



## Assessment Tips for Online Courses in Bb 9.1

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### 1. IPFW Online Course Design Standard on Assessment:

**Assessment and evaluation policies of the course are clearly stated before any student work is assigned. Assessment strategies evaluate student progress by reference to stated learning objectives, and are integrated into the learning process.**

7. 5.1 Assessment policy of the course is clearly stated at the beginning of the semester to prepare the students for using appropriate skills and behavior, and to gainfully direct their effort and time in the course.
8. 5.2 Assessments, learning objectives, and learning activities align in a clear and direct way. The assessment formats provide a reasonable way to measure the stated learning objectives. Assessment strategies evaluate student progress by reference to stated learning objectives, and are integrated into the learning process.

*Application:* This standard implies:

- the syllabus, and perhaps elsewhere in the course, students would see what objectives are covered in each test, or other assessment, and why the instructor has selected this form of assessment to evaluate student progress toward those objectives.
- the description of the assessment and the instructions for completion will be clearly stated BEFORE students start the assessment.
- the reasonableness of the method and items of measurement will be apparent in terms of their direct relationship to the learning objectives.

### 2. Assessment Descriptions for Students

*Example 1:* From Y107-01 Comparative Politics Examinations, Craig Ortsey, refer to Attachment A.

*Example 2:* From MUS Z101, Music for the Listener Online Assessments, Ken Johnson, refer to Attachment B.

*Example 3:* Sample exam directions to give about test content and format, refer to Attachment C.

### 3. Honor Code Statements in Syllabus and on Tests

Example 1: Source: [What Colleges and Universities Can Do to Promote Academic Integrity](#).

"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

Example 2: Source: [Comparative Politics Syllabus](#), Charles Hauss, GMU.

"No help may be given or received by students when taking quizzes, tests, or examinations, whatever they type or wherever taken, unless the instructor specifically permits deviation from this standard. All work submitted to fulfill course requirements is to be solely the product of the individual(s) whose name(s) appear(s) on it. Except with permission of the instructor, no recourse is to be had to projects, papers, lab reports or any other written work previously prepared by another student, and except with the permission of the instructor no paper or work of any type submitted in partial fulfillment of the requirements of another course may be used a second time to satisfy a requirement of any course in the Department of Public and International Affairs. No assistance is to be obtained from commercial organizations which sell or lease research help or written papers. With respect to all written work as appropriate, proper footnotes and attributions are required."

Example 3: From *MUS Z101, Music for the Listener Online*, Ken Johnson:

#### Statement of Academic Honesty:

"Cheating or plagiarism will result in failure for the assignment and potential failure in the course. All work should be the student's own work, not someone else's. To understand more about how to write with academic honesty and to avoid plagiarism, students can visit the brief explanation posted at the [Purdue Online Writing Lab \(OWL\): Overview and Contradictions](#)."

#### Honor code statement:

"The ways in which exams in an online course are taken require that extra steps be taken to ensure that academic misconduct does not occur during them. As part of these extra steps, students are asked to indicate agreement with an honor statement on each major test in the course."

"The student who participates in this course is expected to be the one who posts his or her own messages in the discussions, who takes the quizzes and tests, and who does the concert critique. The student's work should be the result of the student's own efforts, not someone else's work. The student should consult textbooks, notes, or other outside aids only as allowed in the directions for a particular assignment. Each student also is expected to not reveal the contents of quizzes and tests to anyone outside of this course."

Example 4: Possible test item approach: This could be the first item on each test:

By checking AGREE below I swear upon my honor that I am the person enrolled in this course who is taking this test, that the answers will be mine alone, that I have not let anyone read my answers or discussed questions or answers with someone who has already begun the test, and that I will use no help in answering the questions other than what has been allowed in the test instructions or description.

