



Reviewing assessment in Inspera

Before being activated for students, several aspects of your assessment need to be reviewed.

This Guide covers:

1. Keeping Question Banks Tidy,
2. Reviewing the Assessment,
3. Testing the Assessment / User Experience, and
4. Assessment Setup and Scheduling.

The benefits of checking each of these aspects of your assessment and how each of these can be done in Inspera is set out below.

1. Keeping Question Banks Tidy

Keeping Question Banks Tidy involves:

- checking that Question Sets follow the correct naming convention e.g., **ABCD1234 2021 S2 Name of Assessment**,
- questions have suitable titles, and
- questions have been labelled.

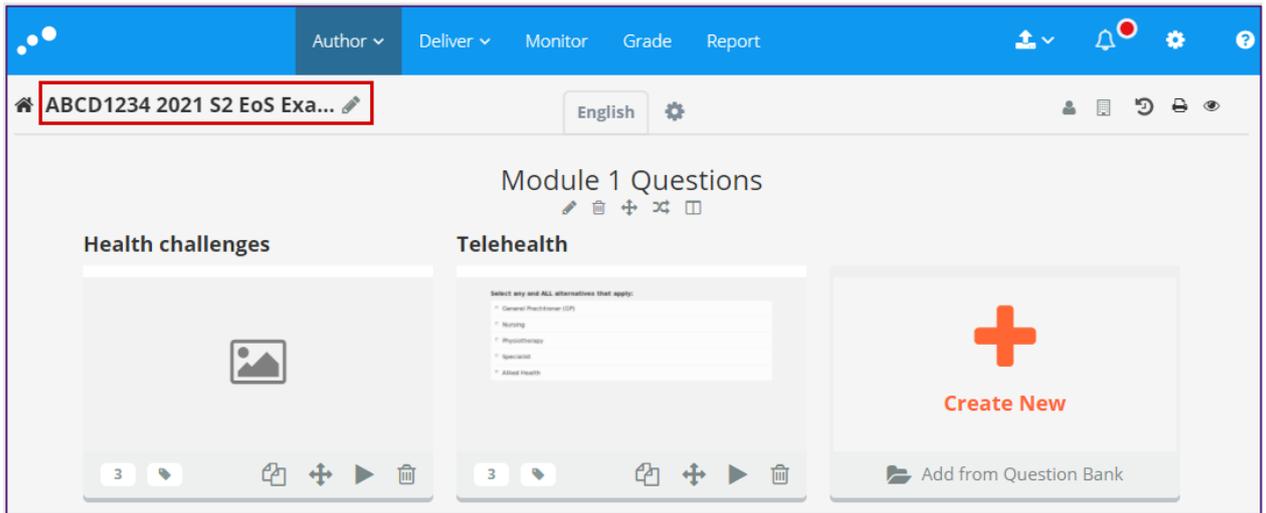
1.1 Why it is critical to review naming conventions, titles, and labels

Inspira is an open and unstructured platform. The assessment you create in Inspira will very quickly become unwieldy and unmanageable unless you properly name, title and label what you create, and **regularly review that this has been done diligently.**

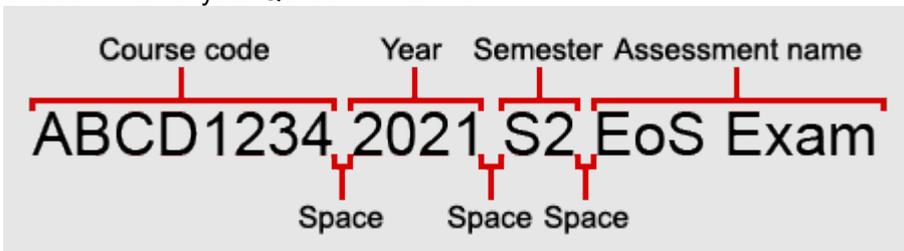
- a. Inspira is not organised by course – it is organised around the user. If you would like your assessment to be structured and organised by course, you will need to check that your Question Sets have been named, and your questions have been labelled with the relevant course code.
- b. Inspira has powerful search and filter functionality. You won't be able to take advantage of this functionality if you don't properly name, title, and label what you create.
- c. Inspira cannot 'bulk add' labels to a set of questions. They need to be added to each question one at a time. So, if you do not title and label as you create and review each question, it will add up to a whole lot of work for someone (probably you) one day. Be kind to your future selves.
- d. Assessment is rarely created and implemented by just one person – you have colleagues you need to consider who will assist you to author, compile, review, and setup the assessment. This will be difficult and prone to error unless you properly name, title, and label what you create.
- e. Finding questions to re-use or adapt for future assessment will be inefficient and prone to error unless you properly name, title, and label what you create.
- f. You may have a School-based protocol that you need to follow in terms of maintaining structure and organisation in Inspira.

