

Exams for Remote Instruction - Faculty

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This is a guide for faculty who plan to administer online exams remotely/outside of class. See [Delivering online exams \(in-person\)](#) for advice on delivering online exams in-class.

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Overview

As you plan to administer exams remotely, consider if an exam is necessary, or if alternatives would better allow you to evaluate what your students have learned. For example, is a project-based assessment or a series of lower-stakes assessments appropriate?

For most courses, the best option for delivering an exam is via a Canvas quiz, which supports both quantitative and qualitative exam formats. You can specify the amount of time a student has to take an exam and mix-and-match questions from the following types:

- **Automatically graded questions:** Numeric, multiple choice, multiple answers, true/false, dropdown, matching, categorization, fill-in-the-blank, hot spot
- **Manually graded questions:** Short answer/essay, file upload

Develop remote exams (unless piloting a remote proctoring tool) with the assumption that they are open note. Allowing students to use course materials during an exam eliminates unenforceable restrictive policies.

Respondus LockDown Browser CANNOT be used for at-home exams. It is designed for use only during in-class proctored settings. We do not currently support Respondus Monitor or the use of video conferencing tools (e.g. Zoom) for remote proctoring.

Best Practices

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- **Reinforce academic integrity** by beginning with a 0-point question asking students to abide by the University's **honor code**.
- **Develop a policy for artificial intelligence (AI)** in your course and apply this to exams, as well.
- **Consider what course content is available to students** given their location. Don't assume all students have access to the same materials unless they are available online.
- **Consider what, if any, content should be visible after students complete an exam.** Make sure to restrict the

student result view of exam questions, responses, feedback, and correct/incorrect answers until after all students have completed the exam.

- **Set extended time** for students needing accommodations.

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Maximizing Exam Security

The strongest approach to exam integrity is to design an exam experience that delivers variations of the exam to each student. You can:

- **Shuffle question order** so that students see the exam questions in a different order.
- **Shuffle answer option order** so that answers and distractors appear in a different order, and optionally lock **all of the above**-type options.
- **Create a larger pool of exam questions** and draw from an **item bank**; questions drawn from an item bank will be presented in random order.
- **Create multiple versions of questions** placed in an **item bank**.

Other approaches to enhance exam security include:

- **Time limits**, which minimize the amount of time students have to look up answers or consult with their peers.
- **Multiple versions of an exam**, when questions are linked or depend on each other and cannot be drawn from an item bank.
- **Open-ended, complex questions**, which require manual grading.
- **Requiring that students show written work** by taking photos of their work, creating work digitally in Excel or a document, then uploading the files to Canvas.
- **Show one question at a time** and, optionally, lock questions after answering to prevent students from returning to earlier questions.

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Exam Timing

Although reducing the amount of time that students have to take an exam increases exam security, it also increases the chances that students will encounter technical difficulties that hinder their ability to complete the exam.

Multiple factors should be weighed when considering time constraints on your exam:

- **If you have an uncomplicated, easy-to-complete exam**, you can simply estimate how long a prepared student would take to complete the exam and give your class that amount of time to complete it.
- **If you have students in multiple time zones**, we suggest giving a wide window of time in which students can complete the exam to accommodate everyone. Based on your level of comfort, that window can be anywhere from 8-24 hours. Note that this window can still be used in conjunction with a timed exam so that students can take the exam anytime within the window of availability, but still only receive a finite number of minutes to complete it.
- **If you have a very complex exam** that involves students using multiple technology platforms, uploading files, or answering different types of questions, we recommend granting up to 50% more time than you would in an in-person setting. This provides time for students to resolve technical issues before their time runs out, without requiring support from others.
- **If you'd like students to upload an image** that shows their work, consider having students submit this to a separate **assignment** that accepts file uploads, instead of to the quiz. This avoids problems encountered when attempting to upload work during the timed exam.

Regardless of what type of exam you're administering, always remember to set a final due date so that the exam appears on students' Canvas calendars, To-Do Lists, and other prominent places in Canvas.

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New Quizzes

New Quizzes (rather than the legacy Classic Quizzes) have been in use at Wharton since Spring 2019, and it will eventually be the only quiz option available in Canvas. New Quizzes offers many benefits for remote exams, including an easy-to-use quiz building environment.

- **New Quizzes** offers:
 - A more intuitive question-writing environment for you and TAs, as well as a friendlier test-taking experience for your students
 - Simpler procedures for extra-time accommodations
 - Onscreen calculator options (basic or scientific) which you can make available selectively
 - Regrading of most automatically graded question types, including numeric questions
 - Specialized question types including categorization, ordering, and image "hot spots"
 - Association of adjacent questions with a "stimulus" (a problem description, optionally with figures or graphs)
 - Configurable essay questions, including spell check, rich text formatting, word count/limit, and notes for graders
 - Selective shuffling of answer options per question, as well as flexible random question selection from item banks
- **Classic Quizzes** currently provides options that are not yet available in New Quizzes, but it is more limited in terms of reggrading. This quiz engine is appropriate if you:
 - Rely on a downloadable Excel file of student responses
 - Prefer to bulk-download all student submissions to file-upload questions
 - Need to allow students to record audio or video in their responses
 - Link to files as part of the instructions
 - Want to revise quizzes in multiple Canvas sites controlled by a Blueprint Courses template

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Creating a take-home exam

In place of a Canvas quiz, you can have students download a document that contains the exam and then upload their answers in a Word file or pdf.

1. Create the document you will attach to the quiz. (We recommend .pdfs; it's easy for students to confuse the downloaded version of the Word file with the version they must upload.)
2. Store this document in Files, in a **new folder** whose permissions are set to "**Only available to students with link.**"
3. Create or edit a **quiz**, including one **file upload question** for collecting a student's answers. If there is no time limit, you can use an **assignment** instead of a quiz.
4. **Link** your exam document either from a text question or from the File Upload Question details.
5. Use availability dates to prevent students from accessing the document too early and to prevent submissions after the due date.
6. Use a time limit in settings to limit the amount of time permitted for the quiz. We recommend allowing 5 extra minutes for students to save and upload their files.
7. Use **Moderate Quiz** to monitor progress or to allow extra time or attempts to individual students,

File upload quiz questions do not work in Internet Explorer for Windows nor in older Safari versions for Mac.

These browsers also do not meet the [general system requirements](#) for Canvas.

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If you need more assistance, please contact courseware@wharton.upenn.edu for support.