Agree  
 Disagree

### 4. Grading Explanation in Syllabus

Example 1: This example comes from *FNN 20400 Food History and Culture*, Linda Lolkus, Sample Syllabus at the CELT web page; it uses abbreviations explained to students elsewhere in the syllabus. In this example, there is a place in the syllabus for students to record their points.

Grades in this course will be based upon points earned in each of the following categories. At any time you may calculate your grade based upon points earned to date compared with points possible to date. Grades will be posted on *e-Learning*.

**Participation.**

9. Points Possible: 200. List Points Earned: \_\_\_\_.

**WWE Presentation and Report.**

10. Points Possible: 200. List Points Earned: \_\_\_\_.

**You and Your Food Ways.**

11. Points Possible: 100. List Points Earned: \_\_\_\_.

**CATs.**

12. Points Possible: 100. List Points Earned: \_\_\_\_.

**Test 1.**

13. Points Possible: 200. List Points Earned: \_\_\_\_.

**Test 2.**

14. Points Possible: 200. List Points Earned: \_\_\_\_.

**Total:**

15. Possible Points: 1,000. List Total Points Earned: \_\_\_\_.

The following scale of *percentages* will be used to calculate final course grades. For example, a grade of “A” would require a minimum of 934.9 points out of 1,000, while an “A-” would require a minimum of 894.9 points out of a thousand, and so on.

16. 93.49 or above = A.
17. 89.49 through 93.48 = A-.
18. 86.49 through 89.48 = B+.
19. 83.49 through 86.48 = B.
20. 79.49 through 83.48 = B-.
21. 76.49 through 79.48 = C+.
22. 73.49 through 76.48 = C.
23. 69.49 through 73.48 = C-.
24. 66.49 – 69.48 = D+.
25. 63.49 – 66.48 = D.
26. 59.49 – 63.48 = D-.
27. Below 59.49 = F.

## 5. Settings to Make on Assessments

*Making link available:* “Make the link available” needs to be selected for an assessment linked to a content area. The time that it is available is limited by selecting “Display After and Display Until” dates and times.

*Number of attempts:* It can be practical to allow two attempts in case a student loses an Internet connection; or to define an “attempt” as “2 minutes” perhaps.

*Caution on “forced completion:”* Selecting this option will clear out saved answers if a student loses an Internet connection. If it’s not checked, a student can reenter the exam.

*Timer:* The timer starts the first time the test is launched. A test that goes over the time, will have an exclamation point in the Grade Center to “red flag” the option of taking off points for going over the time period.

*Display After and Until:* This setting sets time for the test to be available for students, usually at least 24 hours. If accepting late submissions, the “Until” part can be a few days after the actual due date.

*Feedback:* Questions that are automatically graded can be set to provide feedback to students on score, submitted answers, correct answers, and other feedback chosen when the test was created. To avoid

showing correct answers before all students have completed a test, select “score only.” After all students have completed the test, it is possible to return to the “test option” area and select the other feedback options.

*One at a Time.* Choosing to present questions “one at a time” avoids some timeout issues because students will be required to submit each question and then asked to confirm their submission continually sending data to the server each time.

*Randomizing:* Randomizing the order of questions in each student’s test can be helpful as long as the questions do not build upon one another.

*Firefox Browser:* Students may like to know that Firefox has been a reliable browser when taking a test in Blackboard. Also, students should be told to have only one browser open when taking a test. Blackboard recommends clearing the “cache” before starting a test. For Firefox, the steps are as follows.

1. Click **Tools** and select **Options**.
2. Click the **Privacy** Icon.
3. Click **Clear** across from the **Cache** option.
4. Click **Ok**.
5. Exit and relaunch the browser.