1.2 How to keep Question Banks tidy in Inspera

- Log into Inspera Assessment (<https://uqi.inspera.com/admin> for the Production environment).
- Navigate to **Author > Question Sets**.
- Locate your Question Set in the list and click to open it.
- Check the Question Set name in the top-left corner of the screen:

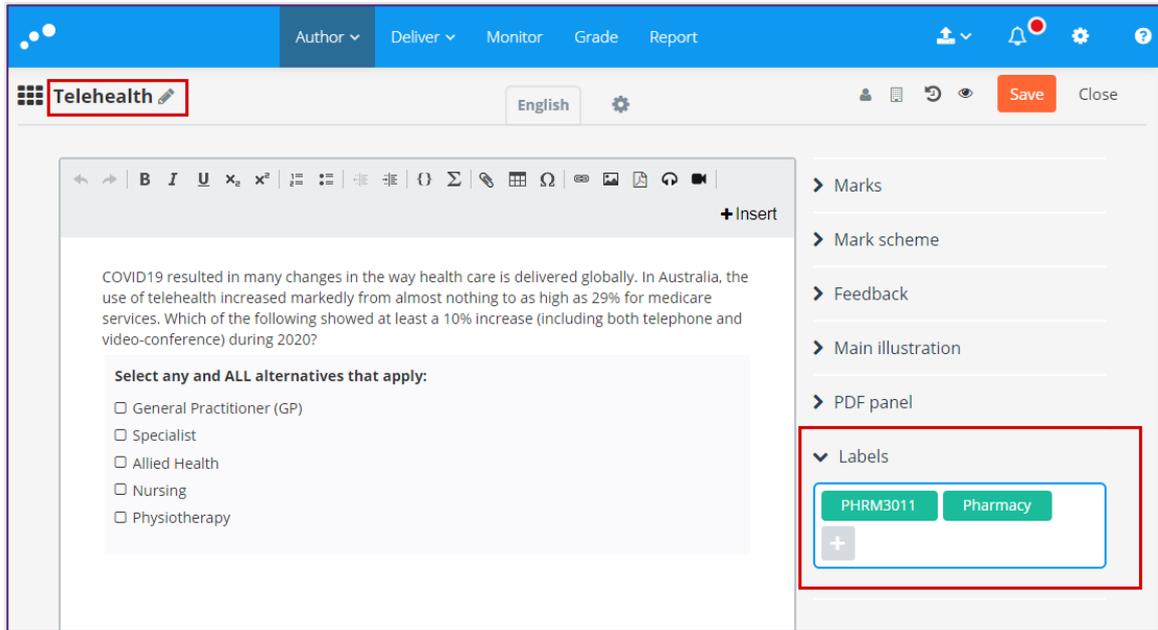


- Click the **pencil** icon to the right of the Question Set name to rename it, if necessary. If following naming convention is followed, it will make it easy for you to find your Question Set and sort by year and semester in your Question Sets list:



- Click the first question to edit that question.

- g. Check that the title of the question makes sense to you. Questions should not be named “New Question.”



