Summative Quizzes: Staff Checklist

This document provides a checklist for staff who are preparing summative quizzes in StudyNet and highlights key areas for consideration.

1   Review your quiz

1.1   Review your 'Quiz Instructions'

Quiz instructions can be viewed by students before starting the quiz so check that they do not contain clues as to the questions (e.g. a link to a case study document). Use this area to provide general instructions about the assessment. For example:

- *This assessment consists of **TEN** questions.*
- *SECTION A consists of **FIVE** fact-based scenario questions worth **70 marks** in total.*
- *SECTION B consists of **FIVE** multiple choice questions worth **30 marks** in total.*
- *You will have **2 HOURS** (120 minutes) to complete the assessment.*
- *This exam is open book.*

1.2   Review your 'Quiz Settings'

- Use the **quiz type** "Graded quiz" to ensure quiz scores are included in the gradebook.

- Add your quiz to the relevant **assignment group** and ensure it is weighted correctly.

- The **shuffle answers** setting is optional and only applies to questions where answer options are provided.

- Ensure the **time limit** option is checked and the time limit specified reflects the standard time allowed for students to complete the quiz. Students who are entitled to extra time can have their individual time limits adjusted using the **moderate quiz** settings. For guidance see "Quizzes: Managing Extra Time and Extra Attempts"

- Most summative quizzes will only allow students to have one attempt in which case the option to allow **multiple attempts** may remain unchecked.

- **Quiz responses** for summative quizzes are generally not shared with students so you may prefer to leave this option unchecked.

- The settings that enable your quiz to **display one question at a time** and to **lock questions after answering** (i.e. students can't return to the question) are optional but should be considered carefully. If you are locking questions, it's a good idea to advise students of this in your quiz instructions and replicate it in corresponding practice quizzes.

- **Access codes** are generally not required, but if you are using this option, for example, to protect against accidental publication, remember to remove this immediately before the quiz opens, or have a plan in place on how you will share this access code with your students.

- Make sure the **Filter by IP** address option remains unchecked, it's not possible to use this feature off-campus.

1.3 Review your 'Assign To' settings

- As with all assignments, the default setting is to assign the quiz to 'Everyone'. However, you should create a separate 'Assign to' schedule for any students who are entitled to extra time (e.g. students with study needs agreements). This is because the window of opportunity, as determined by the **available from** and **until** dates/times, needs to be wide enough to accommodate the extended time limit for the assessment.

- It's a good idea to choose a generous window of opportunity that comfortably accommodates the duration of the quiz and leaves extra room for any delayed starts. This is because the quiz will automatically submit at the chosen **until** date/time, irrespective of any time remaining. Adding an extra 30 minute to 1 hour to the window will give you extra flexibility. This does not give students any extra time to complete the quiz.

- If your students are studying across time zones, you may wish to review your **available from** and **until** dates/times to ensure students are not completing assignments during unsociable hours. Late afternoons in the UK can work well across multiple time zones. Alternatively, where you have large groups of students studying in opposite time zones, you may need to consider having multiple "Assign to" schedules with appropriate from/until settings for each.

- We recommend that you don't set a **due date/time** for summative quizzes. This will avoid the late penalties from being applied. Since this is a timed quiz and the window of opportunity accounts for delayed starts, students will only be penalised by having a reduced time limit if they start the quiz very late. You should remind students that they are expected to start the quiz at the time specified.

- When reviewing your quiz settings, it is of course important to balance your decisions with the need to minimise opportunities for cheating and collusion.

1.4 Review your questions, answer and the scores

- It can save a lot of time and trouble if you can identity any problems with your question wording, answers and scores before the start date. The best way to do this is to use the preview the quiz option and ask a colleague to do this for you also.

1.5 Set the post grades policy to 'Manual' in the gradebook

- Once your quiz has been published and unlocked, check that the post grades policy has been set to 'Manual', this will prevent any scores being displayed immediately after a student has completed the quiz.

2 Consider security

Having designed your **open book quiz** and set an appropriate **time limit**, you may wish to consider some additional ways in which to minimise opportunities for cheating and collusion. Examples include:

- Using the options to **shuffle answers** and select **questions at random** in order to create variation in the questions presented to students.
- Setting an **access code** after a fixed amount of time (e.g. 20 minutes or so) to prevent late starters from attempting the quiz without permission.
- **Unpublishing module materials** for the duration of the quiz if access to these is prohibited.
- Using the feature to **lock questions after answering**. *Given that this would not be possible in a written exam, do consider if this would be appropriate for your summative quiz.*
- Hiding the **Files** menu item in order to prevent access to any files (images, documents) included as part of your summative quiz.

