

Strategies for Delivering Exams in Canvas

Recommended Practices

1. Draw your quiz questions from a pool of questions using the Question Banks feature.
2. Randomize answer choices for each question.
3. Randomize question order (must use Question Groups feature).
4. Update question banks for each course iteration.
5. Give students a time limit for assessments. Enough time should be given so that students can answer the question without aide of a textbook or Internet resources.
6. Display one question at a time.
7. Have the assessment accessible only for a specific amount of time (for example, available on Friday at 5pm and due on Sunday at 9pm).
8. Do not release the student's test score until the availability time has ended (use the "Mute Assignment" feature in the Gradebook).
9. Do not release results to the students until after all students have taken the exam (use the "Mute Assignment" feature in the Gradebook).
10. Routinely review start and end times for exams to identify anyone who takes an unusually short period of time to complete an exam.

Quiz Settings in Canvas

Quiz Type

Assignment Group

Options

1 Shuffle Answers

2 Time Limit Minutes

3 Allow Multiple Attempts

4 Let Students See Their Quiz Responses

5 Let Students See The Correct Answers

Show Correct Answers at

Hide Correct Answers at

6 Show one question at a time

7 Lock questions after answering

Quiz Restrictions

8 Require an access code

9 Filter IP Addresses

What you need to know about quiz settings in Canvas

The numbered list below corresponds to the numbers in the above image.

1. Shuffles answers for each question.
2. Limits amount of time students have to complete the quiz (in minutes).
3. Allow students to take the quiz more than once.
4. Allow students to see their responses after submitting the quiz. This will display which answers students got incorrect, but it will not show the correct answer choice.
5. Allow students to see the correct answer choices for each question after submitting the quiz. (Option 4 must be selected for this option to be available).
 - a. Allow students to see the correct answers for each incorrect answer during the date and

times provided (option 4 must be selected for this option to be available).

6. Only display one question at a time.
7. Students cannot return to any previously answered questions (option 6 must be selected for this option to be available).
8. Require your students to input an access code, or password, to take the quiz.
9. Restrict your students to an IP address or range so that students can only take the quiz from a specific location, such as on campus.

Which settings should I choose to promote academic integrity?

The following settings are always recommended for any type of graded quiz:

- Shuffle Answers
- Time Limit
- Show one question at a time
- Lock questions after answering
- Set Available From, Due, and Until Dates.

The screenshot displays the configuration options for a quiz. It is divided into two main sections: 'Options' and 'Quiz Restrictions'.
Options:
- 'Shuffle Answers' is checked.
- 'Time Limit' is checked and set to 30 minutes.
- 'Allow Multiple Attempts' is unchecked.
- 'Let Students See Their Quiz Responses' is unchecked.
- 'Show one question at a time' is checked.
- 'Lock questions after answering' is checked.
Quiz Restrictions:
- 'Require an access code' is unchecked.
- 'Filter IP Addresses' is unchecked.
At the bottom, there are four date/time selection fields: 'For' (set to 'Everyone'), 'Due Date', 'Available From', and 'Until', each with a calendar icon.

If the exam is taken on campus in a computer lab:

- Require an access code
- Filter IP Addresses

Recommended Strategies

1. Have students sign an academic honesty statement that summarizes the expectations and requirements.
2. Develop exam questions that require students to a) either know the material thoroughly, or b) look in several places in the textbook or learning materials to construct the answer, if students are allowed to take the test “open book”.
3. Only use automated assessments for progress monitors/practice quizzes that are a small percentage of their grade. That way, the majority of the grade and course is made up of assignments addressing the higher levels of Bloom’s, such as Analyzing, Evaluating, and Creating. If instructors rely on automated assessments, they are most likely only addressing the lower levels of Bloom’s such as Remembering and Understanding. Making this change may be the best change to make. It will not only help prevent cheating, but will also make the course authentic and more dynamic.
4. Do not review the test in a group setting with your students. Test results can be reviewed online with an individual student via the faculty office hours.
5. Combine objective tests with other methods of assessment, such as group projects and writing assignments. Essay questions also make it difficult for students to cheat on a traditional assessment.