



Go Online
Create Your Online
Exams and Quizzes

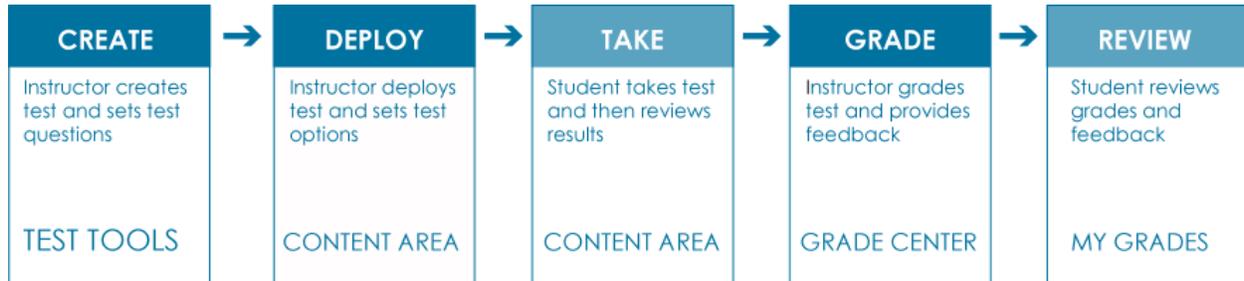
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1.0 Overview

There are five major stages in the assessment lifecycle. We will look at each of the stages in detail as we progress through the workshop.



First, you will experience a test as a student, so you will be familiar with how test questions appear to your students. Then, moving to the instructor perspective, you will learn how to create, deploy, and grade assessments.

We will also discuss best practices in online assessment, and explore how statistics can help evaluate the effectiveness of assessments.

2.0 Student Experience

In this section, you will explore a test and view the various types of questions as they appear from a student's perspective. This will provide some context for the decisions you make as an instructor.

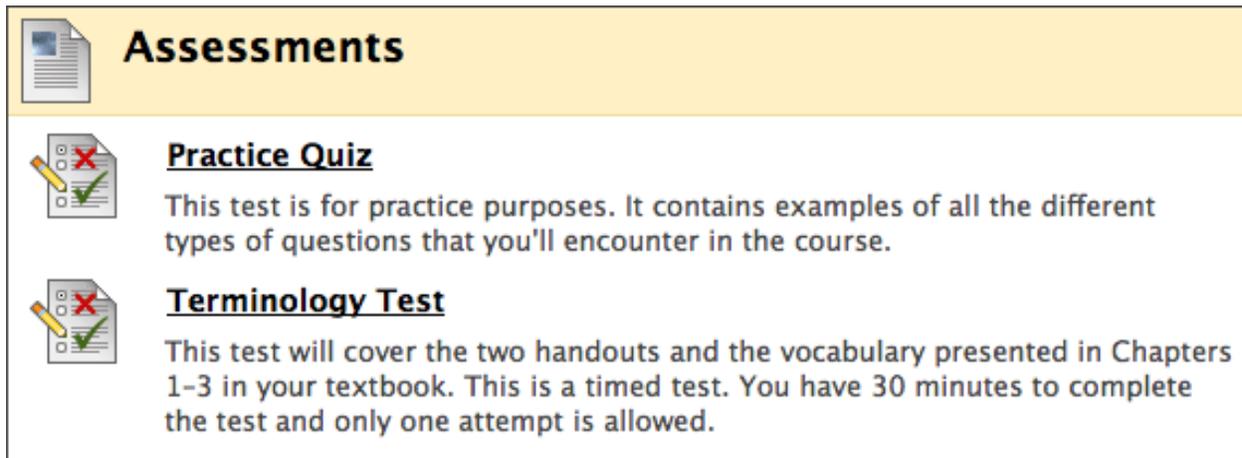
Learning Outcomes

After completing this section, you will be able to:

- Explain test taking from a student's perspective
- Identify strategies that encourage academic honesty

Accessing Tests

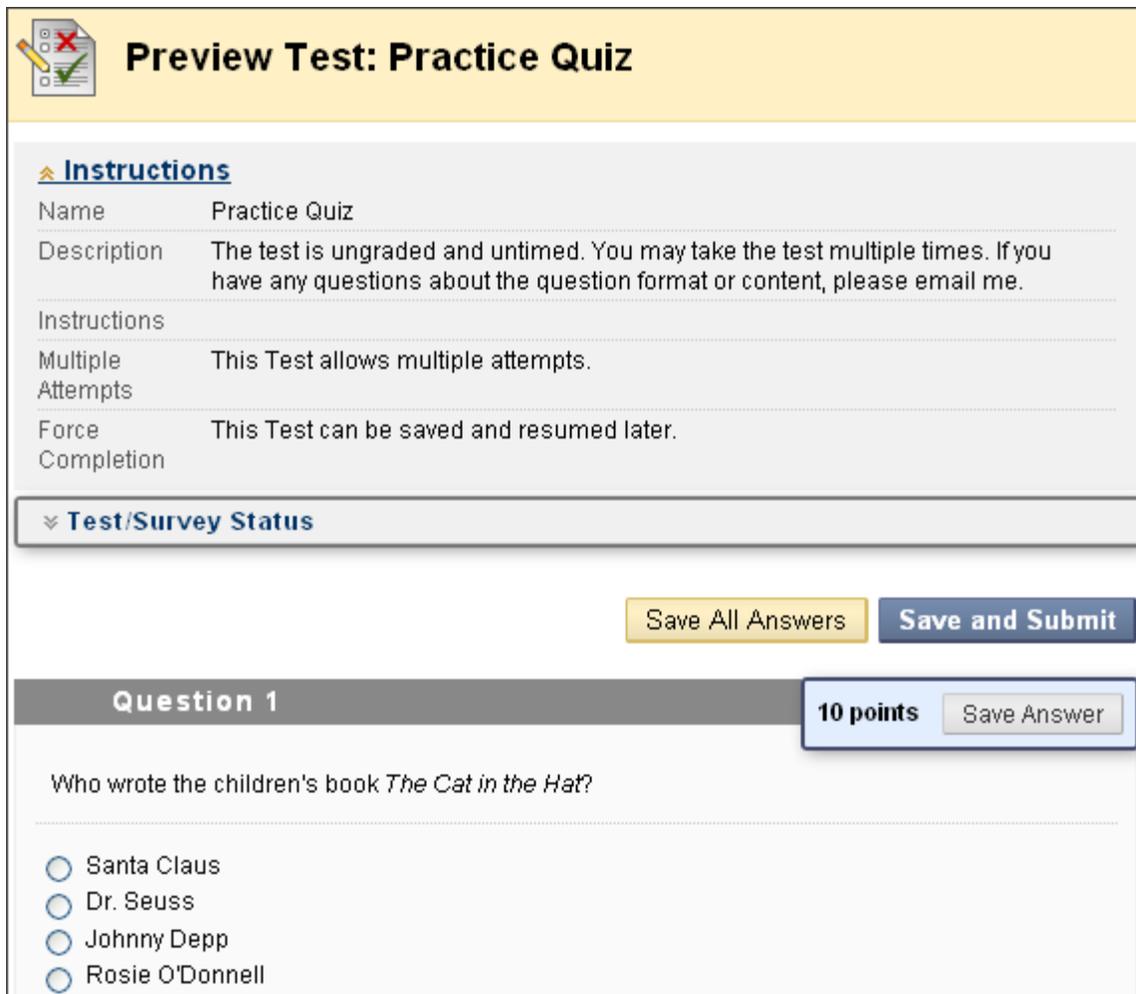
Students typically access tests from a Content Area. Instructors may provide information following the test title, if they want.



The screenshot shows a yellow header bar with a document icon and the word "Assessments" in bold. Below this, there are two test options, each with a document icon containing a pencil, a red 'X', and a green checkmark. The first option is "Practice Quiz" with the description: "This test is for practice purposes. It contains examples of all the different types of questions that you'll encounter in the course." The second option is "Terminology Test" with the description: "This test will cover the two handouts and the vocabulary presented in Chapters 1-3 in your textbook. This is a timed test. You have 30 minutes to complete the test and only one attempt is allowed."

Figure 1.1

After you select a test, click **Begin** and the test appears. Any instructions provided by the instructor are located at the top of the test. If the test is timed, the timer starts when **Begin** is clicked.



The image shows a screenshot of a 'Preview Test: Practice Quiz' interface. At the top, there is a yellow header with a pencil icon and a red 'X' over a document icon. Below the header, the title 'Preview Test: Practice Quiz' is displayed. The main content area is divided into sections: 'Instructions', 'Test/Survey Status', and 'Question 1'. The 'Instructions' section contains a table with details about the quiz. The 'Test/Survey Status' section is a collapsed box. The 'Question 1' section features a question about the author of 'The Cat in the Hat' and four radio button options.

Preview Test: Practice Quiz

Instructions

Name	Practice Quiz
Description	The test is ungraded and untimed. You may take the test multiple times. If you have any questions about the question format or content, please email me.
Instructions	
Multiple Attempts	This Test allows multiple attempts.
Force Completion	This Test can be saved and resumed later.

Test/Survey Status

Save All Answers Save and Submit

Question 1 10 points Save Answer

Who wrote the children's book *The Cat in the Hat*?

