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UUM
Universiti Utara Malaysia

GUIDELINES FOR ONLINE FINAL EXAMINATION

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01
INTRODUCTION

"When the cook tastes the soup, that's formative assessment and when the customer tastes the soup, that's summative assessment."

With the current pandemic situation, one of the important questions instructors often asked is "how to orient students to the new way of learning and assessment?" As adapting to change is not easy to some learners, instructors need to reflect on their teaching and assessment practices to ensure students benefit the most. Instructors have been benefitting from the existing notions of formative and summative assessments to ensure meaningful learning and effective engagement of the course content and assessment with respective degree programmes. In this guideline, we would like to reiterate briefly the two concepts as they are often related to the modes of assessment to which instructors choose or have chosen for their courses.

Formative assessment, also known as "assessment FOR learning" is an ongoing process and has the purpose of making students' learning improve while the summative assessment, on the other hand, also known as "assessment OF learning", is often given at the end of the session as an outcome or product of learning to measure learners' performance. Paul Black (2002) provides a simple analogy to describe the two:

In the Handbook of Teachers by the Bureau of Exceptional Education and Student Services (2004), formative assessment is also known as an ongoing assessment/continuous assessment or progress monitoring. Additionally, Trumbull and Lash (2013, p. 4) exhibited some dimensions on which formative assessment may vary (see also Bennett, 2011). Therefore, formative assessment can be used as a feedback in classroom and/or be graded. This is also supported by Poorvu Center for Teaching and Learning at Yale University (2020) when discussing formative and summative assessments. The variation of formative assessment described by Trumbull and Lash is provided in Table 1.

Table 1: Dimensions of Formative Assessment (Trumbull & Lash, 2013)

DIMENSIONS OF FORMATIVE ASSESSMENT	
1	Informal vs. formal
2	Immediate feedback vs. delayed feedback
3	Curriculum embedded vs. stand-alone
4	Spontaneous vs. planned
5	Individual vs. group
6	Verbal vs. nonverbal
7	Oral vs. written
8	Graded/scored vs. ungraded/unscored
9	Open-ended response vs. closed/constrained response
10	Teacher initiated/controlled vs. student initiated/controlled
11	Teacher and student(s) vs. peers
12	Process oriented vs. task/product oriented
13	Brief vs. extended
14	Scaffolded (teacher supported) vs. independently performed

As indicated in Table 1, dimension 1 (Informal vs. formal), dimension 2 (Immediate feedback vs. delayed feedback), dimension 8 (Graded/scored vs. ungraded/unscored) and dimension 13 (Brief vs. extended) are some important variations in formative assessment that we would like to delineate. First, the assessment may be conducted informally during the synchronous and asynchronous class sessions or may be conducted in a formal form of short quizzes and/or mid-semester exam. Instructors may provide immediate feedback to the students during the class sessions, especially when the tasks are not graded or included their feedback along with the carry marks should the tasks contribute to the course grade. While some instructors opt to conduct given assessment component once during the course (brief), others may offer to choose the best from several assessments conducted (extended).

