

Final Exam Assessment Options	Potential Impact on Student Performance and Well-Being
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If you are able to give an alternative assessment as your final exam, consider:

<p>(1) Online alternative low-stakes assignment* (e.g., reflection on course learning) submitted and graded via Canvas for either full points or no points (i.e., only 2 grade possibilities).</p>	<p>This equitable practice likely decreases anxiety in all students due to the low-stakes nature (i.e., full points, no points) of the assignment, particularly for those with positive prior experience writing reflections. A well-written reflection prompt may also allow students to demonstrate their learning in a more nuanced way</p>
<p>(2) Online closed or open-book alternative assessment or assignment* (e.g., Multiple choice exam becomes short answer; change exam to a graded alternative assignment); students submit work using Canvas.</p>	<p>Likely increase or decrease in anxiety based on students' prior experiences with the type of online alternative assessment or assignment selected. The open-book alternative addresses equitable practice concerns and may be preferred in time of disruption that causes students to experience stress.</p>
<p>(3) Online optional assessment or assignment* All students have the choice to (A) accept current grade; or (B) complete final assessment or assignment for a chance to possibly improve grade.</p>	<p>For lower-performing students: This equitable practice offers lower-performing students the opportunity to improve their final grade in the course. Students could also do more poorly, especially if the instructor chooses options 4, 5 or the closed-book version of option 2. For higher-performing students: Potential reduction in study workload if they accept current grade; opportunity to focus on classes that they need more time to study for.</p>

If you need to preserve your final exam in its original form, consider:

<p>(4) Online, unproctored exam* (i.e., open book, open notes) using Qualtrics or Canvas quizzes</p>	<p>Likely increase in anxiety for students new to the online testing environment. Anxiety somewhat attenuated by the exam's open book, open note status. Open book/notes decrease summative function of the exam, but this issue may be outweighed by the exam's potential to promote additional learning. This practice is more equitable than 5, below.</p>
<p>(5) Online, proctored exam using Respondus Monitor (closed book) Note: This option is only recommended for instructors with previous experience giving online exams and knowledge of virtual proctoring. Support for this option may be limited in the short-term, and instructors may experience wait times for exam set-up.</p>	<p>Likely increase in anxiety for students new to the online testing environment and compressed timeline for learning new technology; also, students may lack workspace and/or technology to carry out an uninterrupted, proctored exam. Students may already be experiencing high stress due to public health concerns, and a high stakes exam may exacerbate this, resulting in poor performance.</p>

* Recommend giving students a full 8-hour day to take their exam. Exam should be done in one sitting.