- Santa Claus
- Dr. Seuss
- Johnny Depp
- Rosie O'Donnell

Figure 1.2

3.0 Creating Tests

In this section, you will create tests and add questions. Although not covered in this workshop, you can also reuse questions from previous tests by using the Question Finder tool. In this workshop we will discuss how to create questions how to use tests as a teaching tool.

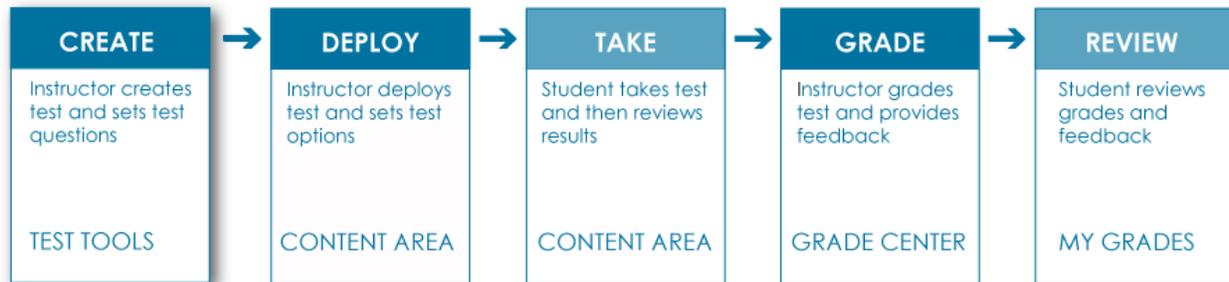
Learning Outcomes

After completing this section, you will be able to:

- Explain the overall steps for creating a test
- Explain the purpose of the Tests tool
- Create a test and add the following types of questions: true/false, multiple choice, multiple answer, ordering, matching, fill in the blank, and essay
- Select test Question Settings
- Explain the value of adding video to questions
- Order test questions
- Describe the importance of using tests as a teaching tool

The Assessment Lifecycle

The first stage in the assessment lifecycle is to create the test.



There are four overall steps to creating a test:

- Add the test
- Specify the Question Settings
- Add the questions
- Order the questions

The Tests Tool

Tests are created in the Tests tool.

► QUICK STEPS: accessing the Tests tool

1. On the **Control Panel**, under **Course Tools**, click **Tests, Surveys, and Pools**.
2. On the **Tests, Surveys, and Pools** page, click **Tests**.

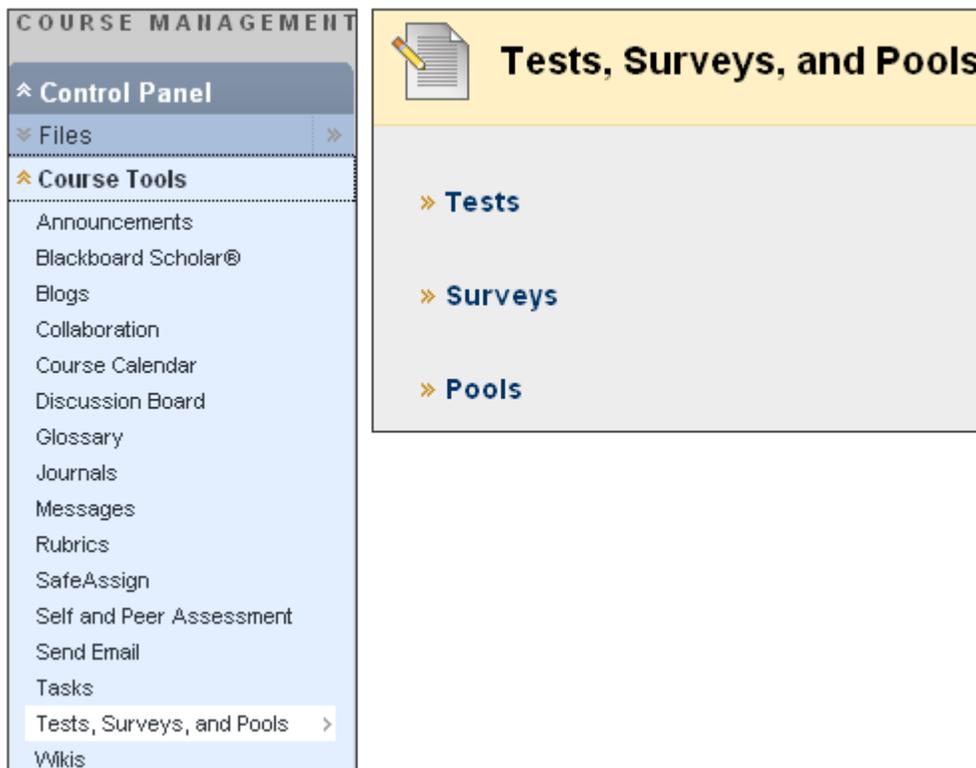
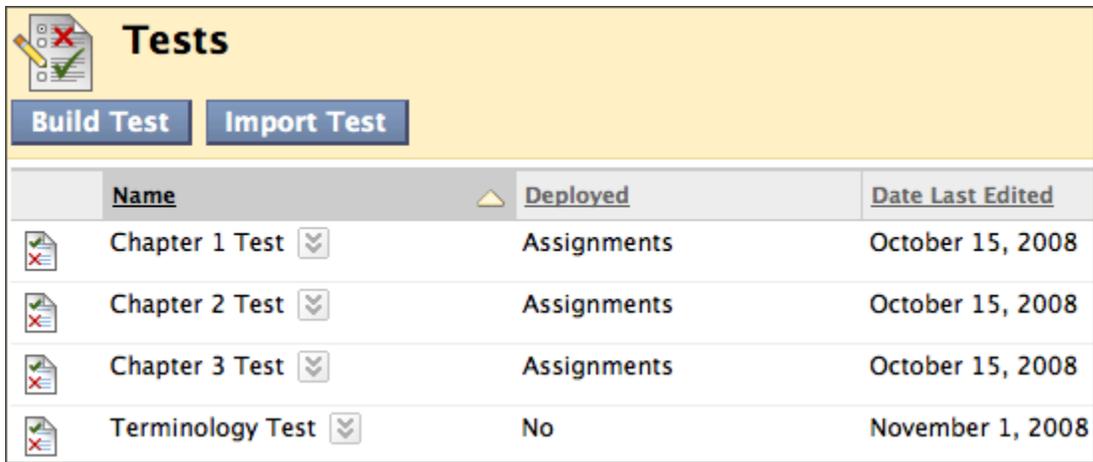


Figure 1.1

The Tests page displays any existing tests and allows you to build new tests.



The screenshot shows a web interface for managing tests. At the top left is an icon of a document with a pencil and a checkmark. To its right is the title "Tests". Below the title are two buttons: "Build Test" and "Import Test". Below these buttons is a table with four columns: "Name", "Deployed", and "Date Last Edited". The "Name" column contains four entries: "Chapter 1 Test", "Chapter 2 Test", "Chapter 3 Test", and "Terminology Test", each with a dropdown arrow. The "Deployed" column contains "Assignments" for the first three rows and "No" for the last. The "Date Last Edited" column contains "October 15, 2008" for the first three rows and "November 1, 2008" for the last. Each row also has a small icon of a document with a pencil and a checkmark on the left side.

	<u>Name</u>	<u>Deployed</u>	<u>Date Last Edited</u>
	Chapter 1 Test ▾	Assignments	October 15, 2008
	Chapter 2 Test ▾	Assignments	October 15, 2008
	Chapter 3 Test ▾	Assignments	October 15, 2008
	Terminology Test ▾	No	November 1, 2008

Figure 1.2

Adding a Test

When a test is added, enter basic information including:

- Name of the test
- Description, which appears under the title in the Content Area
- Instructions, which appear at the top of the test after it is started

► **QUICK STEPS: adding a test**

1. On the **Tests** page, click **Build Test**.
2. On the **Test Information** page, type a **Name**, **Description**, and **Instructions**.
3. Click **Submit**.

