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# ONLINE TEST AND EXAMS

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## Online Tests and Exams

March 15, 2020

Please refer to advice provided by the Provost with regard to [COVID-19–Planning for Completing Courses this Term](#) for direction and suggestions. Given the need to develop alternatives to in-class testing in response to the Coronavirus pandemic, instructors may be considering use of Quercus tools for delivering online assessments.

### Assignments:

The Quercus Assignments tool can be used to create a drop-box for students to submit digital responses to a one or more test or essay questions designed as “take-home” or “open-book” assessments. Assignments settings can be configured to accept a variety of file types.

### Quizzes:

The Quercus Quizzes tool can be used for automated online tests, including multiple choice and other common question types. Sharing of answers among students can be deterred through quiz configuration strategies including:

- Randomization of questions from a large question bank;
- Configuration of time limits; and
- Modularized test segments released in sequence.

However, it is recommended that the Quizzes tool be used for lower-stakes or open-book assessment, or assigned less weight in the grading scheme, given completion is unsupervised and there is potential for academic integrity offences. To raise student awareness of the Code of Behaviour on Academic Matters, it is recommended that the first question of an online quiz or test asks them to confirm their adherence to the code. Approved text for confirmation is as follows:

*“In submitting this quiz, I confirm that my conduct during this quiz adheres to the [Code of Behaviour on Academic Matters](#). I confirm that I did NOT act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, personating another person, and committing plagiarism.”*

The confirmation quiz question score should be set to zero as this is an ungraded question.

## Final exams:

University of Toronto institutional policy anticipates that final exams will be conducted in a manner such that the identity of students writing exams can be verified in an appropriate manner. Further, it is important that students are only able to access approved supports or aids during the exam, as a means of ensuring no academic offences occur. Under normal circumstances, CTSI does not recommend the use of Quercus online tools alone for final or other high-stakes exams based on U of T policy, given the challenge in ensuring the appropriate conditions required by policy. Redesign of final assessments and/or adjustment of grading weighting is recommended, as noted above. Exam and final course grades should not be posted in Quercus courses. Grades posted in Quercus allow students to view their progress, and do not represent their official final marks. Students can view their final grades on ACORN.

Note: Divisions or faculties who are developing procedures or strategies specific to their unique needs may reference the [U of T Assessment and Grading Policy](#).

The University of Toronto does have recommended vendors with preferred rates for program areas that plan to contract a third-party platform to add additional support for academic integrity. These services may be appropriate in some program contexts.

- **Online proctoring** is available through two recommended vendors, [Examity](#) and [ProctorU](#). See [Online Proctoring Guidelines](#) for more information.
- **Computer-based testing** with enhanced features has been adopted by some units within the University of Toronto through under contract with [ExamSoft](#) to provide an advanced solution for high-stakes assessments.

## Digitizing assessments:

Notwithstanding the availability of new technologies, developing and preparing a computer-based exam, especially an online exam, requires a significant amount of advance preparation. In addition to preparing the actual assessment, instructors should consider the need for administrative logistics related to online proctoring or other computer-based assessment methods should those options be pursued to ensure the integrity of the assessment.