- h. Rename the question title, if necessary, by clicking the **pencil** icon next to the question title.
- i. Click to expand the **Labels** area on the right.
- j. Add labels to the question if they are missing, by clicking the **plus (+)** button within the **Labels** field. At a minimum, it is recommended that you include the course code as a label.
- k. Click **Save** in the top-right corner of the screen to save this question.
- l. Using the navigation bar at the bottom of the screen, click the next question number to move to that question.



- m. Repeat the steps 7 onwards above for the next question in this Question Set.

2. Reviewing the Assessment

Reviewing the Assessment involves checking a variety of things (*the lists below are not exhaustive*):

Assessment Design	Assessment Content	Assessment Proofing
<ul style="list-style-type: none">that the assessment is aligned to learning outcomes and measures what it needs toacademic integrity and assessment security considerationsthat the assessment provides equitable opportunities for every student to demonstrate what they have learnedthat task and question descriptions use relevant cognitive verbs, so students know what they are expected to domarking and provision of feedback e.g., criteria and standards	<ul style="list-style-type: none">the disciplinary knowledge content of the assessment is correctcorrect answers have been selected for automatically marked questionsautomatically marked text entry questions have had all possible options that students might type included as answers (to increase the chances of it being automatically correctly marked)students could reasonably be expected to complete the quantum of work in the time allowedstimulus materials do not confuse or obfuscate the meaning of the question or what students are required to do	<ul style="list-style-type: none">grammar and spelling are correctmarks have been allocated correctly to questions and total the correct amountrandomisation settings (if applicable) are correctAcademic Integrity Pledge has been includedQueries and Assumptions open question has been included

2.1 The importance of reviewing assessment

Part of providing quality assessment is ensuring that it is aligned, equitable, transparent, and informative. All assessment whether it is in Inspira or elsewhere should be reviewed for quality and compliance with UQ's assessment principles and policies.

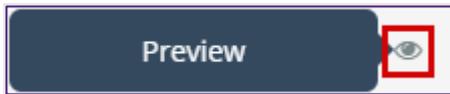
- If assessment tasks are not clear for students, they tend to send emails, increasing your workload.
- With respect to examinations, it is [UQ policy](#) (See 3.9.4) that all examinations have been through a minimisation of errors process.
- It prevents having to correct errors after the fact and potentially the need to readjust marks, explain to students that unfortunately there was an error etc.

2.2 How to review assessment in Inspera

Reviewing the **Assessment Design** does not need to happen in Inspera; in fact, it is probably beneficial to have these discussions before building in Inspera starts.

Reviewing **Assessment Content** and **Assessment Proofing** can be done in Inspera. Please refer to the checklist, [Things to look for in review](#), and keep it handy while you follow the steps below:

- a. Log into Inspera Assessment (<https://uqi.inspera.com/admin> for the Production environment).
- b. Navigate to **Author > Question Sets**.
- c. Locate your Question Set in the list and click to open it.
- d. In the top-right corner of the screen, click the **eye icon** to preview the Question Set.



- e. The Question Set will be previewed from the student perspective. Navigate through each question using the **navigation bar** or **forward/back arrows** at the bottom of the screen and check the content of each question.
- f. Attempt each question and use the **Check answer** link at the bottom of each to ensure the answers and marks of each question are set correctly.

Order the four oceans and seas in size with the largest at the top and smallest at the bottom.

Size from largest to smallest	Oceans and seas
1	Select alternative ▼
2	Select alternative ▼
3	Select alternative ▼
4	Select alternative ▼

[Check answer](#)