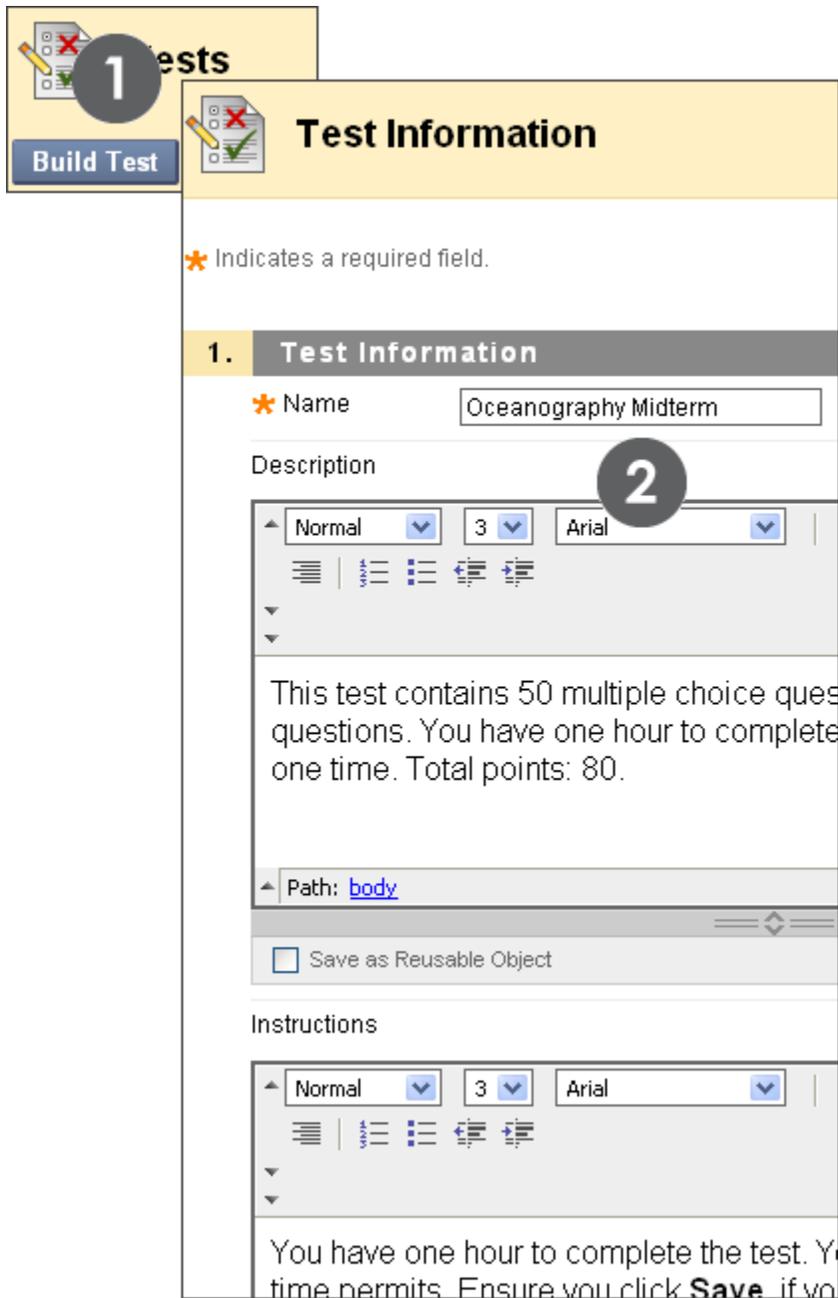
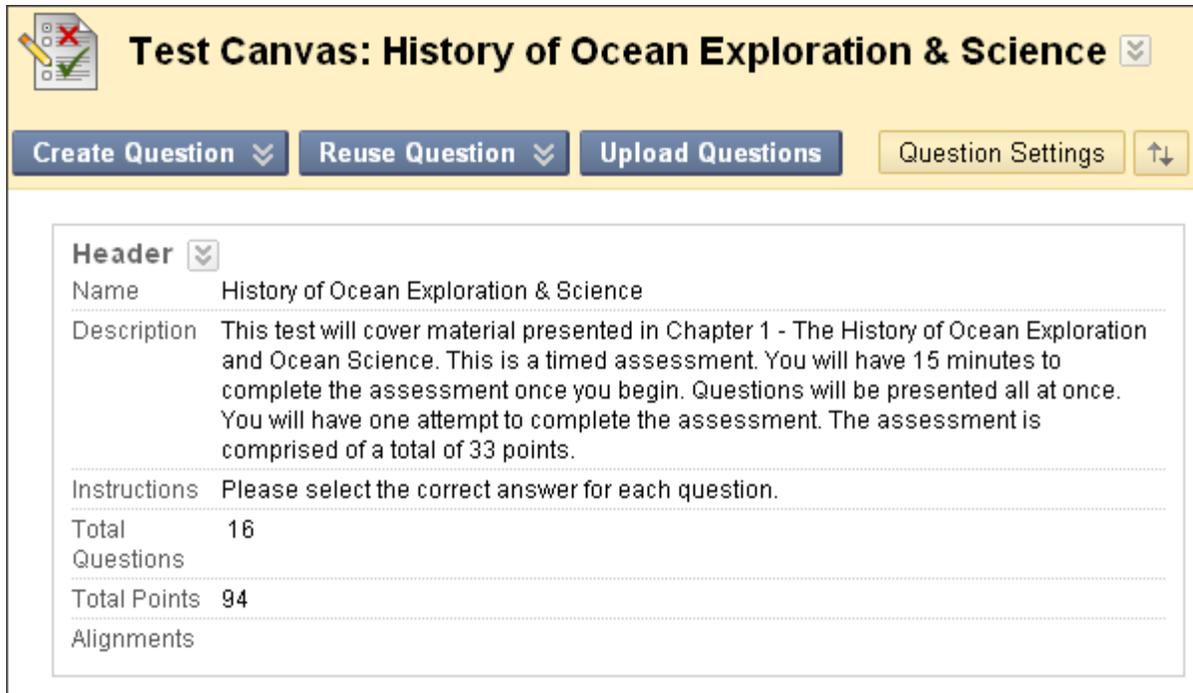


Figure 2.1

NOTE: A description and instructions are optional, but recommended.

The Test Canvas

After entering the test information, the Test Canvas page appears, displaying the test name, description, and instructions. The next step in the test creation process is selecting the Question Settings.



The screenshot shows a test canvas interface. At the top, there is a header bar with a yellow background. On the left, there is an icon of a document with a pencil and a checkmark. To the right of the icon, the text reads "Test Canvas: History of Ocean Exploration & Science" followed by a dropdown arrow. Below the header bar, there are four buttons: "Create Question" (with a dropdown arrow), "Reuse Question" (with a dropdown arrow), "Upload Questions", and "Question Settings" (with a double-headed arrow). Below the buttons, there is a white box with a border containing the test details. The details are organized into sections separated by horizontal dotted lines. The first section is titled "Header" with a dropdown arrow. It contains the following information: "Name" is "History of Ocean Exploration & Science"; "Description" is "This test will cover material presented in Chapter 1 - The History of Ocean Exploration and Ocean Science. This is a timed assessment. You will have 15 minutes to complete the assessment once you begin. Questions will be presented all at once. You will have one attempt to complete the assessment. The assessment is comprised of a total of 33 points."; "Instructions" is "Please select the correct answer for each question."; "Total Questions" is "16"; "Total Points" is "94"; and "Alignments" is empty.

Header	
Name	History of Ocean Exploration & Science
Description	This test will cover material presented in Chapter 1 - The History of Ocean Exploration and Ocean Science. This is a timed assessment. You will have 15 minutes to complete the assessment once you begin. Questions will be presented all at once. You will have one attempt to complete the assessment. The assessment is comprised of a total of 33 points.
Instructions	Please select the correct answer for each question.
Total Questions	16
Total Points	94
Alignments	

Figure 2.2

Specifying Question Settings

The second major step in creating a test is to specify the test's Question Settings. Question Settings control the options available when creating test questions. Your selections include whether to provide the following when creating questions:

- Feedback for individual answers
- Images, files, and external links in questions and answers
- Question metadata, such as categories, topics, levels of difficulty, and keywords
- Scoring defaults, such as a default point value or partial credit for answers
- Specifics for how answers are displayed, such as random ordering of answers

► QUICK STEPS: specifying Question Settings

1. On the **Test Canvas** page, click **Question Settings** on the Action Bar.
2. On the **Test Question Settings** page, select the desired options.
3. Click **Submit**.

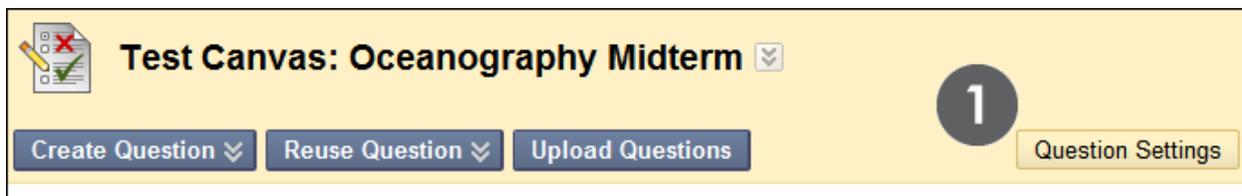
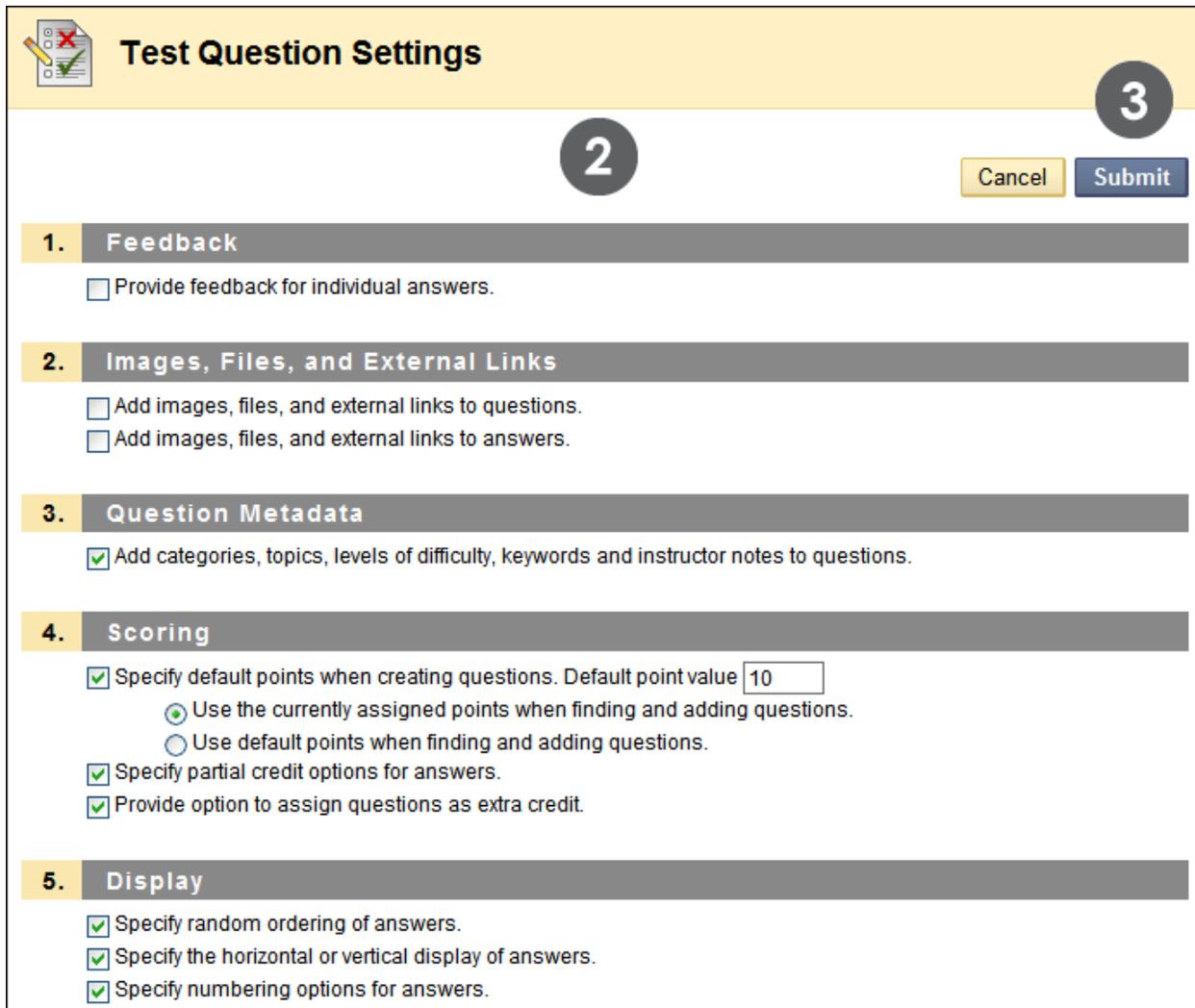