Closed-Book Take-Home Final Exam — 40-60%

Open-Book Take-Home Final Exam — 40-60%

Coursework — 100%

Open-Book Closed-Book Final Project — 40-60%

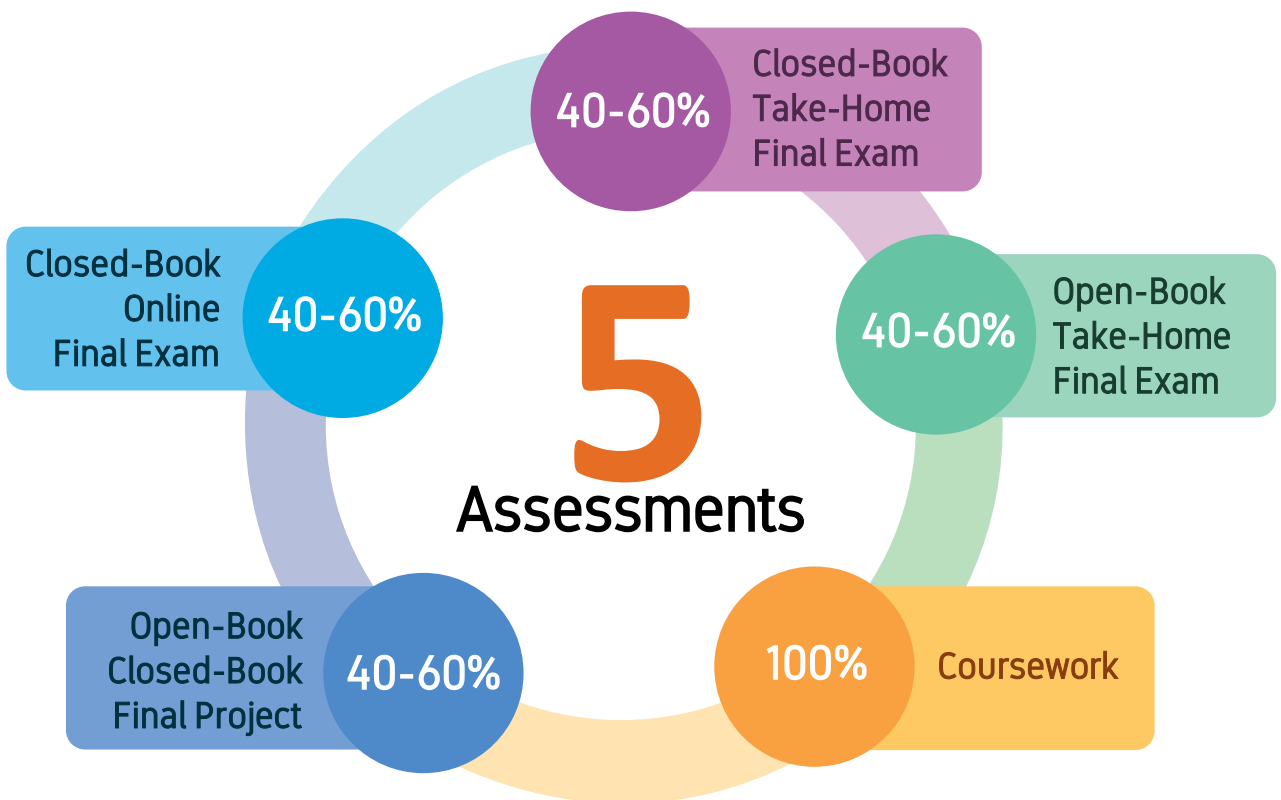Closed-Book Online Final Exam — 40-60%

5 Assessments

Figure 1: Online and Take-home Assessments

We believe that the brief discussion on the two notions of assessment may help instructors to decide and plan the most suitable assessment components that they will conduct online or remotely. In this guideline, we will discuss five different assessment options in terms of implementation processes; as well as important steps that should be taken to ensure validity and reliability of students' scores, and fairness. Figure 1 represents the five assessment options. Specifically, in each section, the description of each type of assessment will be explained using a flow-chart and a checklist. The assessment is related to the context of UUM per se and should be viewed as an internal document.

In section 2.1, the Online Final Exam will be explained and then followed by an elaboration on the Take-home Final Exam (can be either Open-book or Closed-book) in sections 2.2 and 2.3. These two types are considered as summative assessment and they usually carry between 40-60% of the final exam scores. The Online Final Exam is to be conducted synchronously while the Take-home Final Exam may be conducted synchronously or asynchronously. Section 2.4 provides description for the open-book and/or closed-book final projects. Section 2.5 will provide guidelines for instructors who opted for 100% coursework for their course assessment. Within these last two sections (i.e., Sections 2.4 and 2.5), learners are expected to do their work as take-home assignments which may be done either individually or as a group work. The final project may replace the category of Final Exam (40-60%) while in the 100% coursework category, no final exam will be involved in the course. We provide some samples of coursework in the appendices.

2.1 Closed-Book | Online Final Exam | 40-60%

This closed-final exam format resembles the traditional final exam format but will be conducted via online synchronously.

01 Student Internet Accessibility
Only suitable for students who have medium to high internet accessibility.

02 Duration of Time
▶ The online exam may follow the same duration of time as the face-to-face exam i.e. 1-3 hours respectively.
▶ Each student must submit individual answer script via online.

03 Exam paper preparation should:
▶ Follow the existing Test Specification Table@TST or the Jadual Spesifikasi Ujian@JSU to ensure all intended CLOs are being assessed.
▶ Use questions that require higher-order thinking skills@HOTS (where applicable).
▶ Follow the final exam script format i.e. each question must be accompanied by marks and the recommended time to answer the question as well as the recommended length (number of words or number of pages). Follow the existing procedure of the school exam vetting.