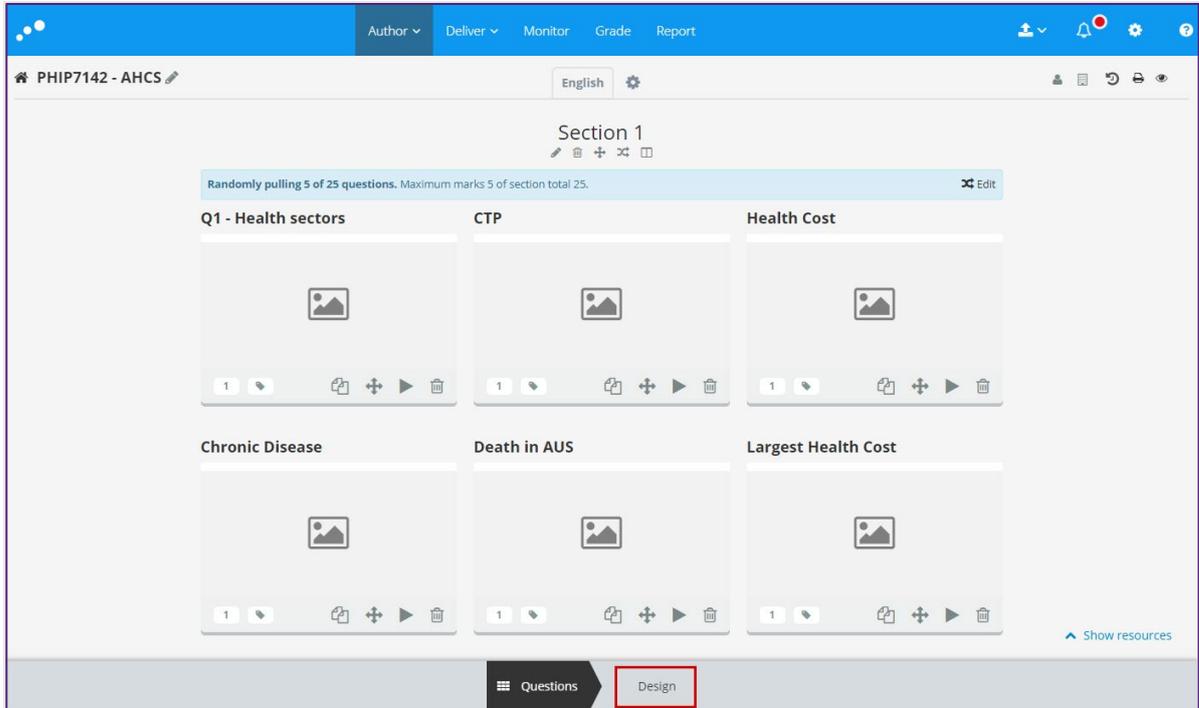
<
>

i
1 2 3 4 5 6 7 8 **9** 10 11 12
i
13 14 15 16 17 18 19 20
i
21 22 23 24 25 26 27
☑
i
✓

Note: students will not see this **Check answer** link. It is only visible to you in preview mode.

- g. Once you have worked through all the questions in the Question Set, you can close the browser tab to return to the Question Set in Author mode.

- h. To check number of questions, maximum possible marks and whether randomisation settings have been turned on:
- i. While your question set is open in Author mode, click the **Design** button at the bottom of the screen.



- j. Design mode will display. Check the right panel to see at-a-glance the number of questions, maximum marks and whether question randomisation is turned on.

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Last updated 13 Aug 2021 15:24 by Hansen Dale

Number of questions	30
Maximum marks	10
Randomly pulled questions	7
Maximum marks after pull	10

[Randomize / pull again](#)



3. Testing the Assessment / User Experience

Testing the Assessment involves checking that the tasks and questions in the assessment 'work' as intended:

- links, videos and audio tracks are functional,
- images display properly,
- information is laid out well on a laptop size screen for students,
- it is possible to complete the question (e.g., labels that need to be dragged,
- navigation instructions (e.g., *scroll all the way to the bottom*) or formatting instructions (e.g., *the answer is not case sensitive*) are provided where necessary, and
- everything students need to know to be able to fairly complete the questions has been included (e.g., *is pinpoint accuracy important in hotspot questions?*).

3.1 The importance of testing assessment

If a link is broken, a video doesn't play, or an image cannot be viewed, the assessment cannot be completed.