Figure 3.1



Test Question Settings

2

3

Cancel Submit

1. Feedback

Provide feedback for individual answers.

2. Images, Files, and External Links

Add images, files, and external links to questions.

Add images, files, and external links to answers.

3. Question Metadata

Add categories, topics, levels of difficulty, keywords and instructor notes to questions.

4. Scoring

Specify default points when creating questions. Default point value

Use the currently assigned points when finding and adding questions.

Use default points when finding and adding questions.

Specify partial credit options for answers.

Provide option to assign questions as extra credit.

5. Display

Specify random ordering of answers.

Specify the horizontal or vertical display of answers.

Specify numbering options for answers.

Figure 3.2

The custom feedback provided to students can be based on their correct and incorrect answers. Decide on a question-by-question basis whether to include feedback for each possible answer.

You can type a default point value if all questions will be worth the same amount. The value can be edited for each individual question during question creation.

Question Types

The following table summarizes the question types covered in this workshop.

▼ Question Type	▼ Description
True/False	Students select the validity of a statement.
Multiple Choice	Students select the single correct answer from a series of answers.
Multiple Answer	Students select one or more correct answers from a series of answers.
Ordering	Students are presented with a list of items to place in order according to criteria specified in the question.
Matching	Students are presented with two lists of items and must pair items from one list with the other list.
Fill in the Blank	Students type text or numbers to complete a statement.
Essay	Students write a detailed response to a question or statement.

The process for adding questions to tests is similar for each question type. All question types are chosen on the Test Canvas page using the Create Question drop-down list on the Action Bar. The question types are listed in alphabetical order. We will create a True/False question from start to finish.

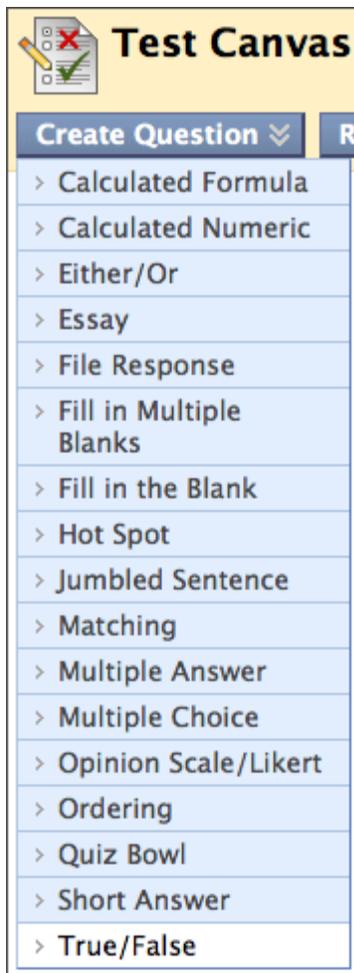


Figure 4

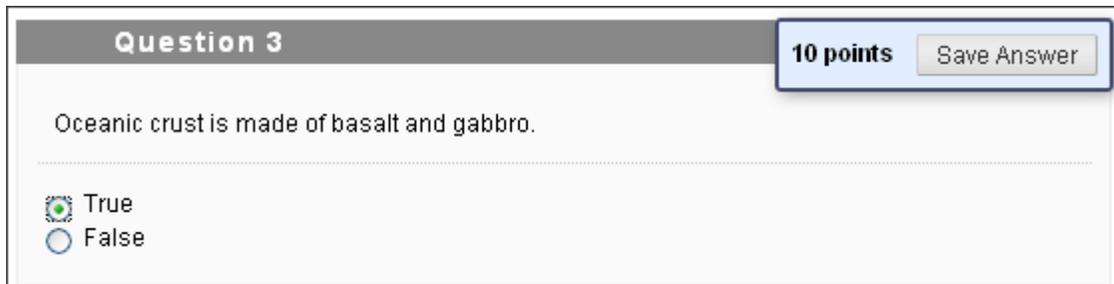
At a minimum, you must type the following:

- Question text
- Answer
- Point value

Depending on the test's Question Settings selected, you may type more information for each question. For example, you may also select the display order for the answers of a specific question.

Creating True/False Questions

True/False questions can be quickly written and can cover a lot of content.



The screenshot shows a question interface. At the top left, it says "Question 3". To the right, it indicates "10 points" and a "Save Answer" button. The question text is "Oceanic crust is made of basalt and gabbro." Below the question, there are two radio button options: "True" (which is selected) and "False".

Figure 5.1 – True/False question from the student perspective

► QUICK STEPS: creating true/false questions

1. On the **Create Question** drop-down list, select **True/False**.
2. On the **Create/Edit True/False Question** page, type the **Question Text**. Format the question with the Text Editor, if you want.
3. Select the correct answer by selecting the **True** or **False** option.
4. Optionally, type **Feedback** for correct and incorrect answers.
5. Click **Submit**.

Create/Edit True/False Question

5

* Indicates a required field.

Cancel Submit

1. Question

Question Title

* Question Text Visual Editor: ON

Normal 3 Arial B I U abc x₂ x²

Oceanic crust is made of basalt and gabbro. 2

Path: [body](#)

2. Answers

Answer True False 3

3. Feedback

Correct Response Feedback Visual Editor: ON

Correct! Oceanic crust is made of basalt and gabbro and is generally about five km thick. 4

Path: [body](#)

Incorrect Response Feedback Visual Editor: ON

Incorrect! Oceanic crust is made of basalt and gabbro and is generally about five km thick.

Figure 5.2

After the question is submitted, it appears on the Test Canvas page under the Header.

