomly selected, find the probability their sample average height will be greater than 66.4 in.

(On your Scratch Paper, neatly show your work for finding the requested information. This includes:

- defining your random variable,*
- using appropriate probability notation that include the equality/inequality and your random variable,*
- showing how you came to your conclusion by linking your probability notation to how you find it*
- and stating your answer as a complete sentence.*
- Round your final answer to four decimal places.)*

Use the given frequency distribution table to create a Histogram and answer the questions below.

(On your Scratch Paper, neatly sketch the histogram. Make sure the axes are clearly labeled with their values and what the numbers represent.)

Class Limits	Frequency
6.4 - 8.3	12
8.4 - 10.3	13
10.4 - 12.3	11
12.4 - 14.3	12
14.4 - 16.3	13

- What values are used on the horizontal axis? [horiz]
- What values are used on the vertical axis? [vert]
- Based on the histogram, how is the data distributed? [dist]
- Why did you select that distribution type? [why]

Test questions can be written such that:

They can create a place to distribute **paper test** and accept a file upload of the work.

Please download and print your test. If you do not have access to a printer then you may neatly write up your work on your own paper.

[Test 1](#) ↓

- Could create a bank that has different version of the paper test, so which students get is randomized.

Shortcomings:

- Not a uniform distribution of tests.
- Grading pdf is clunky.

Question 1	100 pts
<p>Once you have completed your work:</p> <ul style="list-style-type: none">- Make sure that all questions are neatly labeled and in order.- Make sure that all requested work was shown.- Make sure that all answers are clearly box or noted in some meaningful way.	
<p>Create a single pdf file of your work and upload it to this question.</p>	
Upload	<input type="button" value="Choose a File"/>

Grading Tests (assuming you asked for work!):

- If work was uploaded to a quiz question, then you can download pdfs or pictures and grade them on your preferred computer software. Then upload the annotated pdfs or picture to the comments of the test for each student.

Photos - CP4- [redacted].jpg

See all photos + Add to

Grade: 32.75 / 40

Please see attached for notes and last question rubric.

No work submitted for #10.

- CP4- [redacted].C.jpg
- CP4-Q23-Rubric.pdf

Handwritten work details:

11) $n=49$ $\bar{x} = \$23.45$ $s = \$2.80$ 95% confidence

1) Requirements
Random sample ✓
 $n > 30$ ✓

2) Critical value
 $\alpha = 1 - 0.95 = 0.05$ $\alpha/2 = 0.05/2 = 0.025$ $df = n-1 = 49-1 = 48$
 $\chi^2_{0.025, 48} = 2.014$ pop s.d given so use z
↳ no 48 on table, used $df=45$

3) Margin of Error
 $E = t_{\alpha/2} \cdot \frac{s}{\sqrt{n}} = 2.014 \cdot \frac{2.80}{\sqrt{49}} = 0.8056$

$\bar{x} \pm E$: $23.45 - 0.8056 < \bar{x} < 23.45 + 0.8056$
 $32.6444 < \bar{x} < 24.2556$

3/3 pts towards #23

Grading Tests (assuming you asked for work!):

- Create an assignment for students to upload work to and use the Canvas annotation and feedback tool.

After submitting the checkpoint, create a scanned pdf of your work and upload it to the [Module Work Upload Assignment](#). Remember to use the naming convention of: 40_Last name First initial Mod 3. So for example, mine would be 40_GrahamJ_Mod 3

The screenshot displays a Canvas LMS interface. At the top, a navigation bar shows 'Page 3 of 4' and 'ZOOM' controls. The main content area shows a student's handwritten work on a normal distribution problem. The work includes the following text and calculations:

Q15 $P(Z > -0.14)$
 $(-E99, -0.14) \leftarrow \text{normalcdf}$
 $= 0.4443$ This interval is to the left of -0.14

Q16 $P(0.55 < Z < 1.05)$

The work also features a normal distribution curve with shaded areas and handwritten annotations. A red box highlights the 'Assignment Comments' section, which contains three comments from JENNIE GRAHAM:

- Module 1: [redacted] Please check grade book and click on this assignment to view feed back. JENNIE GRAHAM, Sep 11 at 5:11pm
- Module 2: [redacted] Please check grade book and click on this assignment to view feed back. JENNIE GRAHAM, Oct 8 at 12am
- Module 3: [redacted] Please check grade book and click on this assignment to view feed back. JENNIE GRAHAM, Oct 17 at 12:52am

On the right side, the 'Submission to view:' dropdown menu shows a list of submission dates and grades:

- Oct 12 at 7:21pm (grade: 1)
- Aug 31 at 6:49pm (grade: 1)
- Sep 21 at 7:49pm (grade: 1)
- Oct 12 at 7:21pm (grade: 1)

Below the submission list, the 'Assessment' section shows 'Grade out of 1' and a score of '1'.