- a. If any of these things happen in a time-limited assessment, this can be extremely stressful for students and technical assistance staff.
- b. At best, you may need to exclude those tasks or questions that could not be completed from the assessment.
- c. You may need to give extensions, which will probably inconvenience students, tutors who are marking, and yourself.
- d. At worst, you may need to organise a re-sit/deferred assessment. If these are final year students or this was a major hurdle piece of assessment, it could be an extremely stressful and inconvenient experience for all.

3.2 How to test assessment and the user experience in Inspira

You can do this to a certain extent by going to the Question Set and using the preview mode (see the instructions above under **How to review assessment in Inspira**).

However, for high stakes or hurdle assessments, it is worth taking the test as a student using either Test Code (please see the [Inviting students to an assessment via Test Code](#) guide) or auto-generating one-time candidates (please see the [Adding one-time users to Inspira for testing](#) guide).

- a. Enter the assessment in the role of a student using one of the access methods noted above.
- b. Navigate through the questions of the exam and check the following:

1

2

Phayk Tan
1 hour, 25 minutes remaining

3

19 **Concentration-effect curve** 4

5 Drugs A, B, C and D have been synthesized by a pharmaceutical company for treating heart failure. The figure below shows the concentration effect curves of these four drugs. Which of the following statements about this pharmacodynamic data is **CORRECT**?

6

Select all the answers that apply and none that do not:

- The EC₅₀ for drug C is approximately 100 mg/L
- The EC₅₀ for drug A is approximately 50%
- Drug B has higher efficacy than Drug A
- 7 Drug B is more potent than Drug C
- Drugs A and C have the same efficacy
- Drug A is less potent than Drug D
- Drugs A is more potent than Drug B
- Concentration of the drug which produces half the maximum effect is roughly the same for each drug

8
<
>

9

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 ✓

10

CRICOS Provider No: 00025B

8



1. The countdown timer is showing the correct duration.
2. Open the hamburger menu  and try changing the contrast and text size to ensure the text is still readable.
3. If you would like flagging enabled, the flag icon should display here (if it isn't, you can change this in the Design settings for the assessment).
4. Ensure the question title is displaying (if you've opted to display it) and that it makes sense.
5. Ensure the question text is clear.
6. Ensure images are displaying as expected.
7. Attempt the question to ensure it functions as expected.
8. If you've allowed forward and backward navigation, the arrows and navigation bar are displayed. Note: if you have more than 35 questions, question numbers are not on the rectangles along the bottom, but appear if you hover over the rectangles.
9. If you've enabled the Table of Contents, it will display as the first page in the assessment.
10. If you attached any Resources to the assessment, they would display here. Ensure they open as expected.

3.3 Observed User Testing (OUT)

OUT is a way to experience how a student would navigate their way through the exam. OUT sessions always elicit many, many improvements and pick up errors that need to be fixed before the exam. Please see the separate resource for benefits of OUT and how to set up an OUT session.



4. Assessment setup and scheduling

Checking the assessment setup and scheduling involves confirming that: -

- the correct naming convention has been used to create the 'test',
- that the correct Question Set has been added to the test (see critical reason 4. to use the right naming convention on your Question Sets in Keeping Question Banks Tidy above),
- the open and close times of the assessment are correct,
- the duration of the assessment is correct,
- the submission conditions of the assessment are correct,
- the Custom Message containing where to get technical assistance is correct (e.g., *for at home assessment AskUs details are included*),
- any other specific settings have been applied (e.g., Turnitin integration has been ticked),
- the Design settings of the assessment are correct (e.g., Table of Contents, navigation settings Question Titles on or off, flagging available etc.), and
- approved exam adjustments have been accurately applied to the correct students.

