

Student Guide

Be sure students read "Test Taking Tips" before they start an exam (p. 37-38).

<http://community.pepperdine.edu/techlearn/content/courses-student-guide.pdf>

Top Faculty Gotchas

1. Editing a Published Assessment

ISSUE: Once an assessment has been published and a student has started it, you can't edit the content. You can edit settings, though.

AVOID: Create your assessment with plenty of lead time. Use a project site and a guest account to take your own test (or work with TA or colleague) and identify any problems before publishing.

2. Immediate Feedback is *Immediate*

ISSUE: If you select "Immediate" feedback, students can see the answer key during the exam!

AVOID: Choose "Feedback... on a specific date" for most assessments. Choose "Feedback on submission" for practice assessments.

3. "Student Response" is a Prerequisite

ISSUE: If you don't select at least "Student Response," then feedback options of "Question-Level Feedback," "Selection-Level Feedback," and "Grader's Comments" will not appear properly.

AVOID: So students can learn from their mistakes, be sure to select "Student Response," "Correct Response," "Student's Assessment Scores," and "Student's Question and Part Scores." If you don't want students to see the questions at all, choose "Only Release Student's Assessment Scores (questions not shown)."

4. Where are the Images?!

ISSUE: Students claim they can't see the images in the assessment, or they can see the images in Resources before the exam!

AVOID: Where you place the images is an important decision. You don't want to give away exam questions, so don't place them in Resources of the class site. Instead, we recommend that you store them in your personal "My Workspace" Resources. Put them in a folder named "Images" and make that folder "publicly viewable." Only people with the link to the images can see them, so don't worry.

5. One Question Per Page, Please

ISSUE: Students claim they started the assessment but their work was lost!

AVOID: Don't select "The complete Assessment is displayed on one Web page." Instead, select either "Each Question is on a separate Web page" or "Each Part is on a separate Web page."

Students should use the "Save" button often.

6. What if students receive the same questions and answers?

ISSUE: You want to minimize cheating by randomizing answers or questions.

AVOID: Edit the "Part" to randomize the order of the questions. Edit the question to randomize answers within a question. Matching questions are auto-scrambled.

7. Changing Settings with Gradebook

ISSUE: I want to change the feedback settings after an exam has been administered, but it gives me an error that I can't!

AVOID: Don't worry. If you have linked the scores to the Gradebook, then the system is trying to help you by not overwriting an existing Gradebook item. Simply go to "Assessment Introduction" and edit the name of the assessment (e.g. "Quiz 1" becomes "Quiz 1a"). Now, you can save the change.

8. Don't Forget the Points!

ISSUE: Ack! I created my questions by I forgot to add the point value. I now have an assessment worth zero points!

AVOID: It's easy to overlook the points field. This is why it's so important to take your own assessment before you release it to students (see Gotcha #1). Be sure to review the "points" area next to each question as well as the total points at the top of the main assessment builder screen.

9. Timer and Retract Sometimes Don't Mix

ISSUE: During the assessment, the student reported an error that he couldn't submit since the deadline has passed.

AVOID: Be very careful if you plan to use the "Retract" date and the timer. The retract date is inflexible. If a student is "late," then the student's responses can be lost since the system won't save assessments after the retract date. Communicate your policy clearly to the students.

10. Scoring for Multiple Correct Answer...

ISSUE: Students are losing points if they select an incorrect option!

AVOID: Correct. That's good design. It will reward correct answers and penalize incorrect guesses. If you are not comfortable with this, consider changing to a "single correct" multiple choice item or multiple true/false items.

11. Avoiding Student Panic with Essays

ISSUE: After a student finishes an exam, the auto-grade shows that they failed!

AVOID: Essays must be graded by instructors. Be sure to make it clear to students before an assessment that their initial score will not reflect graded items like essay, file upload, etc. Again, remind students to SAVE OFTEN during an essay. They may want to write the essay in Microsoft Word (and save it regularly) and then paste into the browser exam. If they accidentally close the exam window, they'll lose their work...

12. Version A, Version B for "Extended Time"

ISSUE: Students think they missed an exam!

AVOID: If you have students with disabilities, you need to create two versions of the exam. One version for standard time and one for extended time (releasing the extended time to a group of students that need extra time). Use an easy naming convention, like "Exam 1 Version A" and "Exam 1 Version B" to avoid exposing students with disabilities and to reduce confusion or even panic that they missed an exam.

13. Audio Question Not Recommended

ISSUE: Students have problems recording the audio question type.

AVOID: This question type is a good concept but difficult across multiple browsers and systems. We don't recommend using this question type at this time.