# Checklist and Script Example for Proctoring Tests and Exams

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According to the [Conestoga Evaluation of Student Learning Procedure](https://www-assets.conestogac.on.ca/documents/www/about/policies/academic-administration/evaluation-of-student-learning-procedure.pdf), faculty must “Ensure a suitable environment for test and exam writing.” What is the best way to go about this? Below you will find suggestions that may help you enhance your practices. If you have other practices that have been successful, please share them by emailing teachingandlearning@conestogac.on.ca.

1. Be Both Mentally and Effectively Prepared for the Testing Environment: In a group of students from any background or walk of life, some would never cheat, only cheat under extreme stress, and those who would cheat if clear protocols were not in place to prevent it. Given this reality, you will help your students, yourself, and the reputation of the College if you follow effective practices such as those below.

2. Enter “Invigilator Mode”: Developing a rapport with students is excellent. However, we must draw a clear line between the student and the assessor during assessment situations. Make it clear that the testing environment differs from the everyday classroom environment, and be assertive and confident with your expectations.

3. Preview the Test: Students should be aware of the content areas, the weight, the question types, the timing, and allowable resources (including asking you questions). They should have a prior opportunity to ask you questions about the upcoming quiz, test, or exam.

4. Post Your Testing Expectations: Post a set of quiz/test/exam protocols in the course shell well before such evaluations are held. Some students have claimed they did not know they could not talk, take out extra paper, etc.

5. Review Expectations in a Prior Class: One week before any evaluations, review how you will ensure a suitable environment and prevent academic offences with the class. Go through the expectations on a set of slides. Refer students to the Library’s Academic Integrity pages highlighting the categories of cheating, aiding and abetting, and unscholarly behaviour.

6. Require ID: Students must have OneCards on their desks during each evaluation. Bring a clipboard with the attendance list and check off each student present. We have had faculty suspect a student was writing for another student.

7. Prepare a Script to use at the Start of Each Test/Exam: You will want to reinforce expectations at the start of each test. 8. Ensure that Means for Cheating are Minimalized: Instruct students to leave bags, coats, pencil cases, cell phones, and anything other than beverages and writing implements at the front or the back of the classroom. Wait to start a test until these requirements have been met. State that you are not responsible for any belongings. Never require students to place belongings in the hallway. *See below for a script example.*

9. Give Time Warnings: Display a clock on the screen so that students without cell phones know the time. Make a note of significant time chunks remaining on the board as well. Provide a warning 10 minutes before the time is up.

10. Document in Process: Tell the students you will note any abnormalities on the attendance list and Incident Tracking Sheet and give only one warning for any talking or unscholarly behaviour. If a student speaks, makes hand signals or makes tapping noises again, alert them that you have noted the behaviour. Allow them to continue writing but follow up with an Academic Offence appropriate to the situation. Consult with Cory Scurr, Academic Integrity Coordinator, at academicintegrity@conestogac.on.ca if you are still deciding next steps.

11. Confirm Test Completion & Count Tests: As each student hands in their test, check off their name. We have had some cases where a faculty member knew a student was in the test but had no later test, and the student claimed the faculty had lost it and demanded a re-write. Be sure to count the number of tests handed in and ensure it aligns with the number of students writing.

12. Enforce Protocols: Once you have set reasonable protocols before, during, and after the test, follow through with insisting that students follow them. Establishing credibility from the beginning will help reduce cheating going forward. This can be done firmly but cheerfully – you will not be causing undue stress.

13. Report Academic Offenses: The best way to reduce cheating is to be consistent in dealing with instances of cheating as they arise. Students talk to each other, and any instance of cheating not dealt with encourages more cheating.

14. Cases of Medical or Emotional Emergency: If a student has a medical emergency or another emergency, like a panic or anxiety attack, call security immediately by dialling 5555 on the in-class telephone. They are the College’s first responders.

15. Do not Take Cheating Personally: See number 1!

**Suggested Script for Proctors to use at the Start of a Test or Exam**

*Please personalize this sample script to your course.*

1. Welcome.

2. We are now having the midterm exam of the course name.

3. It is a 2-hour exam, starting at 9:00 a.m.

4. I will check your OneCard to confirm your identity and attendance as we start the exam. At the end of the exam, I will check that you have submitted your paper.

5. Please leave your paper face-down and turn it over when I tell you. Place your OneCard on the table directly in front of you. Use the additional sheet of paper to cover your completed answers as you write the test.

6. This is your opportunity to demonstrate your learning in the first half of the course. Please take care to observe the protocols of the test. If there is a breach, there will be consequences.

7. Before we begin, ensure all jackets, cellphones, and other devices are out of reach. There will be no talking or use of resources during the exam except for (any items permitted). Keep your eyes on your paper. Please avoid any behaviour that could be misunderstood as breaking these protocols.

8. If I note that you are talking or using resources, I will document this, and I may ask you to move to another seat. If I hear or see you talking, I will document your names.

9. Please raise your hand if you have a question, including if you are unclear about an instruction or would like a word's definition in the instructions. Please wait for me to approach you before you ask. Please raise your hand if you need extra paper, pen, or eraser.

10. I reserve the right to look at your paper during the exam.

11. I will have the time counting done on the screen and give a warning at 10 minutes to the end. If you wish to leave early or go to the washroom, raise your hand, and I will come to you. Only one student can go to the washroom at a time.

12. Your time is up. Please put your pens down. Bring your exam to me (or stay in your seats while I collect the exams).

Note to Proctor: During the test, if you notice suspicious activity, such as a student looking over at another student’s paper, catch the student’s eye and then say loudly and clearly to the whole room, “Remember, eyes on your paper” or “No talking, please.”