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UUM
Universiti Utara Malaysia

GUIDELINES FOR CLOSED-BOOK TAKE HOME EXAMINATION

Academic Excellence Development Unit (AEDU)
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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%

Closed-Book Online Final Exam — 40-60%

5 Assessments

Coursework — 100%
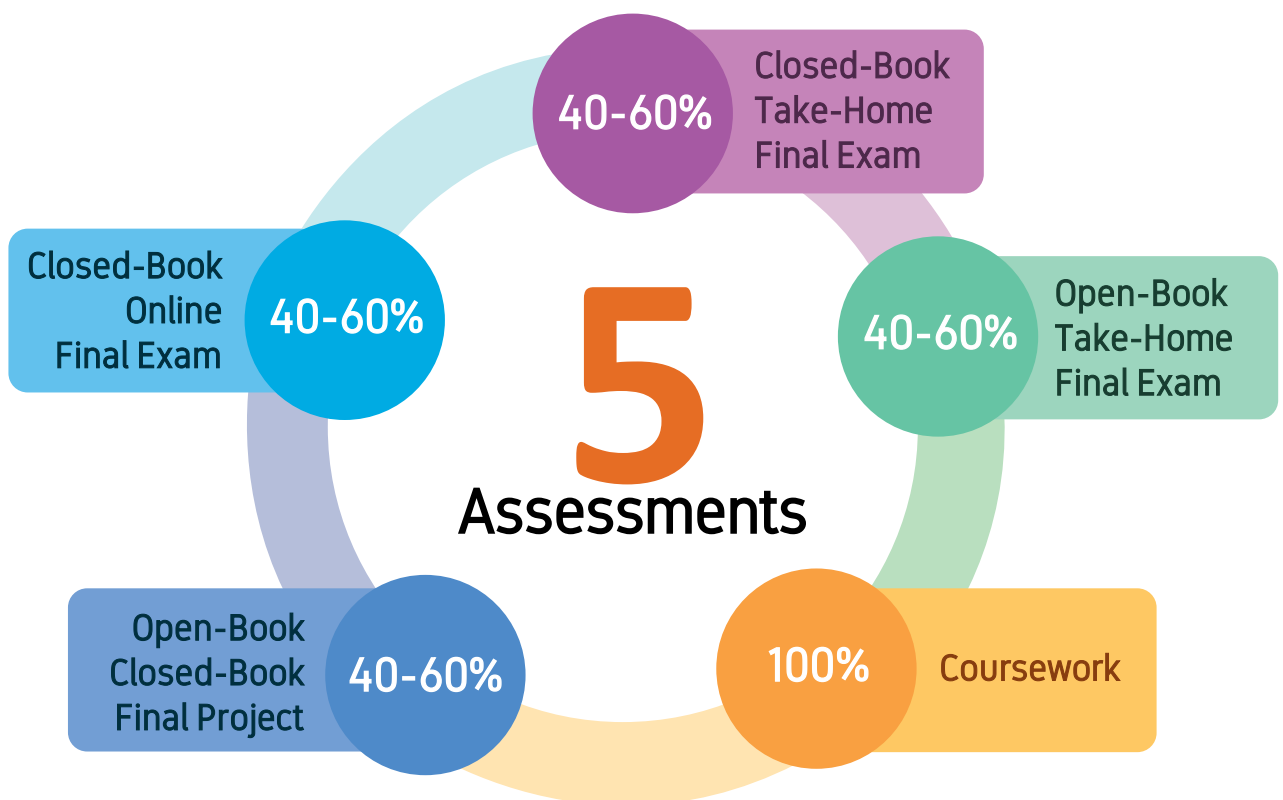
Open-Book Closed-Book Final Project — 40-60%

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.