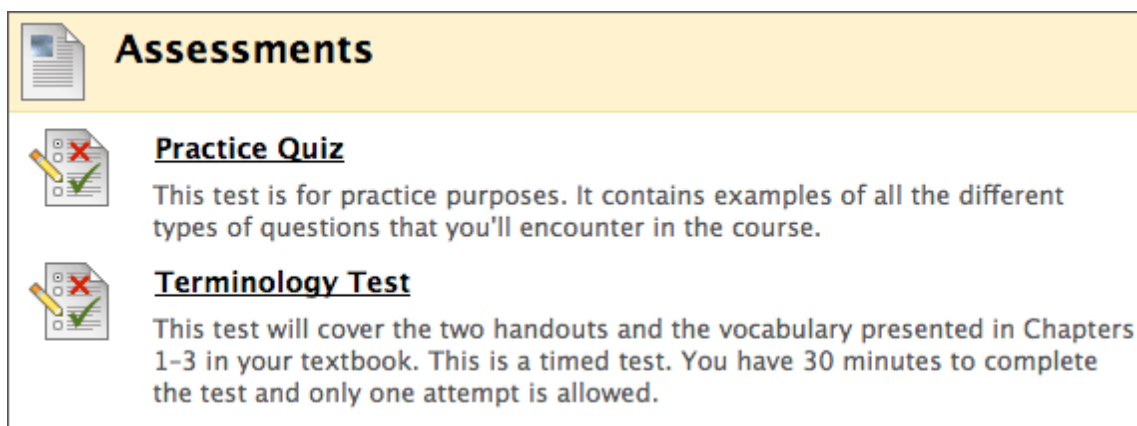
*Time Outs and Server Limits:* After 20 minutes, if the Blackboard server detects no activity on a test, it will close out the test. Students should know something about this system operation and should be advised to save the exam every 15 minutes. In addition, it is helpful to keep exam time under 1 hour; for longer tests, this would mean breaking the test into parts, each of less than one hour.

## 6. Recommendations from Blackboard Resources

Reference: [CSU Fresno](#)

### Accessing Tests

Students typically access tests from a *Content Area*. Instructors may provide information following the test title, if they want.



The screenshot shows a Blackboard interface for assessments. At the top, there is a yellow header with a document icon and the word "Assessments". Below this, there are two test options, each with a document icon containing a pencil and a checkmark. The first option is "Practice Quiz" with the description: "This test is for practice purposes. It contains examples of all the different types of questions that you'll encounter in the course." The second option is "Terminology Test" with the description: "This test will cover the two handouts and the vocabulary presented in Chapters 1-3 in your textbook. This is a timed test. You have 30 minutes to complete the test and only one attempt is allowed."

After you select a test, click **Begin** and the test appears. Any instructions provided by the instructor are located at the top of the test. If the test is timed, the timer starts when **Begin** is clicked.

In addition to clearing the cache of a browser, students should be advised to prepare for an online test as follows:

Please **do not** enter a test site before you are ready, as many online tests are set to only allow you to access the test once. You will not be able to exit an exam and re-enter it again later.

### During the Test

- Find a time to take the test in which you will be free of interruptions. If your computer and telephone share the same telephone line, unplug your telephone while taking the quiz.
- If at home when taking a test make sure that no one else using the wireless connection is watching a movie or downloading a large amount of data.
- Make sure that you note if the test has a time limit. The time will show on the status bar at the bottom of your window. You will want to make sure that the **Status Bar** is selected. If you are using **Internet Explorer** click on View > Status Bar. In Firefox, you will need to select Tools > Options > Content > Enable JavaScript > Advanced > Change Status Bar Text. If a time limit is set make sure and keep track of when you started the test. The time on the computer or on the Blackboard server may not be the same.
- Once you have opened the exam, avoid clicking on any of the main menu buttons in this course or on any of the navigation buttons on your web browser. Doing so may bump you out of the exam, in which case your answers may be lost, and you will not be allowed to re-enter the exam.
- Avoid “double clicking” on the answers or the Submit button.
- Do not use the mouse-scroll wheel as this may change your answers on a multiple choice question.
- Do not close the window of the test for any reason. Some web browsers may „time you out” of the exam if you take too long. To lessen the possibility of being „timed out”, open a separate web browser window **before** you click on the exam link. In that separate web browser window, navigate to [The Official U.S. Time](#) site and select a time zone. Once the page loads, minimize that window, re-enter Blackboard, and proceed to click on your exam link.
- If your instructor has set your test to show the questions one at a time, make sure that you have selected the best answer before moving on to the next question. Your instructor may have prohibited backtracking on the test and you will not be able to get back to a previous question. There is also a possibility of the test „freezing” if you try to go back to a previous question.
- Before submitting your test you may want to right-click and print so that you have a copy of your exam.
- Your exam answers are not saved until you click on the „Submit” button at the end of the exam. Please do not forget to hit „Submit” once you have completed all questions.
- If for any reason you get closed out of the exam while taking it, please contact your instructor immediately via email. In your message detail **exactly** what happened. Depending on the type of exam, your instructor may either reset your test so that you may re-take it, or give you an alternative exam to be taken in a proctored setting.