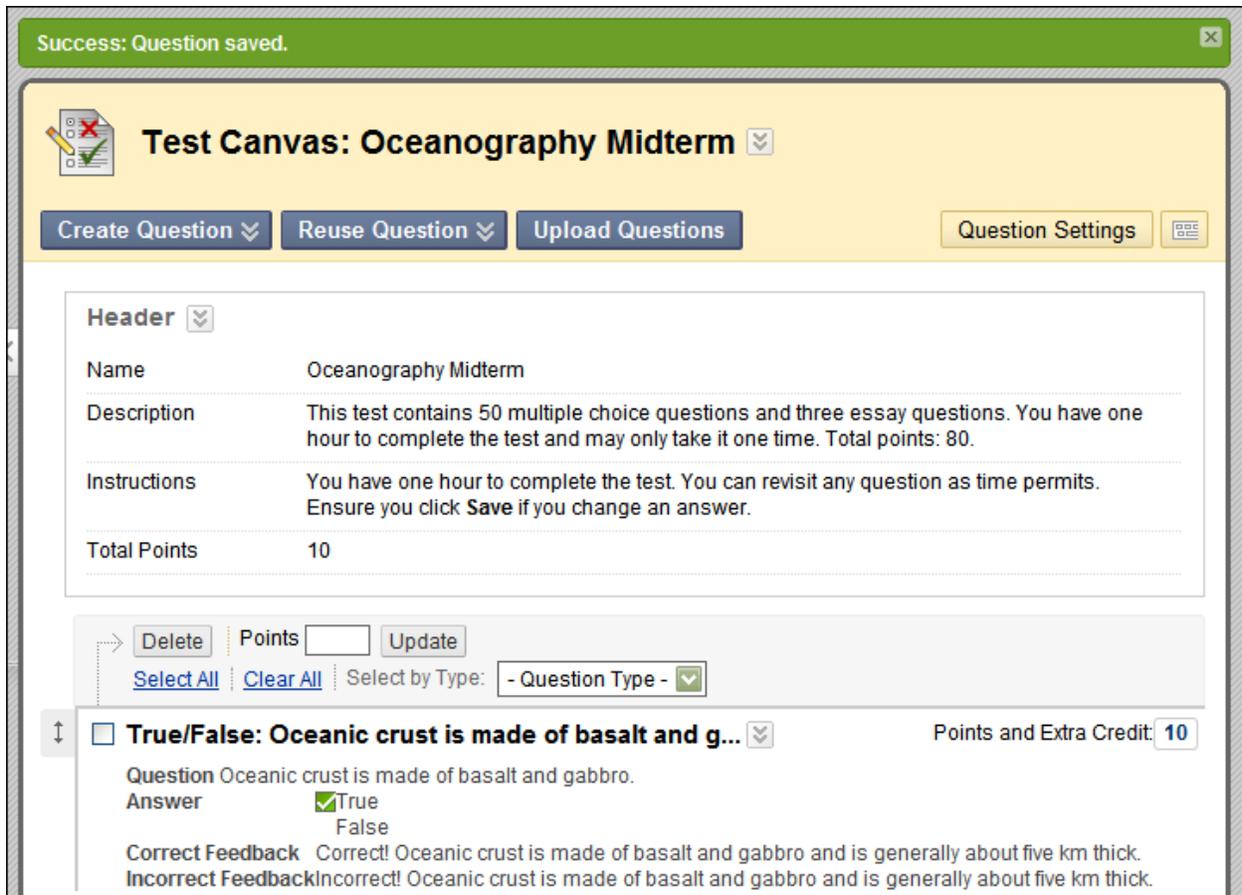


Figure 5.3

At any time, you can edit or delete a question from the Test Canvas screen. Click the question's Action Link to access the contextual menu, select Edit, and make changes to the question, options, answers, and feedback.

Creating Tests: Creating True/False Questions



Figure 5.4

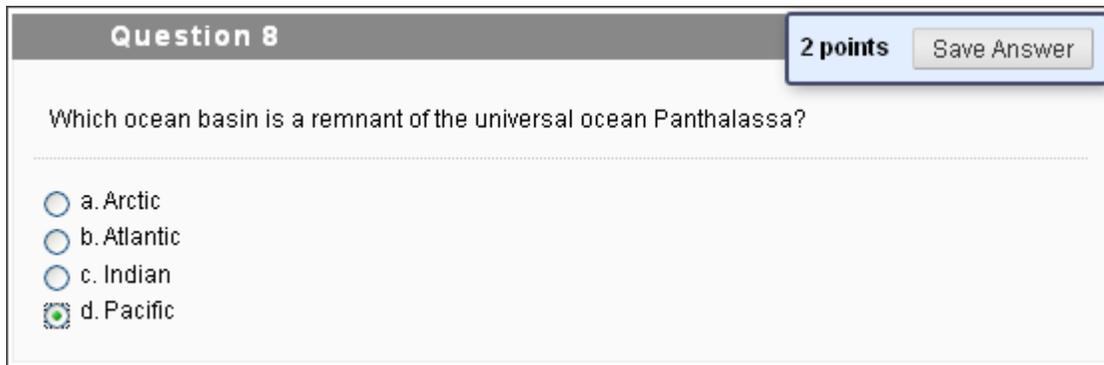
► Take Note

- A. Update the points for individual questions.
- B. Delete or update points for selected questions. Select the question check box to select it.
- C. Select questions by type. For example, select all True/False questions.

Creating Multiple Choice or Answer Questions

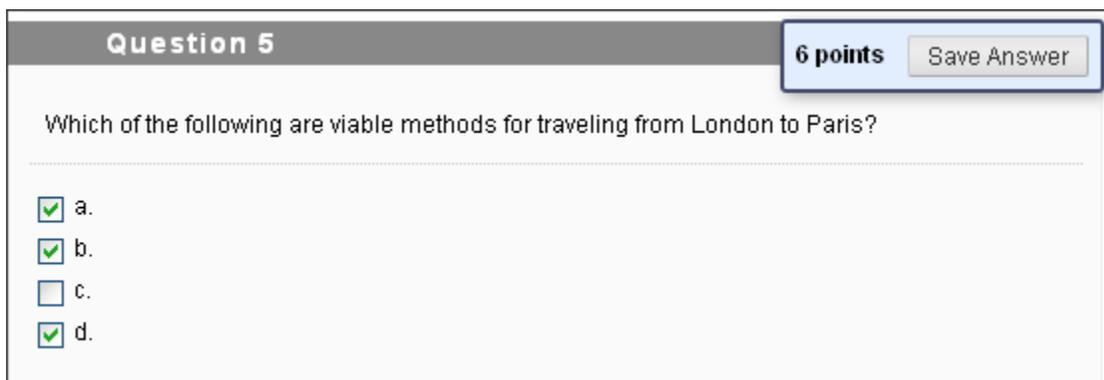
With Multiple Choice questions, students select one correct answer. If you want students to select multiple correct answers, create a Multiple Answer question.

For Multiple Choice questions, text boxes for four answers are provided by default, but up to 20 answers can be entered.



The screenshot shows a question interface for "Question 8". At the top right, it indicates "2 points" and a "Save Answer" button. The question text is "Which ocean basin is a remnant of the universal ocean Panthalassa?". Below the question, there are four radio button options: "a. Arctic", "b. Atlantic", "c. Indian", and "d. Pacific". The "d. Pacific" option is selected, indicated by a small green square next to the radio button.

Figure 6.1 – Multiple Choice question from the student perspective



The screenshot shows a question interface for "Question 5". At the top right, it indicates "6 points" and a "Save Answer" button. The question text is "Which of the following are viable methods for traveling from London to Paris?". Below the question, there are four checkbox options: "a.", "b.", "c.", and "d.". The "a.", "b.", and "d." options are checked, indicated by a small green square next to each checkbox. The "c." option is not checked.

Figure 6.2 – Multiple Answer question from the student perspective

► **QUICK STEPS: creating multiple choice or multiple answer questions**

1. On the **Create Question** drop-down list, select **Multiple Choice** or **Multiple Answer**. In this example, we will create a Multiple Choice question.
2. On the **Create/Edit Multiple Choice Question** page, type the **Question Text**. Format the question with the Text Editor, if you want.
3. Select **Options**, such as how answers are numbered, if you want.
4. Select **Number of Answers** from the drop-down list.
5. Type answers in the **Answer** text boxes.
6. Select the **Correct** answer. For a Multiple Answer question, select all correct answers.
7. Optionally, type **Feedback** for correct and incorrect answers.
8. Click **Submit**.