Closed-Book |
Take Home |
Final Exam |
40-60%
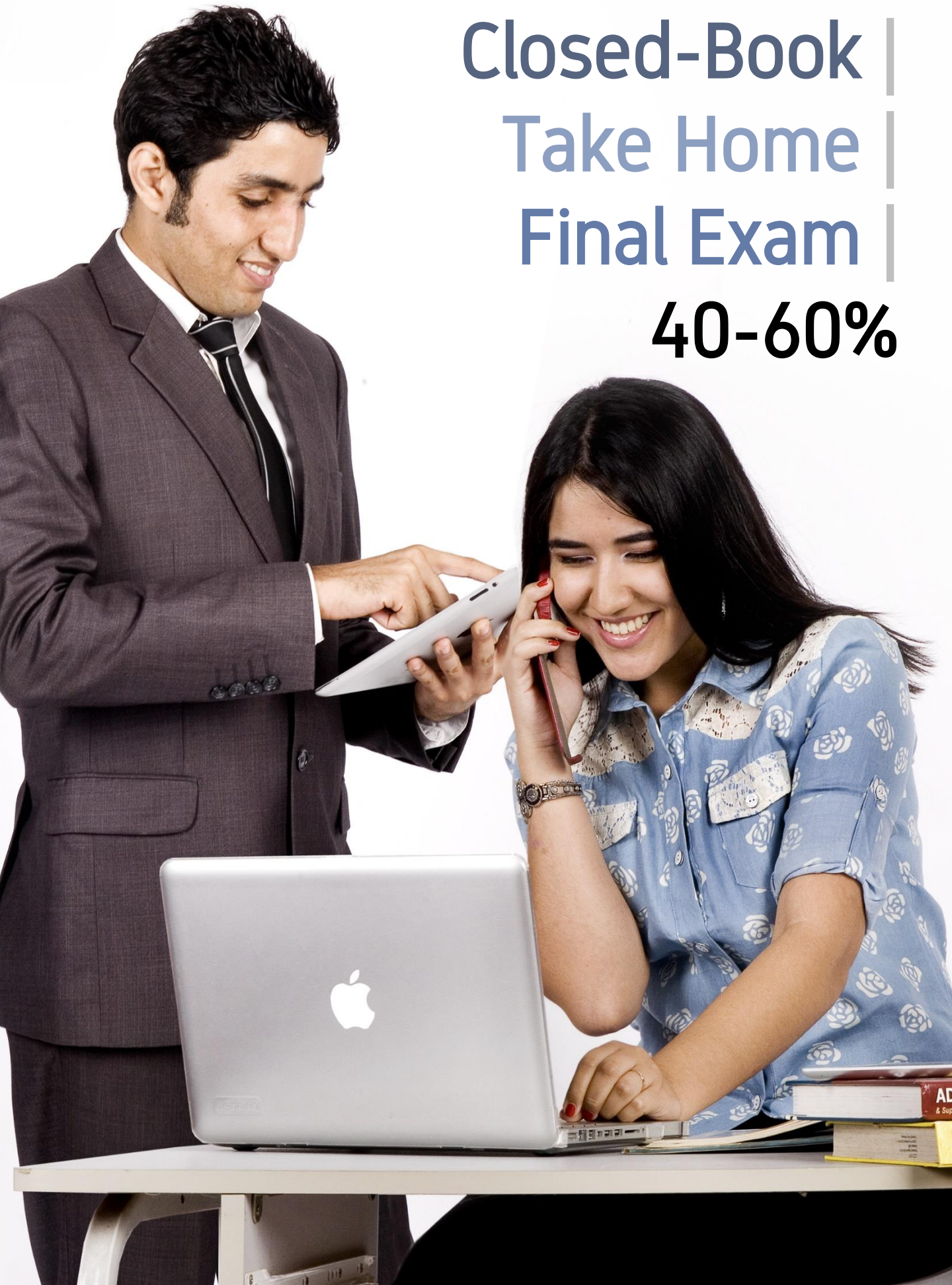
2.2 Closed-Book | Take Home Final Exam | 40-60%

This is similar to the online final exam but can be conducted asynchronously or outside the classroom time.

Remote-Assessment Guidelines for Students

01 You should prepare for time-limited remote assessments as you would for formal written exams.

02 You will require an internet connection, a device which can access and upload to UUM Online, plus a smartphone or tablet with a camera (or a digital camera). You will also need paper and writing materials.

03 You will need to identify quiet space where you can undertake the assessment without disturbances and on your own - this is not a group assessment. If you need to travel to such a place, and if travel is allowed at the time of the assessment, then you should allow suitable time as you would for a formal written exam at the University.

04 You should ensure that all device operating systems and anti-virus updates have been completed prior to the start of the exam. This will prevent any unexpected updates occurring during the exam that might prevent you from successfully submitting your exam paper. You should also ensure that you have enough battery power or access to a power source for the duration of the exam.

05 It is acknowledged that some students may feel they do not have access to suitable space. If you feel your performance has been hampered by the venue in which you are completing the assessment you should submit a claim for mitigating circumstances. If you do not have the equipment needed to undertake the time limited remote assessment, you are advised to contact your instructor as early as possible. Your lecturer will discuss with you on how to solve the problem.

06 The question paper and any reference materials will be shared via UUM Online before the scheduled start time. You will receive an invitation via your email address.

07 You should handwrite your answers on paper (ideally A4 in size), in clear legible ink, using both text, symbolic mathematics, drawings, sketches, non-Latin characters etc. appropriately.

08 ► You should put your matric number on the first page of your answer script. A standard front page will be used by all students.

09 ► Unless you have special exam arrangements, you must stop writing at the end of the exam time indicated on the front of the exam paper. We may not monitor this, but please remember that there is an important element of trust in this process. After this time, you are allocated an additional 30 minutes for scanning and uploading. If you attempt to use this time to do additional writing then you are violating the exam regulations, as well as establishing an unfair advantage over your peers. You are also risking failing to complete your upload in time.

10 ► You are advised to clearly number the pages of your answers, photograph/scan these pages (ensuring that the photographs/scans contain all the relevant information on every page, including the page number) and upload images as an electronic submission, normally, in pdf format, as one document.