The layout of a practice quiz could look something like this. Such a quiz can give students the opportunity to experience how the online testing works. If setting up a practice quiz, keep it to a few questions and use the same kind of settings that will be used in the actual quizzes and tests, e.g., present questions one at a time; and use the same kind of directions.



## Preview Test: Practice Quiz

### Instructions

Name Practice Quiz

Description The test is ungraded and untimed. You may take the test multiple times. If you have any questions about the question format or content, please email me.

Instructions

Multiple Attempts This Test allows multiple attempts.

Force Completion This Test can be saved and resumed later.

### Test/Survey Status

Save All Answers

Save and Submit

### Question 1

10 points

Save Answer

Who wrote the children's book *The Cat in the Hat*?

- Santa Claus
- Dr. Seuss
- Johnny Depp
- Rosie O'Donnell

Success: History of Ocean Exploration & Science created.



## Test Options

\* Indicates a required field.

Cancel

Submit

### 1. Test Information

\* Name

Choose Color of Name  Black

Description

Visual Editor is:  ON

Normal 3 Arial **B** *I* U abc  $x_2$   $x^2$

This test will cover material presented in Chapter 1 - The History of Ocean Exploration and Ocean Science. This is a timed assessment. You will have 15 minutes to complete the assessment once you begin. Questions will be presented all at once. You will have one attempt to complete the assessment. The assessment is comprised of a total of 33 points.

Path: [body](#)

Save as Reusable Object

Open Test in New Window  Yes  No

### 2. Test Availability

Make the Link Available  Yes  No

Add a New Announcement for this Test  Yes  No

NOTE: URLs for web links cited in this file are listed below.

What Colleges and Universities Can Do to Promote Academic Integrity: <http://www.k-state.edu/honor/hipe/presentations/powerpoints/ksuallencai07.ppt>.

Comparative Politics Syllabus, Charles Hauss, GMU: <http://classweb.gmu.edu/chauss/courses/blg133syl.htm>.

Purdue Online Writing Lab (OWL) Overview and Contradictions: [http://owl.english.purdue.edu/owl/owlprint/589/.](http://owl.english.purdue.edu/owl/owlprint/589/)

CSU Fresno:

[http://blackboard.csufresno.edu/students/documents/OnlineExamInstructionsAccessible8\\_10\\_11.pdf.](http://blackboard.csufresno.edu/students/documents/OnlineExamInstructionsAccessible8_10_11.pdf))



# Attachment A: Y107-01INS Comparative Politics Examinations.

## Craig Ortsey, Continuing Lecturer, Political Science

**Format:** Each of the first three unit tests in this course will last for ninety minutes and consist of a set of five identifications (10 points apiece) and an essay question (50 points). The identifications will be a balanced mixture of relatively easy and difficult phrases, so students will need to address words at different levels of complexity but should not be overwhelmed by the choices. (The potential essay questions will all be of approximately the same difficulty, however.)

