

### Alternative Assessment Considerations

Final Assessment Options	Potential Impact on Student Performance and Well-Being
<b>If you are able to give an alternative assessment as your final exam, consider:</b>	
<b>(1) Online alternative low-stakes assignment*</b> (e.g., reflection on course learning) submitted and graded via Canvas for either full points or no points (i.e., only 2 grade possibilities).	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.
<b>(2) Online closed or open-book alternative assessment or assignment*</b> (e.g., Multiple choice exam becomes short answer; change exam to a graded alternative assignment); students submit work using Canvas or <a href="#">Gradescope</a> .	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.
<b>(3) Online optional assessment or assignment*</b> 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><b>For lower-performing students:</b> 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.</p> <p><b>For higher-performing students:</b> Potential reduction in study workload if they accept current grade; opportunity to focus on classes that they need more time to study for.</p>
<b>If you need to preserve your final exam in its original form, consider:</b>	
<b>(4) Online, unproctored exam* (i.e., open book, open notes)</b> using Qualtrics or Canvas quizzes	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><b>(5) Online, proctored exam using Examity (closed book)</b></p> <p>Note: This option is only recommended for instructors with previous experience giving online exams and knowledge of virtual proctoring services. 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>
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**\*Recommend students having a full 8-hour day to do exam. Exam still needs to be done in one sitting.**