Moderating the Exam

Module 3 Test (Remotely Proctored) ^{At}

By taking this Checkpoint you are agreeing to adhere to strict academic honesty. Any indication that there was cheating during the exam will result in a 0. So stay focused and only have the approved material at your workstation.

 Quiz Statistics

 Moderate This Quiz

 SpeedGrader™

 View Proctorio Gradebook

Moderate Quiz

Search People

Filter

<input type="checkbox"/> Student	Student Extensions ✕	Attempt	Time	Attempts Left	Score		
<input type="checkbox"/>	Extensions for [redacted]	1	finished in about 2 hours	0	53.5		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Extra Attempts: everyone already gets 1	1	finished in about 1 hour	0	38.5		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Extra time on every attempt: everyone already gets 150 minutes	--		1			<input checked="" type="checkbox"/>
<input type="checkbox"/>	Quiz attempts whose availability dates have passed will still auto-submit even if the extended time has not expired.	1	finished in about 2 hours	0	54.5		<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> Manually unlock the quiz for the next attempt	1	finished in about 2 hours	0	33.5		<input checked="" type="checkbox"/>

Student Extensions ✕

Extensions for [redacted]

Extra Attempts:
everyone already gets 1 attempts

Extra time on every attempt:
everyone already gets 150 minutes minutes

Quiz attempts whose availability dates have passed will still auto-submit even if the extended time has not expired.

Manually unlock the quiz for the next attempt

Preventing Cheating

Preventing Cheating

How do YOU prevent cheating in your classes?

Let's discuss! [Jamboard](#)

Proctoring - Specifically with Proctorio

PROS

- Has flexible settings for proctoring.
 - Lenient as just capturing the student's computer screen to as strict as mic on, video on, screen sharing enabled, room scan and id check.
- Offers peace of mind to most instructors.
- More classic questions can be asked since it is much harder for students to research answers while testing.

CONS

- Not all students have the technology available for maximum strictness.
 - Make sure syllabus reflects that you will be using it and link students to the Proctorio FAQ site.
- Not all students are comfortable having their space on camera. The FAQ usually puts student's minds at ease, but not always.
- It's not foolproof. If a student is determined to cheat, then they will find a way.

Not Proctoring

PROS

- No technology needed for proctoring service.
- Reduced stress for the student, less invasive to their personal space.
- The need for more creative questions can reveal more insight into their understanding

CONS

- Greater potential for cheating
- Scores are not as meaningful
- Questions may need to be more creative (less “traditional”)

To Proctor or not to Proctor

Regardless of decision, here are a few things to consider doing:

- Include an academic honesty statement in your syllabus that is explicit in what you consider to be cheating.
 - Repeat this statement often: Quiz/Test review pages, Quiz/Test instructions page, etc.
 - Could have students sign a contract at the beginning of the semester or for each quiz (could create a question on the quiz where they have to “check yes” to the statement.
- Use original questions, when possible.
 - It’s harder for students to just Google questions or use Photomath on something if it isn’t already in mainstream use.
- Give a time limit that is long enough to work, but not long enough to research and learn the material as they test, especially if you’ve made the test open-book.
- Display questions one at a time - Lock questions after answering.

To Proctor or not to Proctor

Regardless of decision, here are a few things to consider doing:

- Use open-ended questions that test for understanding of concept:
 - What was the mistake in solving this question?
 - Student checks their answer with instructor's solution of and they are different. What went wrong?
 - Explain, in your own words, how to solve this equation, simplify this expression, test this hypothesis...
 - Interpret this result in the context of this question.
 - Define your variables and set up the equations necessary for solving this application, but do not solve.
- Reduce the percentage that exams are worth in the course
 - Could do a course project that is weighted more than assessments
 - Could make discussion boards where student work together weighted more than assessment.

If Cheating is discovered...

How do YOU handle cheating in your classes?

Let's discuss! [Jamboard](#)

If Cheating is Discovered...

NOTE: Some students haven't learned what is "okay" in academia, so be clear about what you consider to be cheating from the start of the course.

- Possible solution: Give them a chance to confess
 - Allow for redemption over punishment as many are struggling with a lot.
 - Require attendance to an Academic Honesty Smartshop.
- Possible solution: Have students meet with you following an exam to explain their work. Dock points if they can't do it. Cheating will typically subside.
 - It is helpful to have a statement along these lines in your syllabus.

THANK YOU FOR COMING! Don't forget the survey!

Cheers