**Identification Questions:** Following the commentary and discussion questions in each set of weekly notes, you have been provided with a list of important terms. These catalogs of terms can help guide your studying for this section of the test, and you will have a limited choice concerning terms to address. (Note that these lists are not exhaustive and should not be treated as such!) However, you will not have a selection of essays from which to pick, which means that your instructor will announce a list of potential topics on Blackboard or in lecture during the week prior to each test.

Each ten-point identification question consists of two sections that are worth five points apiece, the definition (factual information) part and the significance (importance) part. The omission of either half of these answers will lead to a failing grade (a maximum of five points out of ten) for each incomplete answer.

**Definition section:** In the first portion of your identification answers, you should include all of the factual information that you can recall about the terms in question, including examples applying and illustrating the terms where appropriate. The one-sentence glossary definition in *NvD* (if applicable) is NOT a sufficient answer to this part of the question!

**Significance section:** The second part of your answers should demonstrate to your instructor that you understand why the terms you are addressing are important to the study of comparative politics. In other words, why do students of this subfield care about these terms? These answers will differ depending on the nature of the idea being described, but can include: important real-world political effects that the term has engendered; how it connects to some other term, person or idea from Y107 (or some other class); or how the idea has furthered our collective understanding of comparative politics.

The following example may give you an idea of what a good identification answer, which should be between a total of six and ten sentences in length, would look like:

*variable-oriented approach*—(definition) This term is a synonym that Newton and van Deth utilize to describe large-N quantitative research. In the variable-oriented approach, researchers examine a few factors that change/vary across many countries (large-N) to explain patterns and results of political behavior. This approach is often contrasted with case-oriented (small-N) qualitative research.

(significance) Both techniques are valid for arriving at inferences about politics, although the variable-oriented approach is generally preferred if sufficient data are available. That is true because the statistical tools that are used in these studies limit the ability of outside influences to impact the relationship under study and allow researchers to find patterns in data that would otherwise be undetectable. However, the variable-oriented approach sometimes grants researchers more confidence in their results than they should have because of the “magic of numbers”, so readers should consume these results skeptically.

Notice that the significance part of this answer could also have described how quantitative researchers may try to expand their numbers of cases to reach statistical sufficiency, explicated the problems of omitted variables, discussed the struggle between qualitative and quantitative researchers for the “soul” of comparative politics, or any other relevant importance of this term. While your instructor will be looking for certain facts to appear in the definition section (for example, if you wrote that this term was a synonym for qualitative research, that would just be wrong), answers for the second part may vary considerably based on your creativity and understanding of the term. It is your job to convince the instructor that you deserve full credit for your interpretation of the importance of the term in question!



You should also keep in mind that the above example was deliberately composed in an abbreviated fashion; there is much more that could be written about this term. Your instructor cannot grade what is not on the page, so please feel free to write as much as you feel is necessary to discuss the term in question. A great answer can be written in six to ten sentences, but some students may take longer to develop their ideas; you should not cut yourself off at ten sentences artificially if you have more to write! Finally, please note that you need not write your identification answers in exactly the above format, but it is strongly suggested that you do so in order to be certain that you have addressed both halves of each identification question.

**Essay Questions:** In comparison to the identification questions, the format and structure of the essays are fairly simple and straightforward. Each essay question will cover some broad topic in that particular course unit and should be between four and five paragraphs in length. As stated previously, since you will have no choice of essay topics for this part of the exam, your instructor will post essay topics to Blackboard (or discuss them in lecture) during the week before the test is scheduled. You are strongly encouraged to read these postings carefully and use them as the basis for preparing for this portion of the examinations.

**Final examination differences:** The syllabus affirms that the final exam for this section is partly comprehensive. In other words, although the identification questions will be taken from the last unit of the course, the comprehensive IDs will require you to draw upon material from the entire semester. Since you will not have any choice concerning what comprehensive identifications to address, your instructor will post potential terms to Blackboard at some point during the last few weeks of the course. Finally, due to the more complicated nature of the second part of this semi-comprehensive final, you will be allotted two hours in which to take this test. This examination is scheduled for Thursday December 15 between 8:30 and 10:30 PM for the students in the studio section (Y107-01S).

