



## Delivering Online Exams in Canvas

Quizzes can be used throughout your course as low-stakes knowledge checks or in higher-stakes situations, like a final exam. These tips focus specifically on delivering exams and quizzes online using Canvas.

### BUILDING A QUIZ OR EXAM IN CANVAS

*There are four crucial tasks to complete in order to offer a quiz or exam in Canvas*

#### First: [Create the quiz/exam and add clear directions](#)

Use descriptive naming for the quiz (i.e. “Hand Washing and Public Health Quiz” vs. “Week 2 Quiz”). Provide clear directions on the time limit, due date, number and type of questions, and expectations on outside resources (open or closed book, calculators or other tools allowed, access to internet resources, etc.).

#### Second: [Set options for the quiz/exam](#)

Important basic options to set include the quiz type (graded, ungraded, survey), a time limit for the quiz/exam and the due date. Other options include shuffling answers, showing one question at a time, multiple exam attempts, and customizing if and when students can see correct answers.

**Third:** Add quiz questions, Canvas offers multiple types, here are some of the most popular:

- [How do I create a Multiple Choice quiz question?](#)
- [How do I create a True/False quiz question?](#)
- [How do I create a Multiple Answers quiz question?](#)
- [How do I create a Multiple Dropdown quiz question?](#)
- [How do I create a Matching quiz question?](#)
- [How do I create a Numerical Answer quiz question?](#)
- [How do I create a Formula quiz question with a single variable?](#)
- [How do I create a Simple Formula quiz question?](#)
- [How do I create an Essay quiz question?](#)

**Finally, save and publish your quiz/exam!**

### PROVIDING EXAM FEEDBACK

*Feedback promotes student learning*

There are multiple asynchronous and synchronous options for providing feedback on Canvas quizzes and exams. Here are a few to consider:

- Set a date when students can view correct answers in the [exam options](#).
- Build [instant feedback into individual multiple choice questions](#) when building the exam.
- Provide feedback to individual students in [Canvas via SpeedGrader](#) when grading.
- Schedule, host, and record a live exam review via [Zoom](#).
- [Write an announcement](#) with general exam feedback geared towards all students in the course.



## ACADEMIC INTEGRITY

*Pedagogical, logistical, and technological strategies can promote academic integrity*

Academic integrity is of utmost importance at CU. A combination of approaches to your exam will promote academic integrity in a remote testing environment. Considerations when creating your exam:

- Avoid asking questions where answers can easily be found on the internet or in textbooks.
- Include an honor pledge at the beginning of any high-stakes exam (i.e. “I will neither give nor receive aid on this exam”).
- [Display questions one at a time](#), and consider locking questions after they’ve been answered.
- Create [question banks](#) and [draw questions from the bank](#) when creating a quiz, displaying them in a random sequence when possible.
- [Randomize the sequence of answers](#) on multiple-choice questions when possible.
- [Set a time limit in the quiz options](#), especially on quizzes or exams focused on information recall.

### Proctorio Exam Proctoring Software

Proctorio is a service for proctoring online exams delivered in Canvas and must be used with the Chrome browser. Using Proctorio, you can identify who is taking a test and enforce rules and monitor behavior of test-takers. For example, perhaps you want to prevent students from launching other applications or accessing certain resources during an exam. Contact the OIT Service Desk (303-724-4357, [oit-servicedesk@ucdenver.edu](mailto:oit-servicedesk@ucdenver.edu)) for access to Proctorio.

## WRITING EXAM QUESTIONS

*Promote higher levels of learning with well written exam questions*

### Writing the question stem

Include the main idea in the question stem rather than the answer choices. Remove any unnecessary verbiage, simplify language, and generally minimize the reading requirements. Use positively worded stems, and avoid NOT and EXCEPT; but, if these are used, be sure they are emphasized by capital letters or bold.

### Writing the choices

Three answer choices are adequate. Include plausible distractors, such as those drawn from students’ common challenges or errors. Answer choices should be similar in content, grammatical structure, and length to help the reader focus on the main idea and better discriminate between options. Use “none-of-the-above” sparingly and thoughtfully, because some studies indicate it increases item difficulty. Avoid using “all-of-the-above” and negatives such as “NOT.” Avoid clues to the correct answer, examples are: “always” and “never;” words that are similar to those in the question stem; several answers that are too similar and point to the one that is different; and differences in grammar (Haladyna, Downing, & Rodriguez, 2002).

- [Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. \(2002\). A review of multiple-choice item-writing guidelines for classroom assessment. \*Applied measurement in education\*, 15\(3\), 309-333.](#)
- [Boye, A. P. \(2019\). Writing Better Essay Exams. IDEA Paper# 76. IDEA Center, Inc.](#)