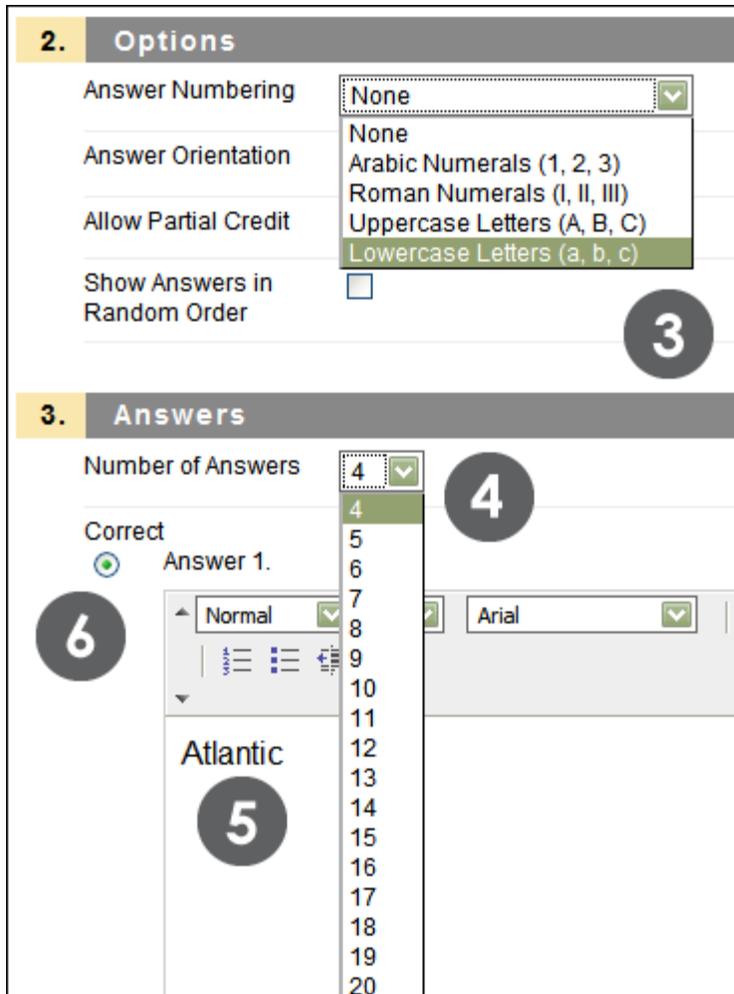


Figure 6.3

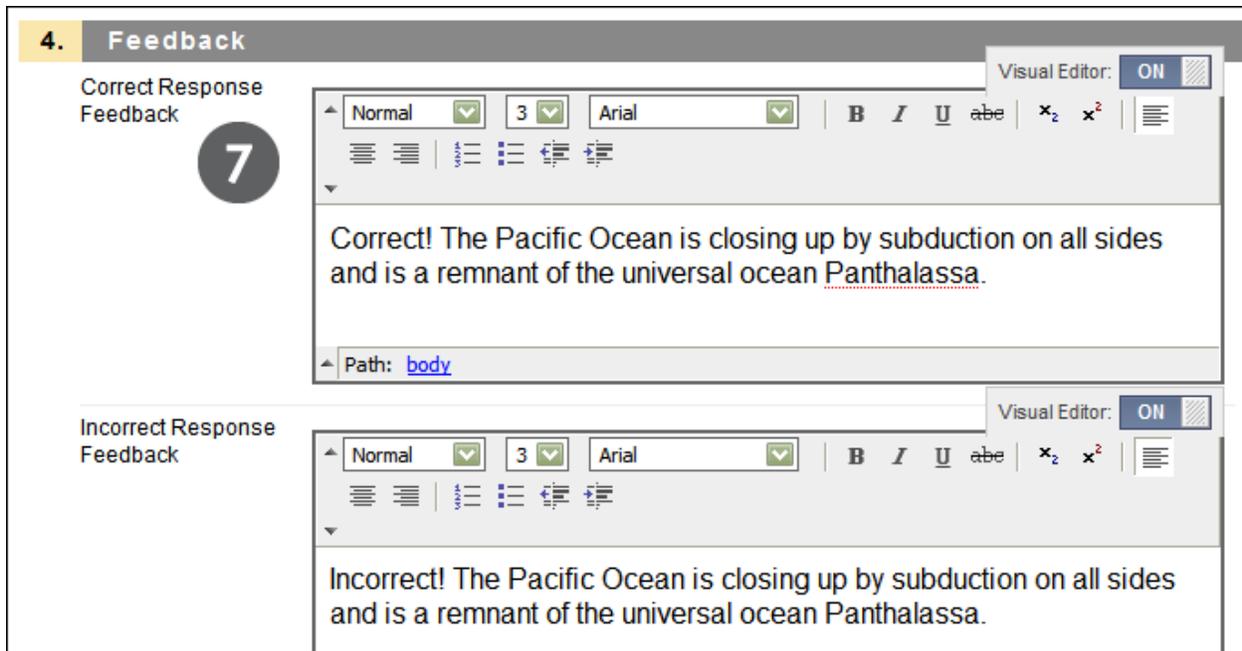


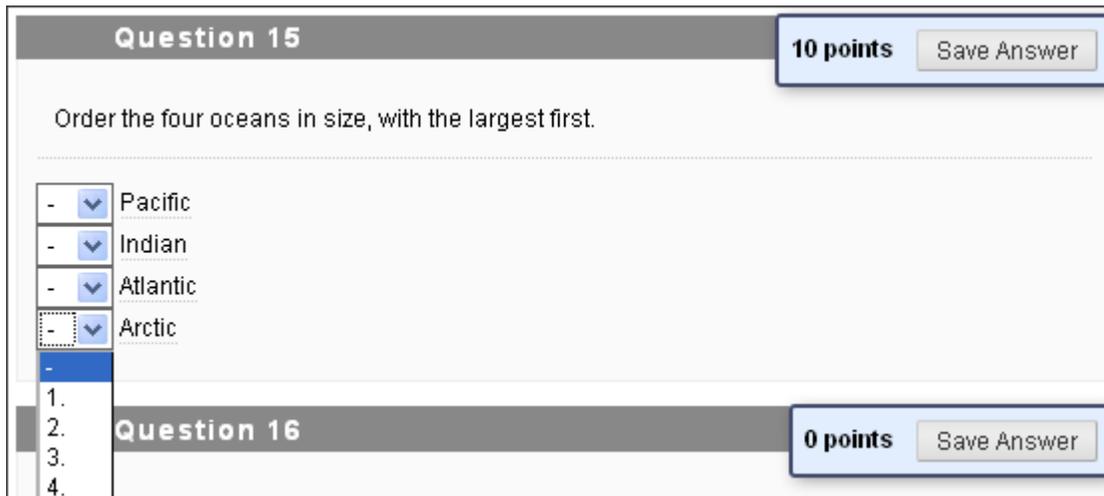
Figure 6.4 – Type feedback for correct and incorrect answers

If Provide Feedback for Individual Answers was selected when the test's Question Settings were made, custom feedback can be entered for each answer.

NOTE: Any answer box can be deleted by clicking Remove to the right of the box.

Creating Ordering Questions

When creating the Ordering question type, enter the answers in the correct order and then set the display order.



The screenshot shows a question interface for 'Question 15'. The question text is 'Order the four oceans in size, with the largest first.' Below the text are four answer options, each in a dropdown menu: Pacific, Indian, Atlantic, and Arctic. The options are currently in the order: Pacific, Indian, Atlantic, Arctic. Below the options is a numbered list (1., 2., 3., 4.) for ordering the answers. To the right of the question text, there is a '10 points' indicator and a 'Save Answer' button. Below the question, the interface for 'Question 16' is partially visible, showing '0 points' and a 'Save Answer' button.

Figure 7.1 – Ordering question from the student perspective

► QUICK STEPS: creating ordering questions

1. On the **Create Question** drop-down list, select **Ordering**.
2. On the **Create/Edit Ordering Question** page, type the **Question Text**. Format the question with the Text Editor, if you want.
3. Select **Options**, such as how answers are numbered or whether to **Allow Partial Credit**.
4. Select **Number of Answers** from the drop-down list.
5. Type answers in the **Answer** text boxes in the correct order.
6. Click **Next**.
7. Use the drag-and-drop function to arrange the display order for the answers. Alternatively, use the **Keyboard Accessible Reordering** tool to arrange the answers.
8. Optionally, type **Feedback** for correct and incorrect answers.
9. Click **Submit**.

Creating Tests: Creating Ordering Questions

2. Options

Answer Numbering: Arabic Numerals (1, 2, 3) [v]

Allow Partial Credit: **3**

3. Answers

Number of Answers: 4 [v] **4**

Answer 1. [Remove]

5 [Normal] [3] [Arial]

Pacific

Figure 7.2

Each answer has a double-tipped arrow, or handle, that is used to move the answer into the correct order using the drag-and-drop function. The answer is surrounded by dashes as it is being moved.

Create/Edit Ordering Question

1 Answers

Correct Order	Display Order
Position: 1 Pacific	Correct Position: 1 Pacific
Position: 2 Atlantic	Correct Position: 3 Indian.
Position: 3 Indian	Correct Position: 2 Atlantic
Position: 4 Arctic	Correct Position: 4 Arctic

7

Display Order [v]

Reorder: Answers

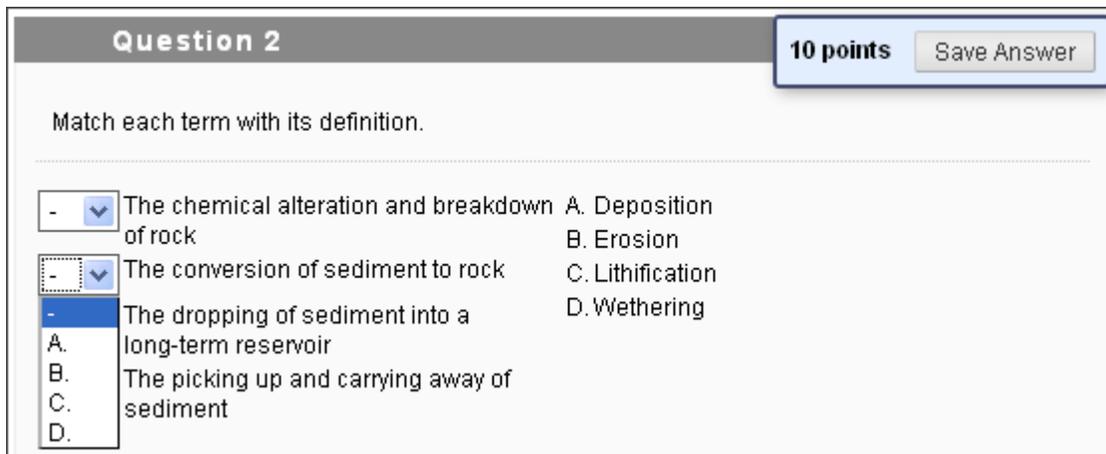
- Correct Position: 1
- Correct Position: 3
- Correct Position: 2
- Correct Position: 4

Cancel Submit

Figure 7.3 – Arrange answers using the drag-and-drop function or the Keyboard Accessible Reordering tool

Creating Matching Questions

Matching questions ask students to pair items in one column to items in another column. A Matching question may include a different number of items in either the questions column or in the answers column to make the question more difficult. Questions and answers are defined in the first step of creating the question and then matched to each other in the second step.



The screenshot shows a question titled "Question 2" worth 10 points. The question text is "Match each term with its definition." Below the text are three question items and four answer options. The first question item is "The chemical alteration and breakdown of rock" with a dropdown menu showing a dash and a downward arrow. The second question item is "The conversion of sediment to rock" with a dropdown menu showing a dash and a downward arrow. The third question item is "The dropping of sediment into a long-term reservoir" with a dropdown menu showing a dash and a downward arrow. The answer options are A. Deposition, B. Erosion, C. Lithification, and D. Wethering. A "Save Answer" button is visible in the top right corner.