**Dates and times:** As implied by the syllabus, the tests are scheduled for the following days: September 20 (Unit 1); October 18 (Unit 2); November 15 (Unit 3); December 15 (Unit 4 and final exam). If anyone in the class has conflicts with these dates, please inform the instructor at your earliest possible opportunity. Some flexibility on finding alternative times to take exams is possible with a great deal of forewarning, but that flexibility decreases with each passing moment towards test days.

This course contains a mixture of in-person and distance education students, and the process by which each type of student will take these exams is somewhat different. This fact may complicate this explication a bit, but it should be fairly straightforward nonetheless. Students who are taking the class in the television studio will sit for the exam as normal; you will appear on time on the correct dates, be handed a blue book, and then you will write the tests. Online students will take the exams through the e-Learning system, however. Each test will be available on Blackboard only between 6:00 and 11:30 PM (18:00 to 23:30 EDT/EST) on the Tuesday following the last week of each unit (exception: as it states above, the final exam is on

the Thursday of finals week). The exams can be located in the appropriate weekly folders (5, 9, 13 and 16) on Blackboard. There are also a few quirks about how Blackboard grants access to tests that you should be aware of before taking these exams.

28. (1) Once you start a unit exam, you will have exactly ninety minutes to complete the test; that time expands to two hours for the final. If you have not submitted your answers by clicking the "save and view next" button at the end of each screen (including the last) AND the "finish" button at the bottom of the last screen by the end of that period, you will be locked out and unable to send anything to your instructor. Blackboard provides a countdown clock in the top right corner of the test space, but you should keep close watch of the time on your own.
29. (2) It is critical to grant yourself sufficient time to complete the exams! If you try to begin an exam with less than the allotted time available, Blackboard will lock you out and you will be unable to take the test. That fact implies that you must begin each exam by 10:00 PM (22:00 EDT/EST), or 9:30 PM (21:30 EST) in the case of the final, or else you will run into the same problem that would exist if you tried to take too much time on the test.

If you have any unanswered questions or concerns about the technical aspects of the exams, please let your instructor know at your earliest possible convenience.

**Honor code statement:** As a reminder, the syllabus section concerning the honor code statement is repeated here for your perusal.

“The nature of exams in an online course necessitates that extra steps be taken to ensure that academic misconduct does not occur during them. Therefore, you will be asked to indicate that you agree with the following statement as part of every test you take in this class; omission of this agreement will result in your exam being discarded.

‘I attest that I am a registered student in this course, I am that student who is taking this test, and that I will submit answers to this exam that are solely the result of my own efforts. I will not consult any textbooks, notes or other outside aids in completing this exam, nor do I know of anyone else who is consulting or has consulted outside individuals or resources for help on this test. I also promise to not reveal the contents of this examination to anyone outside of this course.’”

In other words, you are not permitted to access any outside materials (textbook, notes, web sites, videotaped lectures, fellow students) while taking the exams. If your instructor discovers sufficient evidence to convince himself that you have utilized anything other than your memory while completing any of the tests, the punishment for taking this action is an F for the course and (most likely) a referral to the dean of students’ office for further disciplinary action. Your instructor cannot stress too highly how important not cheating on any of the exams is and strongly encourages you to follow the rules for academic honesty!

**Grading criteria:** Your instructor will use the following guidelines when grading all of your exams this semester:

A (100–90%)

Your response demonstrates a solid understanding of the relevant material and concepts; uses many sources and examples; synthesizes the material well; makes a clear, creative, and well-organized argument; and is clearly written with few to no grammar and spelling errors.

B (89–80%)

Your response demonstrates a good understanding of the relevant material and concepts, uses several sources and examples, follows an argument, shows some creativity, and is readable.