Expected Standards of Behaviour

Students are expected to act as responsible members of the University's community. In the context of closed-book examination, this means students are:
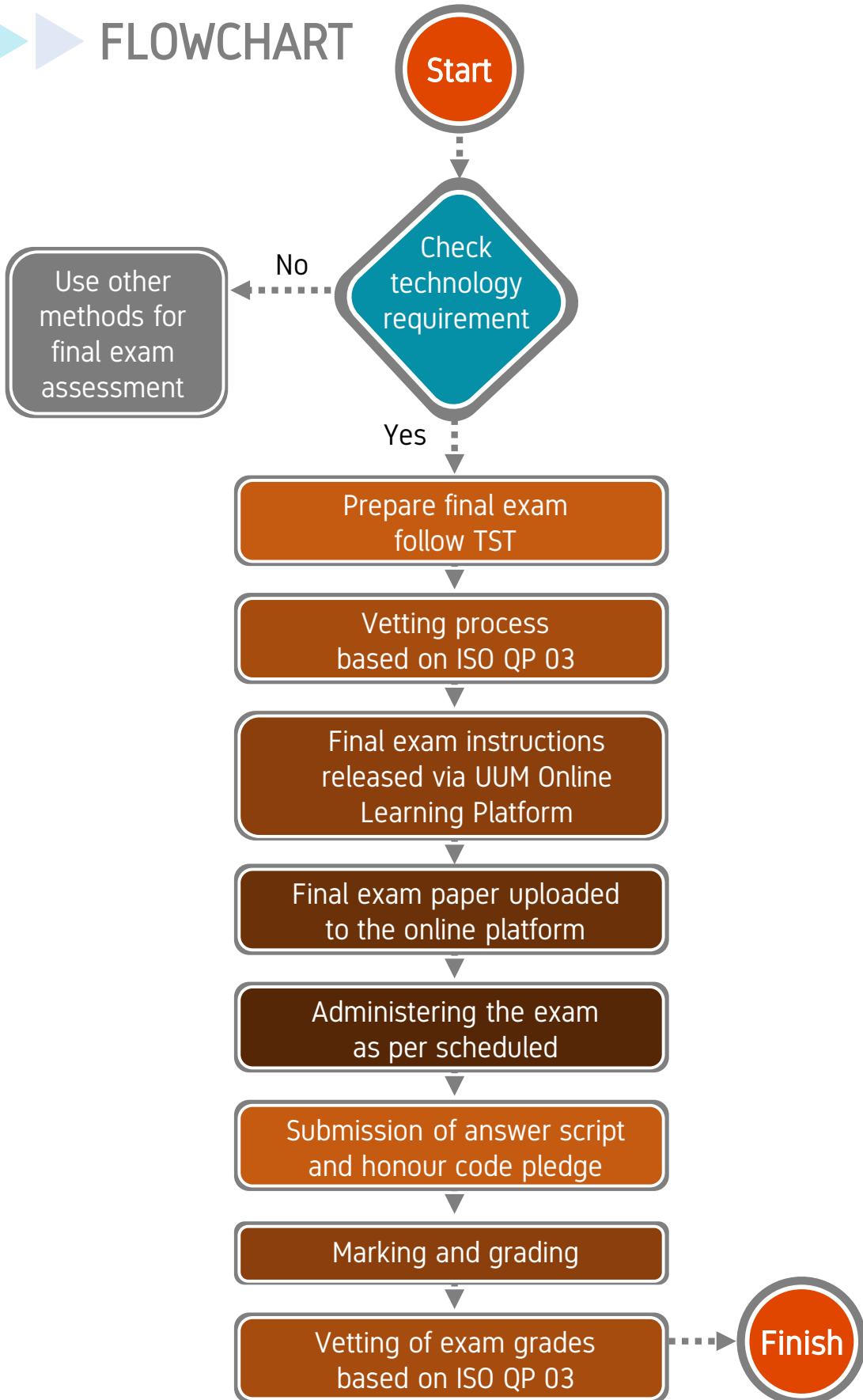
Expected to:

▶ submit work which has not been submitted, either partially or in full; and

▶ indicate clearly the presence of all materials that they have quoted from other sources, including any diagrams, charts, tables or graphs. Students are not expected to have reference, however if you provide a direct quote, or copy a diagram or chart, you are expected to make some mention of the source material as you would in a typical invigilated exam.

Required to Confirm as Part of Each Submission:

▶ that the work they are submitting for the closed-book examination is entirely their own work, except where otherwise indicated; and

▶ that they have not copied from the work of any other candidate, nor consulted or colluded with any other candidate during the examination.

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 ▶ ▶

Presented here is a possible checklist that could be used to design a Closed-Book Take-Home Final Exam:

	Guidelines	Yes	No, Need Revision
1	Is the question capable to assess the interpretation and application of knowledge, comprehension skills, and critical thinking?		
2	Does the question require students to apply critical reasoning skills in response to scenario/case given?		
3	Is the question clear and unambiguous and in line with course learning outcomes to be achieved?		
4	Is the question being used a problem-based scenario or real-world case that give opportunity for students to apply their skills and knowledge?		
5	Does the question provide enough and relevant quantitative and qualitative data that enable students to answer interpretative and application questions?		

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