Figure 8.1 – Matching question from the student perspective

► QUICK STEPS: creating matching questions

1. On the **Create Question** drop-down list, select **Matching**.
2. On the **Create/Edit Matching Question** page, type the **Question Text**. Format the question with the Text Editor, if you want.
3. Select **Options**, such as how answers are numbered or whether to **Allow Partial Credit**.
4. Select **Number of Questions** from the drop-down list.
5. Type questions in the **Question** text boxes in the order to be displayed.
6. Select **Number of Answers** from the drop-down list.
7. Type answers in the **Answer** text boxes, in a different order than the questions.
8. Click **Next**.
9. Use the drop-down list to match the **Question Items** to the correct **Answer Items**.
10. Optionally, type **Feedback** for correct and incorrect answers.
11. Click **Submit**.

Create/Edit Matching Question

1 Assign

Match	Question Items	Answer Items
C.	A. Deposition	A. The chemical alteration and breakdown of rock
D.	B. Erosion	B. The conversion of sediment to rock
B.	C. Lithification	C. The dropping of sediment into a long-term reservoir
A.	D. Wethering	D. The picking up and carrying away of sediment

Figure 8.2

The minimum number of question items is four and the maximum is 20. If there are more question items than answer items, some questions will match to the same answer.

Be sure to vary the order of the answer items from the question items, if answers are not shown in a random order. If there are more answer items than question items, at least one answer item is not a match for any question items.

Creating Fill in the Blank Questions

To create Fill in the Blank questions, enter the statement that contains the blank, and then enter all the variations of correct answers. Fill in the Blank answers are scored based on an exact text match. Answers are not case-sensitive, but are evaluated based on spelling. Phrase the question so it is apparent where the answer goes in the context of the question.

If possible, limit answers to one word to avoid mismatched answers due to extra spaces between words or the order of the words in the answer. If the answer is more than one word, list all acceptable possibilities of those words as answers. For example, if the answer is Benjamin Franklin, include abbreviations and partial answers in the list, such as Franklin, B Franklin, B. Franklin, and Ben Franklin as other possible correct answers. Also, provide answers that allow for common spelling errors.



Question 6 **10 points** Save Answer

_____ is the silicate mineral with the lowest melting temperature and the greatest resistance to weathering, and as a result, it makes up the great bulk of sand-sized particles.

Quartz

Figure 9.1 – Fill in the Blank question from the student perspective

► QUICK STEPS: creating fill in the blank questions

1. On the **Create Question** drop-down list, select **Fill in the Blank**.
2. On the **Create/Edit Fill in the Blank Question** page, type the **Question Text**. Format the question with the Text Editor, if you want.
3. Select **Number of Answers** from the drop-down list.
4. Type possible answers in the **Answer** text boxes. You can have up to 20 variations.
5. Optionally, type **Feedback** for correct and incorrect answers.
6. Click **Submit**.

Create/Edit Fill in the Blank Question

* Indicates a required field.

Cancel
Submit

1. Question
2

* Question Text

Normal
3
Arial
B
I
U
abc
x₂
x²

_____ is the silicate mineral with the lowest melting temperature and the greatest resistance to weathering, and as a result, it makes up the great bulk of sand-sized particles.

Path: [body](#)

2. Answers
3

Number of Answers

*	Answer 1	Quartz	Remove
*	Answer 2	Quarts	Remove
*	Answer 3	Quart	Remove
*	Answer 4	Quarz	Remove

4

Figure 9.2

Creating Essay Questions

Essay questions require students to enter an answer into a text box. Text can be typed directly in the text box, or pasted in from another application.

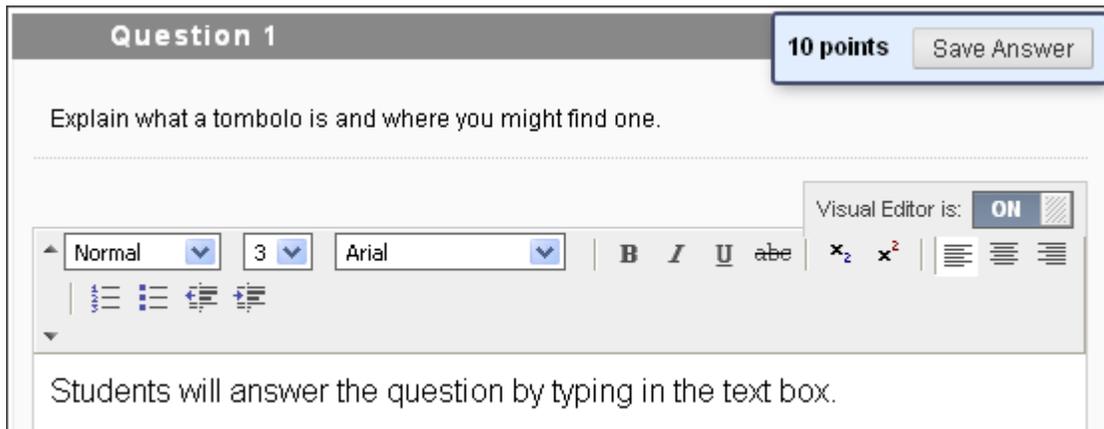


Figure 10.1 – Essay question from the student perspective

To create Essay questions, enter the question. Optionally, include a sample answer, which is displayed to students after they have submitted their tests and are viewing their results. The sample answer can also be used as a reference when grading the essays.

► QUICK STEPS: creating essay questions

1. On the **Create Question** drop-down list, select **Essay**.
2. On the **Create/Edit Essay Question** page, type the **Question Text**. Format the question with the Text Editor, if you want.
3. Optionally, type a sample **Answer**.
4. Click **Submit**.

The screenshot displays the 'Create/Edit Essay Question' interface. At the top, there is a yellow header with a pencil and checkmark icon, the title 'Create/Edit Essay Question', and a '4' in a circle. Below the header, a legend indicates that an asterisk (*) denotes a required field. There are 'Cancel' and 'Submit' buttons. The interface is divided into two main sections: '1. Question' and '2. Answer'. The 'Question' section is highlighted with a '2' in a circle and contains a 'Question Text' field with a 'Visual Editor: ON' toggle. The text in the field is 'Explain what a tombolo is and where you might find one.' Below the text is a 'Path: [body](#)' field. The 'Answer' section is highlighted with a '3' in a circle and contains an answer text area with a 'Visual Editor: ON' toggle. The text in the answer area is 'A tombolo is a ridge of sand that connects an island to the mainland. We have viewed the satellite image of Chesil Beach in Dorset, England, showing how narrow that strip of land is.' Below this is another line of text: 'Ap Lei Pai in Hong Kong's waters
Stockton Island in Wisconsin|'. The interface includes a rich text editor toolbar with options for font style (Normal), size (3), font face (Arial), bold (B), italic (I), underline (U), text color (abc), background color (x2), x2, bulleted list, numbered list, link, and unlink.

Figure 10.2

Essay questions are not graded automatically. Essay questions must be graded by reviewing the attempt through the Grade Center and assigning a score. Test scores will not be available to students until the essay questions are manually graded.

Ordering the Test Questions

The final overall step in creating a test is to order the questions. By default, they will be presented to students in the same order they were added to the test. If the order of the questions is not important, skip this step.

In addition, when a test is deployed, or made available to students, you can choose to have the questions randomly displayed each time the test is taken.

The screenshot shows the 'Test Canvas' for a test titled 'History of Ocean Exploration & Science'. At the top, there are buttons for 'Create Question', 'Reuse Question', 'Upload Questions', and 'Question Settings'. Below these is a 'Header' section with the following details:

- Name: History of Ocean Exploration & Science
- Description: This test will cover material presented in Chapter 1 - The History of Ocean Exploration and Ocean Science. This is a timed assessment. You will have 15 minutes to complete the assessment once you begin. Questions will be presented all at once. You will have one attempt to complete the assessment. The assessment is comprised of a total of 33 points.
- Instructions: Please select the correct answer for each question.
- Total Questions: 16
- Total Points: 94
- Alignments

Below the header is a control bar with 'Select: All None' and 'Select by Type: - Question Type -'. There are also 'Delete' and 'Update' buttons. The main area displays a list of questions:

- True/False: Significant oceanographic knowledge w...** (Points: 1)
 - Question: Significant oceanographic knowledge was acquired during the Middle Ages.
 - Answer: True (radio button), False (radio button with a green checkmark)
- Multiple Choice: Alfred Wegener discusses a superconti...** (Points: 2)
 - Question: Alfred Wegener discusses a supercontinent called _____.

Figure 11

Creating Tests: Ordering the Test Questions

► **Take Note**

- A. Add questions to a test in any order. Questions are reordered on the Test Canvas page using the drag-and-drop function.
- B. Alternatively, use the Keyboard Accessible Reordering tool accessed on the Action Bar.

Best Practice: Use Tests as a Teaching Tool

In online teaching, the role of the instructor often shifts toward guide and mentor. By using online assessments, you have the opportunity to use a test as a teaching tool, rather than purely as an evaluation mechanism.

Looking at Tests in a New Way

Traditionally, assessments measure knowledge at a specific point in time. However, assessments can be used as tools to improve subsequent learning.

- Pre-tests provide a snapshot of students' current understanding of a topic and prime them for receiving new knowledge. Students can derive personal satisfaction by comparing their pre-test scores with a post-test score.
- Tests that allow students more than one attempt provide opportunities for relearning and reassessment. Instructions can improve retention and comprehension by providing students with answer feedback and special assignments between test attempts.