3   Consider students with Study Needs Agreements (SNAs)

When producing /designing online assessments please ensure that they are compatible with assistive technology – if documents are produced in Word format they will be compatible with programmes that students with disabilities / difficulties may use to aid their comprehension/access and production of work.

Students who are sitting alternative assessments may need extra time or rest periods as per the SNA, it will be extremely difficult in these unprecedented times to manage rest periods so:

- Students who have an allocation of rest periods should be awarded 25% additional time

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- Students who have an allocation of rest periods and extra time will need to be awarded an allocation of an additional 50%

If you require specific guidance on students SNAs please contact Emma Diston – e.diston@herts.ac.uk

4   Run a practice quiz

4.1   Run a practice quiz

It's a good idea to run a practice quiz in order to help students prepare for their upcoming summative quiz, particularly if they are not already familiar with the quiz functionality in StudyNet. More importantly, a practice quiz gives students the opportunity to test their equipment and seek guidance from the helpdesk should they encounter any technical difficulties.

In order to get the most out of your practice quiz, it you should try to mirror the structure, questions types and the design used in your summative quiz. For example, if your assessment includes any media files (images, video or audio), or you have used the option to prevent students from revisiting previously answered questions, it's important to reflect this in your practice quiz also.

Remember to use the quiz type "Practice quiz" when setting this up. Unlike your summative quiz, it won't be listed under the Assignment section of your module so you may wish to make the Quizzes menu item visible, or add the practice quiz to your Units area where you can direct students to it.

5   Be clear about what support is available

5.1   Encourage students to follow the preparation guidance

We recommend taking preventative approach to solving technical problems, this is why running a practice quiz is particularly important. You may find it helpful to download and send students the guidance 'Summative Quizzes: Preparation Guidance for Students.pdf' (available in the GLJ module) in advance of their practice quizzes to help them to prepare. This includes detailed guidance on:

- Testing their computer equipment,

- Completing the practice quiz,

- Reviewing the SAC policy, specifically around summative quizzes,

- Preparing to start the quiz,

5.2   Provide clear guidance on seeking support during the quiz

This may mean providing an email address or a phone number. Either way it's important for students to know who they can get in contact with, and how to do so should they have an urgent academic query during the quiz.

If you prefer not to give out your phone number, you can contact the help desk to arrange for your office number to be temporarily re-diverted to a personal number of your choosing.

5.3   Monitor the quiz

Use the **Moderate Quiz** page on your module to monitor individual student progress on the day of the quiz. This page enables you to easily see who has started, finished, how long they took, their scores and any outstanding submissions (i.e. those who started but haven't submitted). For details see: How do I use the Moderate Quiz page?

We recommend you monitor the summative quiz for a period of time shortly after it opens to ensure everything is running smoothly and that a reasonable proportion of students have completed this without issue.

5.4   Use your discretion when it comes to allowing extra attempts or requesting a viva

Although it's rare, you may find there are situations in which you feel it's appropriate to grant a student an extra attempt, usually whilst the window of opportunity is still open. Use your discretion to determine if this is appropriate. For guidance on the practicalities of granting extra attempts, see "Quizzes: Managing Extra Time and Extra Attempts".

Likewise, we generally recommend that all summative quizzes are subject to a viva at the module leader's discretion.

6   Review the Current Advice on Serious Adverse Circumstances

The University continues to operate a 'fit to sit' policy so if a student decides to sit/submit an assessment, the University will not normally accept a claim that they had serious adverse circumstances with regard to that assessment (UPR AS14 C.3.8.3 and C.3.8.4).

For all assessments submitted online via Canvas other than timed summative quizzes, students are indicating they are 'fit to sit' by pressing the submit button. However, by way of exception, in the case of a timed summative quiz on Canvas, students are indicating that they are 'fit to sit' by starting the quiz.

If a student finds during a practice quiz that they have technical difficulties or other issues which mean they aren't able to do the forthcoming summative quiz, they should submit a Serious Adverse Circumstances (SAC) form to the following email address SAC@herts.ac.uk

If a student is fine during the practice quiz and then starts the summative quiz but is unable to complete the quiz because of some kind of technical difficulty or some disturbance at the location where they are completing the test e.g. childcare issues - the student should complete the SAC form and send it to SAC@herts.ac.uk within 24 hours of the quiz start time. If the SAC form is received after that period, the SACs will not be considered.