4.1 The importance of carefully checking the assessment setup and scheduling

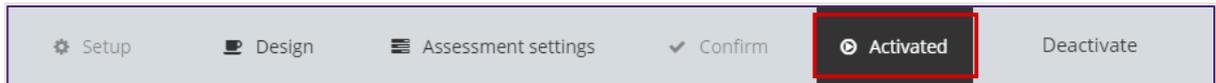
Apart from the obvious benefit of having the correct assessment available when it is supposed to be so students don't panic, it is critical to have all the details of the setup correct because

- a. Once one (1) student has started the assessment, you **cannot** make any changes. The setup button is greyed out and you are stuck with what is there.
- b. The only way you can remedy your error is to set up a new test and ask any students who have started to re-start the new test, which under time limited conditions, you cannot do.
- c. If students were expecting to have extra time and they don't get it, or don't get the correct amount, it is very stressful for them and may mean time spent on authoring and arranging deferred assessment.

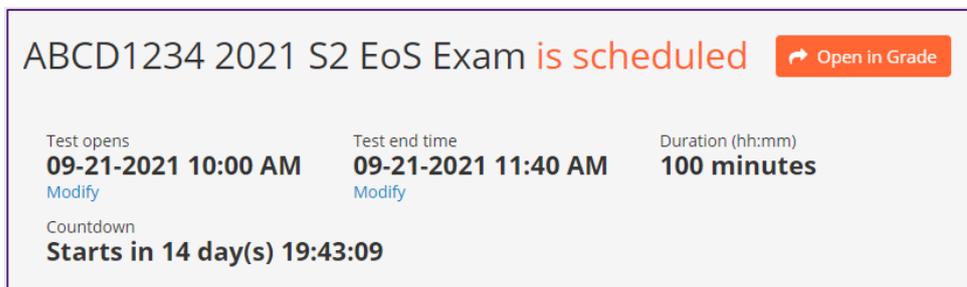
4.2 How to check the assessment setup and scheduling in Inspera

During the assessment setup stage, you should confirm that assessment settings, including the opening time, end time and duration are correct. To confirm assessment settings after an assessment is activated:

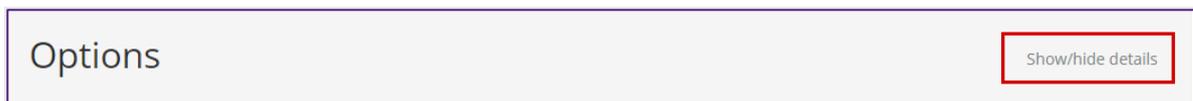
- Log into Inspera Assessment (<https://uqi.inspera.com/admin> for the Production environment).
- Navigate to **Deliver > Tests**.
- Locate your Assessment in the list and click to open it.
- You will land on the **Activated** page.



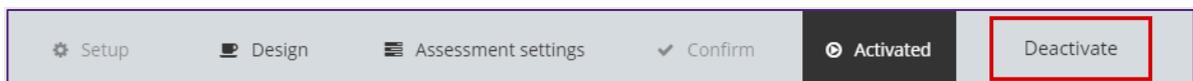
- Scheduling information is displayed at the top of the page and can be modified using the **Modify** links, provided no students have already entered the assessment:



- Scroll to the **Options** heading. These are hidden by default.
- Click **Show/hide details** to expand the Options for checking.

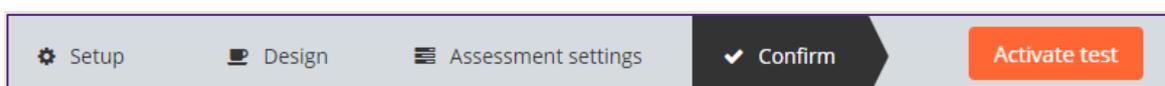


- Many of the settings here cannot be changed now that the assessment is activated. However, if no students have entered the assessment, you can deactivate it temporarily by clicking the **Deactivate** button in the bottom navigation bar to change these settings.



Note: If a student has already entered the assessment, the **Deactivate** button will not be available to you.

- Adjust settings as needed on the **Setup** page.
- Also check the Design settings by navigating to the **Design** page in the bottom navigation bar.
- Return to the **Confirm** page.



- Click **Activate test** in the bottom navigation bar to re-activate the assessment.