

## Administering Final Exams and Assessments in Fall 2020

The final exam period for Fall 2020 begins on November 16 and ends November 20. During this period, some students will be in quarantine and isolation; others will be studying remotely (e.g. off-campus with accommodation and international students). Students may suddenly be unable to attend an in-person final exam or deliver a presentation if they receive red/yellow passes or are required to quarantine or enter isolation. All instructors should plan for these and other contingencies to ensure students have equitable access to final assessments. **Students in quarantine and isolation are expected to complete final exams, projects and assessments except when medically excused through University Health Services.**

### Core Principles for Fall 2020

- Reaffirm the **purpose and value of the Honor Code**. Remind students that communicating with others during a closed-book exam (including using online homework help, live tutoring, chatting with a peer, etc) or accessing information and solutions from the web during an exam (unless expressly permitted) is cheating.
- Please work to **ensure equity of opportunity for all students** regardless of their location (students not physically present should not be burdened additionally).

### Handling Red/Yellow Passes, Quarantine and Isolation (Q/I), or Accomodation Cases

- If you plan a traditional **timed, in-person final exam**, it would be best to write a second, equivalent exam that can be administered at the instructor's discretion or during the **Exam Conflict Make-up Slot**, Friday, November 20 from 4:15 to 9:30 PM.
  - If a **student receives a red or yellow pass** but is not in Q/I encourage them to follow the red pass protocols and allow them to take your make-up exam if necessary.
  - The [Instructors' Q/I reporting tool](#) provides current information about your **students in Q/I**; the data are updated in real time. If you have students in Q/I **assume that they will not be able to print**. If they will be released in time, allow them to take your make-up exam. Otherwise it is recommended that you have a version of the exam that they can complete online. **If you absolutely must conduct a remote paper exam with these students**
    - Email [CovidCC@nd.edu](mailto:CovidCC@nd.edu) (read by professional staff at the Center for Student Support and Care) with the exam attached before 2:00 PM for delivery to the Q/I facility the same day by 5:00 p.m. (Students in Q/I do not have local printing available). See details on academic support for students in Q/I [here](#).
    - The exam will be delivered in a sealed envelope with a 2nd envelope for the completed exam.
    - Your TA or you administer the exam remotely with Zoom to observe students (in their quarantine location with no other proctor) opening the envelope at the beginning of the exam period, answer questions during the exam (via Chat to Host only), observe them taking the exam, and have them scan/photograph the exam and submit it via email.

- To discuss testing for students with accommodations, please reach out to the [Sara Bea Accessibility Services](#) office.

### Resilient Strategies for Administering Exams

- Consider offering a **take-home exam**. Most effective in upper level courses or electives, such an exam typically asks questions that require students to engage in evaluation, analysis, and creation of ideas as described in the [revised Bloom's Taxonomy](#). Take-home exams can open and close within defined time windows (8 hours, 24 hours, 48 hours), allowing students to use their schedules effectively.
- Consider offering an **online exam that can be open or closed-book**. Sakai's Tests and Quizzes Module is an effective tool to administer timed online exams, organize materials and use scoring rubrics. Learn more [here](#).
- Consider offering a **paper exam that is collected digitally**. Gradescope can support efficient administration of an exam that includes both fully online questions and uploaded pen and paper responses. It also improves the experience and efficiency of grading the handwritten component. Learn more [here](#).

### Things you can do to support academic integrity

- Make expectations absolutely clear regarding what materials can be used, time allotments, interaction with others, etc.
- To avoid sharing of answers among remote students, [design an online exam in Sakai](#) with
  - randomized answers.
  - multiple versions.
  - random selection from question banks (several questions of similar difficulty on the same topic/concept) so that all tests are not the same.
  - honor code pledge affirmation.
  - feedback delivery afterwards (after everyone has completed the exam).
- To avoid sharing of calculated answers on quantitative exams require uploads of written work (show your work)
  - This will show evidence of how the answer was calculated and can allow partial credit.
  - Can be uploaded to Sakai using an upload question.
- To avoid Google searches as the source for answers modify your questions to make them harder to find. One physics instructor changed the object that was sliding down an inclined plane and the location of the event to accomplish this goal.
- Notre Dame does not support **online proctoring systems**, including video surveillance platforms using facial recognition technologies.

### Undergraduate Academic Code as modified for Fall 2020

*Final examinations may not be weighted for more than one-half (50%) of the semester's work in the determination of the student's final grade. Instructors may reduce the weight of the final exam to less than the previously-mandated 20% at their discretion. Instructors are also free to exercise their judgment in designing and implementing alternative methods for summative assessment. The length of the semester may not be changed by the choice of assessment.*