

Checklist for designing online assessments in Inspera

Based on the [Teaching Delivery, Coursework, Tests and Examinations under COVID-19 Alert Levels in Semester One and Quarters One and Two, 2021](#) policy statement and the [University's principles of assessments](#) the following elements should be considered when redesigning your assessment for the online, non-invigilated context.

During the design process

Question types

- Look for ways to [re-design questions](#) to promote higher-level thinking, (e.g., questions that require students to apply critical thinking and reasoning skills or interpret data, multi-step questions, where one item builds on the previous one or [authentic assessments](#), etc).
- Inspera includes several question types for manually marked items, including [Essay](#) and [Upload Assignment](#) options.

Promote academic integrity

- Include the [Academic Honesty Declaration](#) in your assessment.
- Where relevant, ask students to provide personal artefacts (e.g., photos of working out, handwritten essay plans, etc.) using the [Upload Assignment question type](#).
- Consider providing rubrics using [Bands and Criteria](#) so that students understand the criteria they are expected to fulfil in their assessments.
- To double check the difficulty of recall type questions, enter some of the words from your question on Google and monitor for any replication in content.
- Assign word limits in your assessment instructions to deter students cutting and pasting in large chunks of text.

Student experience

- Design your exam with [inclusive design principles](#) for online accessibility in mind to ensure students are provided equitable opportunities to be successful.
- Try to ensure that instructions and expectations are clear, e.g., provide guidance on word counts, expected format (e.g., questions vs. short answers, points values, guidance around referencing requirements, etc).

Preparing students

Practice opportunities

- ❑ Ask students to view the short video on [sitting the exam using Inspera](#).
- ❑ Advise students to log in to Inspera in advance and check that they can gain appropriate access. (Note that the recommended browser is **Chrome**.) They can do a practice assessment by selecting the Demo tests tab and doing **Demo Test 1**.
- ❑ You might also consider converting an actual course quiz into Inspera before the exam so students have the opportunity to experience 'real world conditions'.
- ❑ For exams that require learners to submit some answers via scanned image or photograph (e.g., diagrams, equations, etc.), students must have an opportunity to complete a practice exercise beforehand to ensure they are familiar with the technological requirements for uploading images (as per the [2021 Teaching Delivery, Coursework, Tests and Examinations policy](#)).

Key information

- ❑ Educate students about the relevant [University regulations, statutes and guidelines](#) on academic integrity and [emphasise the importance of academic integrity](#) before the assessment.
- ❑ Ensure students are aware of any necessary equipment or technology they will need for the exam (e.g., pens, paper, and access to a digital camera), and that they understand whether the exam is '[open-book](#)' or '[restricted book lite](#)', as well as what this means.
- ❑ Provide a space where students can ask any questions they may have about the exam process, e.g., allow time in class and/or set up a Canvas discussion. Questions may relate to [special exam conditions](#), [procedures for aegrotat and compassionate consideration](#) and [student support during the exam](#), etc.