04 ▶ Submission should

> ▶ Be in electronic copy.
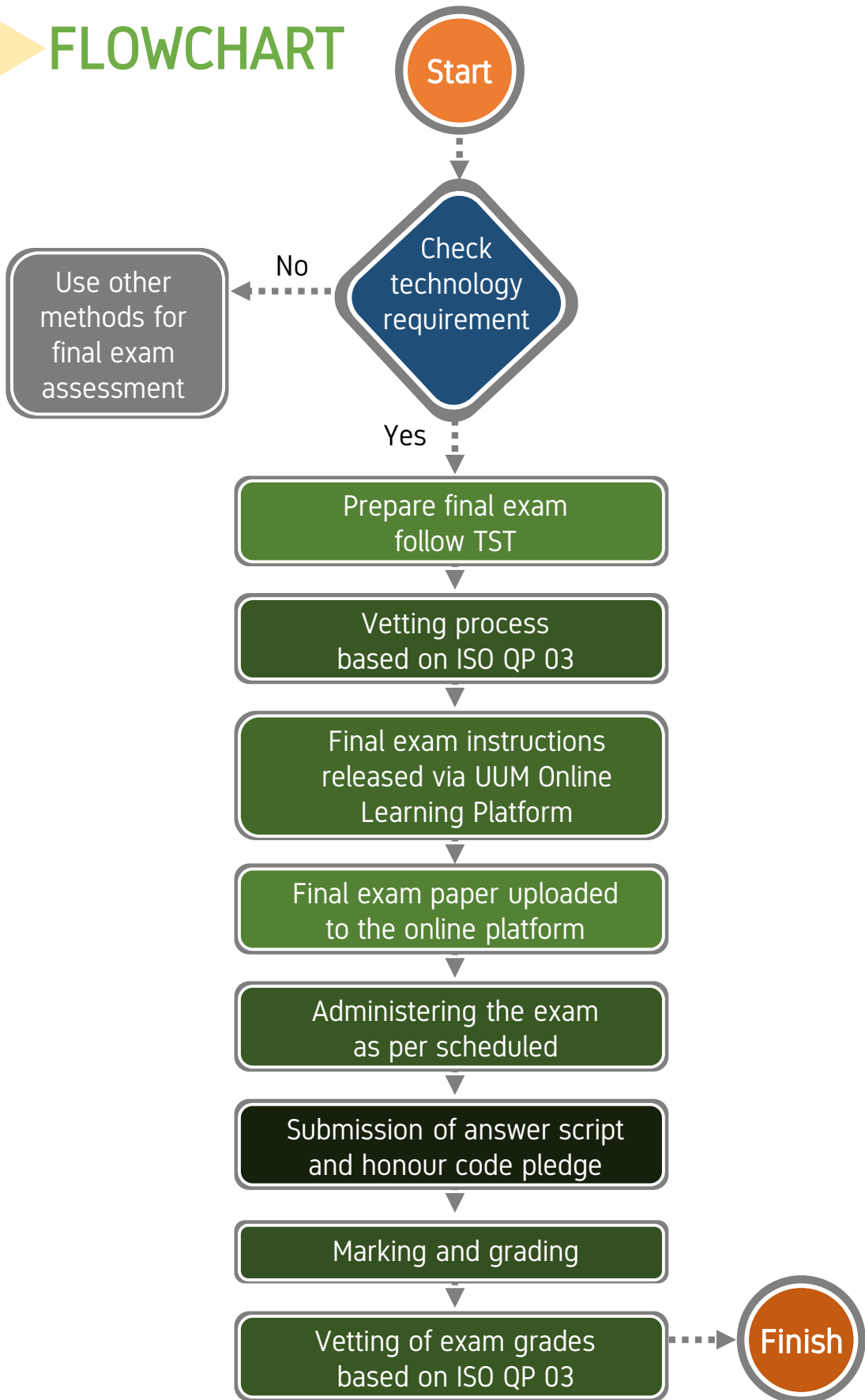> ▶ Adhere to the deadline given.

05 ▶ Academic integrity

> ▶ Students are not allowed to collaborate.
> ▶ Student are to sign an honour form.
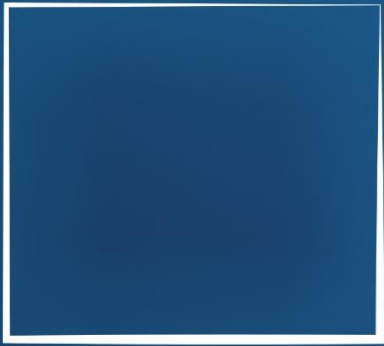> ▶ All submissions may be checked via turnitin.

06 ▶ Grading

> ▶ To ensure rigor in assessment, it is recommended that the exam scripts are being double marked or moderated according to School practice.
> ▶ Instructors must prepare the recommended answer script.
> ▶ Final exam mark and final grade must follow the existing procedure of the final exam vetting.

FLOWCHART

Start

Check technology requirement

No → **Use other methods for final exam assessment**

Yes ↓

Prepare final exam follow TST

↓

Vetting process based on ISO QP 03

↓

Final exam instructions released via UUM Online Learning Platform

↓

Final exam paper uploaded to the online platform

↓

Administering the exam as per scheduled

↓

Submission of answer script and honour code pledge

↓

Marking and grading

↓

Vetting of exam grades based on ISO QP 03 → **Finish**

Checklist

Guidelines	Yes	No, Further action needed
1 Have you prepared the final exam paper according to the TST?		
2 Has the final exam paper submitted to school for vetting according to the normal vetting procedure?		
3 Have you decided what type of online exam monitoring to be used?		
4 Have you identified the technology requirements for the synchronous online exam?		
5 Is the instruction worded and structured in such a way that it will be clear to the learners what they are expected to do before, during and after the online final exam? Is the task posed, or output expected clearly defined to the learners?		
6 Have you taken measures to ensure academic integrity is uphold (novelty, HOTS, plagiarism check, honour code)?		
7 Have you applied appropriate quality mechanism to maintain the rigour and fairness in assessment especially for courses with more than one instructor?		