



STACK

online assessment
for mathematics
and science

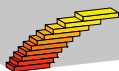
“Last year our students made over a million attempts at STACK questions. STACK gives our distance learning students an unprecedented opportunity to practice mathematics with immediate feedback and guidance.”

Dr Tim Lowe, The Open University, UK



“I put computer algebra and mathematics at the heart of STACK to give students the best possible feedback.”

Professor Chris Sangwin, project founder



What is STACK?

STACK is an online assessment system for mathematics and science which accepts mathematical answers and provides sophisticated feedback.

**Mathematical integrity,
reliability and sophistication**

Solve $x^2 - 6x - 16 = 0$, by factoring and working line by line. Leave your answer in the form $x = \dots$ or $x = \dots$ in fully simplified form.

$$\begin{aligned}x^2 - 6x - 16 &= 0 \\(x-3)^2 - 5^2 &= 0 \\x-3 &= \pm 5 \\x &= 8 \text{ or } x = -2\end{aligned}$$

$$\begin{aligned}x^2 - 6x - 16 &= 0 \\(x-3)^2 - 5^2 &= 0 \\x-3 &= \pm 5 \\x &= 8 \text{ or } x = -2\end{aligned}$$

Check

Your answer is partially correct.

$$\begin{aligned}x^2 - 6x - 16 &= 0 \\ \Leftrightarrow (x-3)^2 - 5^2 &= 0 \\ \Leftrightarrow x-3 &= \pm 5 \\ \Leftrightarrow x &= 8 \text{ or } x = -2\end{aligned}$$

The question asked you to solve by factoring the equation!
The factored form should appear as one line in your working.
Marks for this submission: 0.50/1.00.

Why choose STACK?

- ❖ Full worked solutions, based on random versions
- ❖ Multi-part questions guide students through complex processes
- ❖ Embed plots, graphics and videos
- ❖ Full support for scientific units
- ❖ Assess line by line reasoning
- ❖ Comprehensive authoring and testing interface
- ❖ All attempts stored for analysis

**Built by mathematics
educators for their teaching**

Open source: no licence fees,
no vendor lock-in

Key innovations in STACK

- 1 STACK separates “validity” feedback from “assessment” feedback. Students always get validity feedback, even in an exam, helping them understand what a question expects.
- 2 Feedback is based on computer algebra calculations, providing specific information on how to improve on the task.
- 3 Randomly generated questions, supported by unit testing, to ensure quality before students try them.
- 4 STACK community contributes user-support, innovations, materials and multi-languages.

Give an example of a function with a stationary point at $x = 2$ and which is continuous but not differentiable at $x = 0$.

$f(x) =$

Your last answer was interpreted as follows:

$$x(x - 4)$$

The variables found in your answer were: $[x]$

Check

Questions are
randomly generated

Answers are
expressions

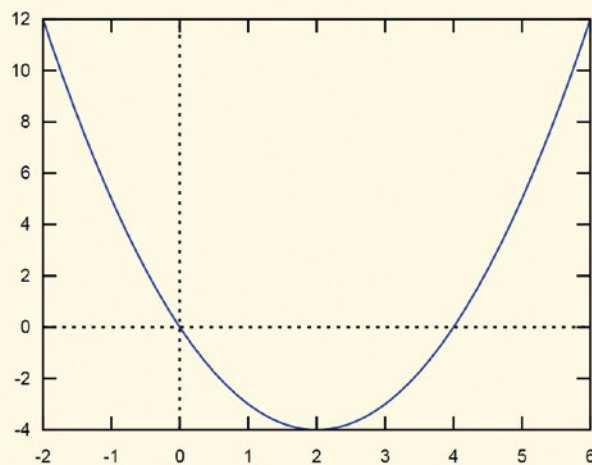
Multiple attempts
help students succeed

Feedback helps
students improve

Validation feedback
helps students
express themselves

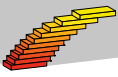
Your answer is partially correct.

Your answer is differentiable at $x = 0$ but should not be! You were asked for a non-differentiable function at $x = 0$. Here is a sketch of your curve:



Consider using $|x|$ somewhere in your answer.

Marks for this submission: 2.00/4.00.



Open materials,
user consortiums to
share materials, and
commercial partners

Flexible integration

Native support:



Embed:

LTI support for
campus systems

Native API for developers
and commercial partners

STACK works seamlessly with other question types in quizzes,
reducing the number of separate assessment systems.

- ❖ Over 650 Moodle sites use STACK
- ❖ Large ILIAS community
- ❖ Translated into many languages, e.g. Finnish, German, French, Spanish, Portuguese, Hebrew and Japanese.

ABACUS materials bank:
<https://abacus.aalto.fi/>



THE UNIVERSITY
of EDINBURGH



Loughborough
University

STACK community

Development team

Continuously developed and used since 2004



Chris Sangwin
University of Edinburgh, UK



Matti Harjula
Aalto University, Finland



Tim Hunt
Open University, UK

Contact

stack@maths.ed.ac.uk
<https://stack.maths.ed.ac.uk/>