Crowdmark option for remote exams: Assigned Assessments

overview by Ana from Crowdmark support: http://bit.ly/remoteCrowdmark

transcript of the above video:
https://docs.google.com/document/d/1W3hUZQ9E95z8X__pTRg4PugtURplh_CDSIUXR2EnZOg/edit

Note: Everything we are doing here happens directly within Crowdmark. If you are already a Crowdmark user via Odyssey, this will be different. None of this happens in Odyssey.

Assigned Assessments: (main page, good links)
https://crowdmark.com/help/categories/assigned-assessments/

Already at links within Assigned Assessments (above), but worth pointing out:
We *can* create multiple versions:
https://crowdmark.com/help/managing-sections-or-multiple-versions-of-an-exam/

How do students communicate their answers? support for students
(Note – Best Practice is for us to provide a pdf of the exam as a reference, even though they can't type/write on it.)
A few options for students …
1. Type answers into a blank Word doc, separate doc for each question. Save as pdfs and drag/drop them into the spaces for each question.
2. Handwrite (draw, etc) answers on blank sheet of paper and take separate photos of each (via cell phone camera or scanning app), transfer to computer (share to email), drag/drop into spaces for each question.
3. Print a hardcopy of the exam pdf, and handwrite/draw on this, follow #2 …

Note that files must be **pdf, jpg** or **png**. If using a scanning app, make sure it doesn't combine into a single file. Having students do a mock exam to test their technology is HIGHLY recommended. More on that below.

About Due Dates and Late Penalties:
The ending of the remote exams (see Best Practices for time allowed tips) is different from "pencils down, exam is now over". If they reach the Due Date before they have finished uploading, they will be assessed a Late Penalty (set by us). This doesn't fit what most of us would do with an exam, but we can work with it. Crowdmark provides very detailed information about a student's submission, similar to the quiz log in Learn:

https://crowdmark.com/help/verifying-a-students-submission-attempt/

How to accommodate AAS students that get extra time:
It sounds like we can either set separate exams (copy our main exam, rename it) and assign those students to the special exams(s) with a different Due Date. Or (easier?), just ignore the Due Dates / Penalties for those students. In the latter case, I would think we would have to communicate with those students ahead of time so they don't fret about warnings about lateness.

Best Practice Tips for Remote Exams:
https://crowdmark.com/blog/best-practices-for-remote-exams/

What about multiple choice:
This type of Crowdmark assessment does not allow for automatically graded m/c questions. With a straight m/c exam, Learn quiz is probably a better option. But with a mixed exam, doing a workaround with this Crowdmark format may be our best compromise. As suggested in Best Practices, students could/should be sent a pdf of the entire exam (so it looks like a normal exam). The m/c questions could be there, and we somehow provide space for them to type their A, B, C, D choices? (I haven't grappled with this yet, but it will definitely be road-tested in my mock exam.)

Creating a mock exam for practice (for both instructor and students):
Although my students are Crowdmark veterans, they have only even down the conventional version – proctored exam on paper, scanned/uploaded. I want to make sure that they are familiar with …

- how to find Crowdmark (pre-emptively fixing the usual issue with multiple UW email versions leading to courses being in multiple Crowdmark accounts)
- how to answer questions – typing in separate Word docs, multiple choice (if any) and filling in tables/blanks will have to be modified from the paper version
- how to submit their answers – testing out the cell phone approach, if using

How successfully our students navigate a mock exam (fake questions of each type we will use) will give us feedback on time allowed. It is simple to set up a fake Assigned Assessment. I can then work with students having trouble to make sure they are solid for the real exam. This should reduce stress on all sides.

The part I particularly like is that we can create a mock exam, and enrol ourselves as a student (using a gmail address, for example). Then bounce back and forth as instructor and student, to have a full picture of how it performs.

I am intending to build a mock exam this week for myself, then road testing it on students after Suspension Week.

Looking for step-by-step instructions? Check out this UW support page:
https://uwaterloo.ca/crowdmark/sites/ca.crowdmark/files/uploads/files/crowdmark-variable-length-assignent-sep-30-2019_0.pdf