

## Testing using Zoom

Based on some trial runs using Zoom to monitor students during a test, the following approach appears to be a viable method for proctoring exams remotely.

Unfortunately, the Respondus Lockdown browser appears not to allow Zoom to function simultaneously based on some trials runs by some of our faculty.

Given the time crunch and the need for action now, the instructions below will guide you to the use of Zoom (only) for proctoring exams. This approach does not apply to MAT117 & 142, which have their own system for administering exams.

The following instructions assume you are using a course management platform such as Canvas or Moodle for students to access their exams.

1. You will arrange a test in whatever platform you are using, then create a Zoom meeting in which you invite all your students and whatever IAs may be helping. If you teach multiple sections of the same class, you may want to have one Zoom meeting/test per section, not all at once.
2. You should alert your students beforehand with the protocols, so that they are ready to be checked in, not wasting time during the process. For example, tell them to have their ID ready, their scratch sheets already available, to show their calculator, show their room scan, and whatever else you have them do. You may want to start the meeting early to allow time to check everyone in, and be flexible with time so that they still get the full 60 minutes.
3. You may want to have a roster of your students in a Googlesheet shared with the IAs/proctors so that as a student is checked in, you can "x" them on the roster. That way, you will know who has been checked in and who has not. You can also use this sheet to "x" those students as they check out when done. **If a student not present somehow took the test, there was a breach somewhere that needs to be followed up.**
4. If you use a password access to the exam, then reveal the password in the chat window after everyone has checked in. If a student is disconnected, the same password will allow them back into the exam with the remaining time. Alternatively, you can use the Zoom waiting room feature to restrict who gets into the meeting. This is useful if you prefer to share the test file in the chat once it is time to begin.
5. Students should be visible, and once checked in, turn down their speakers yet keep their microphones unmuted. That way, you can hear them but not in reverse.
6. There are many settings you can experiment with in Zoom, such as breakout windows, to better monitor your students. Some of this will come with your own experimentation and experience. Please share success stories on the Moodle discussion threads.
7. During the actual testing, you watch your students. This alone will keep the vast majority in check. The lack of a lockdown browser should not be concerning, as these are easily breached even under the best of conditions. Most students will behave. The threat of being watched will keep them in line. The short testing window also keeps other forms of academic dishonesty

difficult to achieve, such as farming questions to a third party and waiting for replies. This is not a perfect method, but can be very effective.

8. As students finish, have them alert you so you can check them out and follow any post-test protocols you may have. If you have them photo and scan their scratch work into a Canvas assignment for later review, make sure to create an "assignment" in Canvas so they have somewhere to upload.
9. If you have a student who needs extra time, have them start the test with everyone else. You should already have the extra time entered into their personal settings. When others finish, these students simply continue. Other students won't know because once they are done, they leave the zoom meeting and cannot see what is going on.
10. If you have a student with more restrictive or unique accommodations, contact the DRC, who will assist in any way they can. The DRC is requesting us to assume some of the "easier" cases where extra time is all that is needed, as the DRC is swamped as well. The DRC will handle the more challenging cases. DRC students who need a diminished distraction environment can have it within zoom as well. To begin with, all students will not be able to hear each other. Students who are also distracted by others can essentially "turn off" their video so that they do not see others. This in no way stops them from being viewed by the host.
11. If you or your students are concerned about how long it will take to scan and submit multi-page documents, you can create an "assignment" on Canvas/Moodle to give them the opportunity to practice.

Recognition must go to Beth Jones and Terri Miller, who have worked hard to develop protocols for Zoom testing and handouts for the students. There are so many nuances with this approach that we are bound to learn better methods as we go along.

Updated March 27, 2020