

## Plan your assessment outside of Canvas

Before you begin to use Canvas Quizzes, consider working initially in a spreadsheet or word document. This can help you plan and keep track of what you're doing and gives you offline access to your quiz content.

## Get random

Randomising the order in which questions appear in Canvas or giving students a random selection of questions from a larger question bank can address concerns around online student collusion and other kinds of cheating.

## Include short answer questions (SAQs)

SAQs are a good choice for making a quiz more challenging, more varied and more valid with respect to learning that goes beyond factual or replicative knowledge. SAQ questions cannot be auto-corrected, however, so it may be useful to have a short, simple rubric for yourself to help grade SAQs quickly and easily.

## Special accommodations

Sometimes students need special accommodations. Look for the "Accommodations" column under "Moderate" in the New Quizzes main menu which allows you to unlock a quiz for a specific student while it remains locked to others. You can also give students extra quiz attempts and additional time. If a student, without fault, runs out of time on a quiz attempt (due, e.g., to technical difficulties) you can also add more time to that student's attempt.

## Consider using prerequisites, requirements and locked sequences

Quizzes can be used in combination with other item types in Canvas so students have to interact with a sequence of items before even being allowed to take the quiz.

## Go beyond one right answer

Questions with multiple right answers requires more from the learner and challenges them in ways that go beyond conventional multiple choice questions. When adding new items to your quiz considering adding what Canvas calls "Multiple Answer Questions".

## Aim to distract

MCQs and Multiple Answer questions types depend on having good distractor or alternative options. Some tips here include:

- Making the distractors somewhat plausible and close in meaning to the right answer or answers.
- Making the language for the distractors consistent with the question and the other answers. Reading the question and each of the choices aloud to yourself or having a colleague proofread the quiz for you are good ways to double check.

## Avoid negative marking

Although negative marking is possible with Canvas Quizzes, it is not recommended as it can difficult to implement properly, often has unintended consequences in terms of student test-taking behaviour and may ultimately reveal more about student answering strategies and risk-taking behaviour than it does about student domain knowledge.

## Additional Security Measures

There are a range of additional authentication/ security measures which can further help to support the integrity of your assessment. Such measures include:

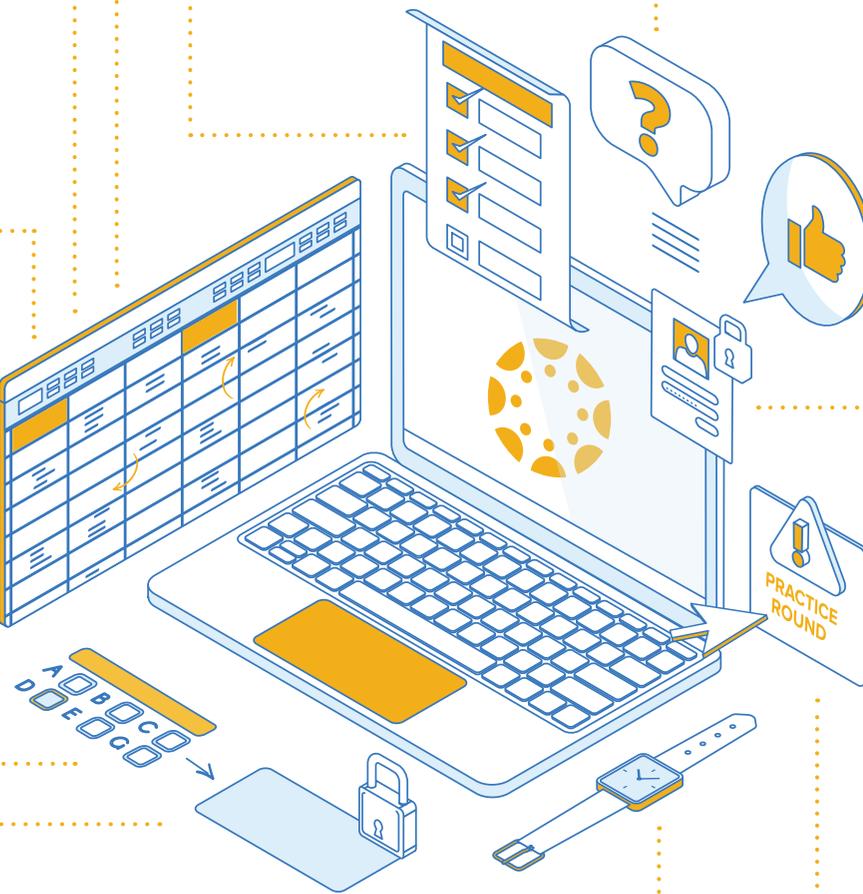
- **Student Access Code:** This can necessitate students entering an additional code or password (set by the lecturer) in order to gain entry to the quiz
- **Restriction of results and attempts:** This can ensure that students can only attempt the quiz once and that students can only view their correct answers and/ or their scores after a specific deadline, which will limit any ability to share quiz questions and/ or answers.

## Create practice quizzes

It's recommended that students get at least one practice quiz so they can get familiar with the quizzes interface especially for time-limited exams. In the quizzes tool, the "Multiple Attempts" option can be enabled to allow students to take a practice test a number of times.

## Take your own quiz

Teaching staff can view a quiz as a student would by using the "Student View" feature. This allows you to check that the student experience of the quiz is just as your intended.



## Be careful with time-limited quizzes

Within Canvas Quizzes you can specify the release date and due date and time for your quiz. Be sure to consider how much time will be needed based on the number of questions and the type of questions but also keep in mind also that some students may have poor internet connectivity or share computer access.