C (79–70%)

Your response demonstrates some understanding of the relevant material and concepts, loosely refers to a few sources and examples, has a focus, and is passably written.

D (69–60%)

Your response shows little more than a passing acquaintance with the relevant material and concepts and is poorly written, with little discernible focus or structure.

F (59–0%)

Your response merely repeats the information available in the question, shows no specific knowledge of the relevant material and concepts, or is virtually unreadable due to systemic grammatical errors.

Please note that while it is true that this is not an English course, grammar and spelling errors that are so numerous that they distract from or disguise the points you are trying to make will result in a lower grade.

**Final words:** If you have any questions or concerns about this document, please post them to the Online Office or ask your instructor about them in lecture. Good luck!

## Attachment B: MUS Z101, Music for the Listener Online

### Ken Johnson, Continuing Lecturer, Music

NOTE: These excerpts come from the syllabus and explanations in several sections for clarifying students expectations for assessments.

“The type of learning involved in this course goes beyond acquiring knowledge. It requires students to apply the knowledge, to use critical thinking and problem solving skills, and to communicate well with personal and professional values that help to build the online learning community of students in this course. More information about the focus of this learning is provided in the description of the [IPFW Baccalaureate Framework](#).”

**“IMPORTANT:** Students will not have Units available to view and submit assignments after they have been closed. Units will be kept open for a few days after due dates to allow for late work, but there will be grade reduction for the degree of lateness. Tests must be completed within the announced time frames also (see *Tests 1-5* below).”

“NOTE: IPFW operates within the Eastern Daylight Saving Time, [EDT](#). If a student is not in this time zone, the student will need to adjust for this time zone when submitting course assignments.”

“Many brief quizzes will be distributed throughout the modules in the course with the first one given in Unit 1. There will be five major tests in the course, the last of which will be given in finals week of the course. There will be two concert critiques due in the semester (see Concert Critique below). Students will have each Unit available to them for a limited period of time, and those weeks are listed below.” [In the syllabus, list of units followed this paragraph.]

#### **Assignments:**

...“*Quizzes:* There will be quizzes throughout the modules of the course for which the content will be clearly delineated. “

“*Tests:* There will be five tests. Each test will be made available online and will be time-limited. If a student has a conflict with the scheduled time, the student should notify the instructor *in advance* of the test and plan to take it *in advance* of the due date. The last test will be given in finals week, which ends on December 16, 2011, and will be an open-book, open-note exam.”

“*Concert Critique:* Each student will be responsible for attending TWO concerts during the class time frame. A detailed list of concerts on the IPFW campus will be provided. These can all qualify for concert attendance and critique. If students wish to attend a concert off-campus, they may do so. This can be any style of music, but must be at a **professional level concert venue**. If a student doubts that the concert is a professional level, they should contact the instructor before attending the concert to make sure. For example, the following have been attended by past students, but ARE NOT acceptable as concert venues.” [A list of examples followed this paragraph.]

#### **Calendar:**

“Students will receive regular notices concerning due dates for coursework and tests. These can be viewed at each module’s homepage, and can also be seen at the Calendar Tool on the tools menu of the Blackboard class site. Emails will also bring attention to upcoming due dates and work to be accomplished.”

#### **Learning Activities:**

“Details of homework assignments are provided in each study guide at the course site. These assignments begin with the textbook and interactive Kamien online chapters. These materials are rudimentary for preparing and succeeding on quizzes and tests. Doing assignments with others can be effective when discussing topics relating to each assignment, but ineffective when the text is not read or more work is done by one student than another. For this reason, students always are expected to be prepared before beginning the discussions.”

“Competence with the course content is shown in these discussions as well as on the quizzes and tests. Such competence comes from individual study and preparation. This work requires keeping up with the reading, web activities, listening assignments, and due dates.”

#### **Tests 1-5:**

“Students’ work on units will prepare them for the major tests which will happen during the course of study. The emphasis on these tests will be music that students have listened to in the unit being tested. The tests will be open-book, open-note, and will test students’ aptitude at identifying musical works they listen to, and answering questions about the music. A study guide will be available for students to prepare for the test, and will include a list of musical works that could be tested on an individual test. Students should prepare for each test by studying notes, presentations, and textbook commentaries on these works, and listening to any audio lectures that are part of the unit being tested.”

**“IMPORTANT:** Tests will be available only for a limited period of time. Students must complete and submit their tests before that time frame expires.” Grades may be affected by factors such as missed assignments, failure to “show up” on time in the unit discussions, submission of incomplete responses and replies, or any problems of academic dishonesty. For some assignments, after instructor review, students may be asked to revise an assignment before receiving a final grade. These issues are addressed in the subsections below.

#### **Attendance:**

“On-time participation at the course site, particularly in the unit discussions, is evidence of attendance in this online course. Students are expected to allocate sufficient time to complete all the requirements for each Unit: reading, listening, responding to discussion questions, submitting replies to classmates, and completing other assignments on time. Failure to keep up with the pace of the course may result in lower grades or the failure of the class. Course Units will be available only for those weeks listed above in the *Organization of the Course* section of this syllabus.”

“NOTE: Our eLearning system has a tracking feature built into the course site...This rather detailed information helps to verify attendance and participation.”

#### **Late Assignments:**

“Late assignments result in automatically lowered grades; therefore, it is to the students’ advantage to turn them in on time. Students who have a situation that prevents on-time work, should turn in work in advance. Only the student is responsible for any failure of on-time submitting or posting of work at the course site. Students need to be proficient with computer operations and if they need assistance in any of the technology operations, should contact the ITS Help Desk.”

## Attachment C: Sample Exam Directions for Students

NOTE: These directions might be posted as an *Item* just above a test link in the online course.

### Preparing for Test 1, Parts 1 and 2.

This test has two parts. The first part has 50 multiple choice questions, and you will have one hour to complete it. The second part has 3 essay items, and you will have another hour to complete this part. Randomization of order of the test items allows each student to have a different test. So, if you are kicked out of the test and have to restart, it is likely that you will have to start with a different test.

Both parts will be available from 5 PM May 1 to 11:59 PM May 2, but once you start each part, you will have only the time allotted and the timer starts as soon as you open the test. For this reason, make sure you are fully prepared before you begin. For each part, you should have enough time to answer the questions if you know the answers; you probably will not have time to look up answers in other resources.

The format for this test will be similar to the *Practice Quiz* given to you in the [Start Here](#) section of the course. If you did not yet take the *Practice Quiz*, make sure you do so now so that you will be familiar with the online test-taking procedures.

To take this test, make sure that you use the [Firefox](#) browser, have no other browser open, and that you do not leave the test unattended for more than 15 minutes because the system may kick you out of the test for periods of inactivity. Before you use the Firefox browser, clear the cache as follows: 1. Click **Tools** and select **Options**. > 2. Click the **Privacy** Icon. > 3. Click **Clear** across from the **Cache** option. > 4. Click **Ok**. > 5. Exit and relaunch the browser.

When taking the test, you will see only one test item at a time, and should make sure that you have given the best answer before you move on to the next question. In this test, you will not be able to go back to a previous question, and if you try to do so, the test may “freeze up” on you. So do your best with each question and move on to the next one. It is also good practice to make sure that you “save” your answers as you move along. And, remember to click *Submit* only once (avoid double-clicking).

If you get closed out of the exam while taking it, contact me immediately by email, and explain **exactly** what happened. I will take a look at your message, the test data, and may consult with our IT Services in making a decision about how to proceed; I might reset your test so that you may re-take it, or I might choose to give you an alternative exam in a different format.

To prepare for the content of the test, use the checklist in the *Topics for Test 1* file. [File of topics attached as a review study list for the students.]