Frequent Testing and Motivation

Frequent tests not only assess what students know, but also enhance later retention, a phenomenon known as the testing effect. In an experiment, students either took repeated quizzes or were permitted to study the material repeatedly. Students in the former group performed better on a delayed test of their knowledge. The study-only group had read the passage about 14 times, but recalled less than the repeated testing group, which had read the passage only 3.4 times.

“Clearly, testing enhances long-term retention through some mechanism that both different from and more effective than restudy alone.

Many studies show similar results, including one that shows frequent testing resulted in higher examination grades, especially for students with low GPAs and high levels of procrastination behavior. Frequent tests give students the motivation to study at regular intervals during the semester, which results in better long-term retention than cramming.

Frequent opportunities for students to test their knowledge can be especially effective in an online course. Inform students they will be tested often with less emphasis placed on the grades obtained and more emphasis on the learning process.

Feedback

Students often state they need timely and high-quality interaction with their instructors. In “Seven Principles for Good Practice in Undergraduate Education” Chickering and Gamson (1987) identify prompt feedback as one of the principles. One efficient way to accomplish this interaction is by creating feedback for online test questions. While the score itself is feedback, students will find your comments valuable. In Blackboard Learn, you can provide automatic feedback for each answer, such as:

- Praise for correct answers
- Reasons why an answer is incorrect—a teachable moment
- References to textbook pages or online course content to help students learn the material for incorrect answers
- Appropriate humor

By developing a testing strategy that uses frequent opportunities for students to test themselves, feedback for learning, and an emphasis on long-term retention, you may see improved student outcomes.

Sources:

Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association of Higher Education Bulletin*, 3-7.

Roediger, H. L. & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17, issue 3.

Runyon, D. & Von Holzen, R. (2003). Effective assessment techniques for online courses. Educause Conference Presentation. Retrieved November 2, 2006 from <http://www.educause.edu/LibraryDetailPage/666?ID=EDU03150>.

Tuckman, B. (2000). Using frequent testing to increase students' motivation to achieve. Paper presented at the 7th biannual International Conference on Motivation, Leuven, Belgium. Retrieved November 2, 2006 from <http://dennislearningcenter.osu.edu/belgium-paper/BWT-belgium-paper.htm>.

4.0 Deploying Tests

Now that you have learned how to create tests and add questions, the next step is to deploy the test, which means to add the test to a Content Area, learning module, or folder, and make it available to students. We will go through the steps for adding a test to a Content Area.

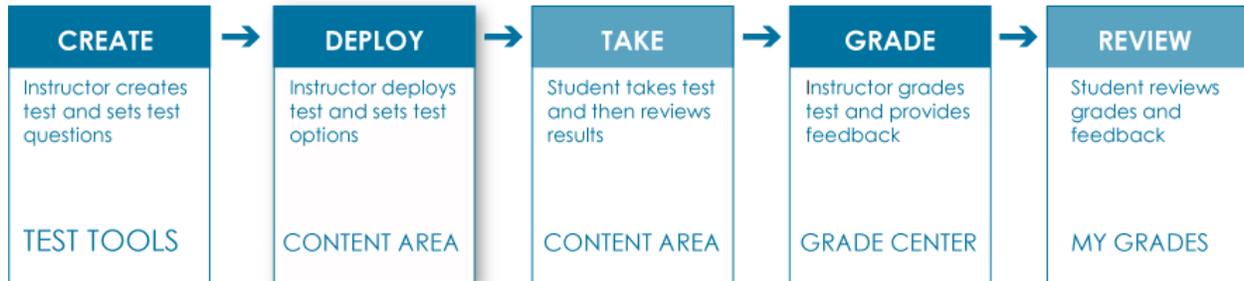
Learning Outcomes

After completing this section, you will be able to:

- Add a test to a Content Area
- Set test options based on pedagogical objectives

The Assessment Lifecycle

The second stage in the assessment lifecycle involves deploying the test.



There are two overall steps in deploying a test:

- Add the test to a Content Area
- Make the test available to students by selecting test options

Adding Tests to Content Areas

Each test can be added only once to a specific Content Area, learning module, or folder.

► QUICK STEPS: adding a test to a Content Area

1. Ensure **Edit Mode** is **ON**, and access the Content Area where the test will be added.
2. On the Action Bar, from the **Create Assessment** drop-down list, select **Test**.
3. On the **Create Test** page, select a test from the **Add Test** box.
4. Click **Submit**.

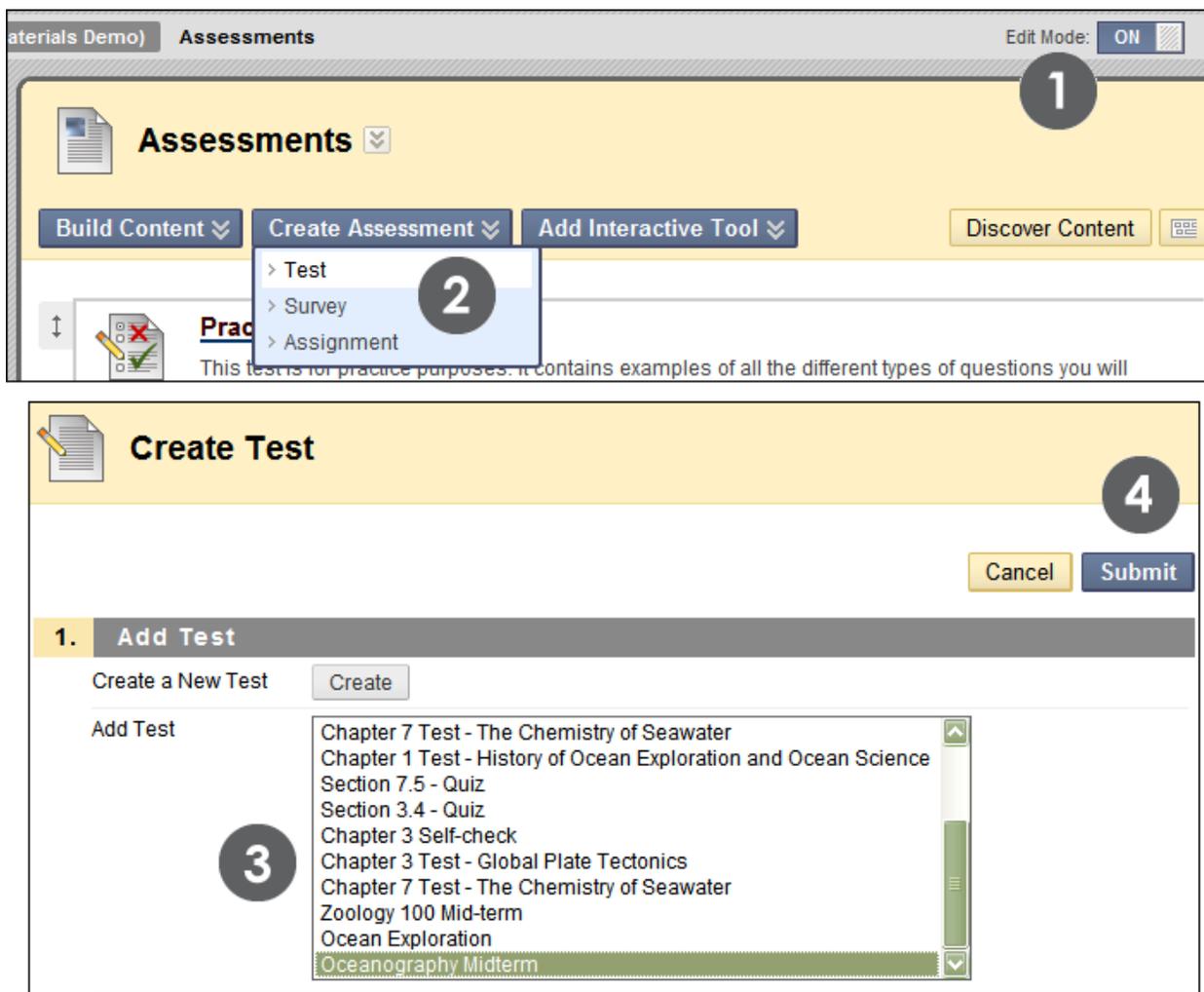


Figure 1.1

After an existing test is added to a Content Area, the Test Options page appears.

The screenshot shows a web interface for configuring a test. At the top, a green banner displays the message "Success: History of Ocean Exploration & Science created." Below this is a yellow header with a pencil icon and the title "Test Options". A legend indicates that an asterisk (*) denotes a required field. Two buttons, "Cancel" and "Submit", are located in the top right. The main content is organized into two sections: "1. Test Information" and "2. Test Availability".

1. Test Information

- Name:** History of Ocean Explor (required field)
- Choose Color of Name:** Black
- Description:** This test will cover material presented in Chapter 1 - The History of Ocean Exploration and Ocean Science. This is a timed assessment. You will have 15 minutes to complete the assessment once you begin. Questions will be presented all at once. You will have one attempt to complete the assessment. The assessment is comprised of a total of 33 points.
- Visual Editor:** ON
- Path:** body
- Save as Reusable Object
- Open Test in New Window:** Yes No

2. Test Availability

- Make the Link Available:** Yes No
- Add a New Announcement for this Test:** Yes No

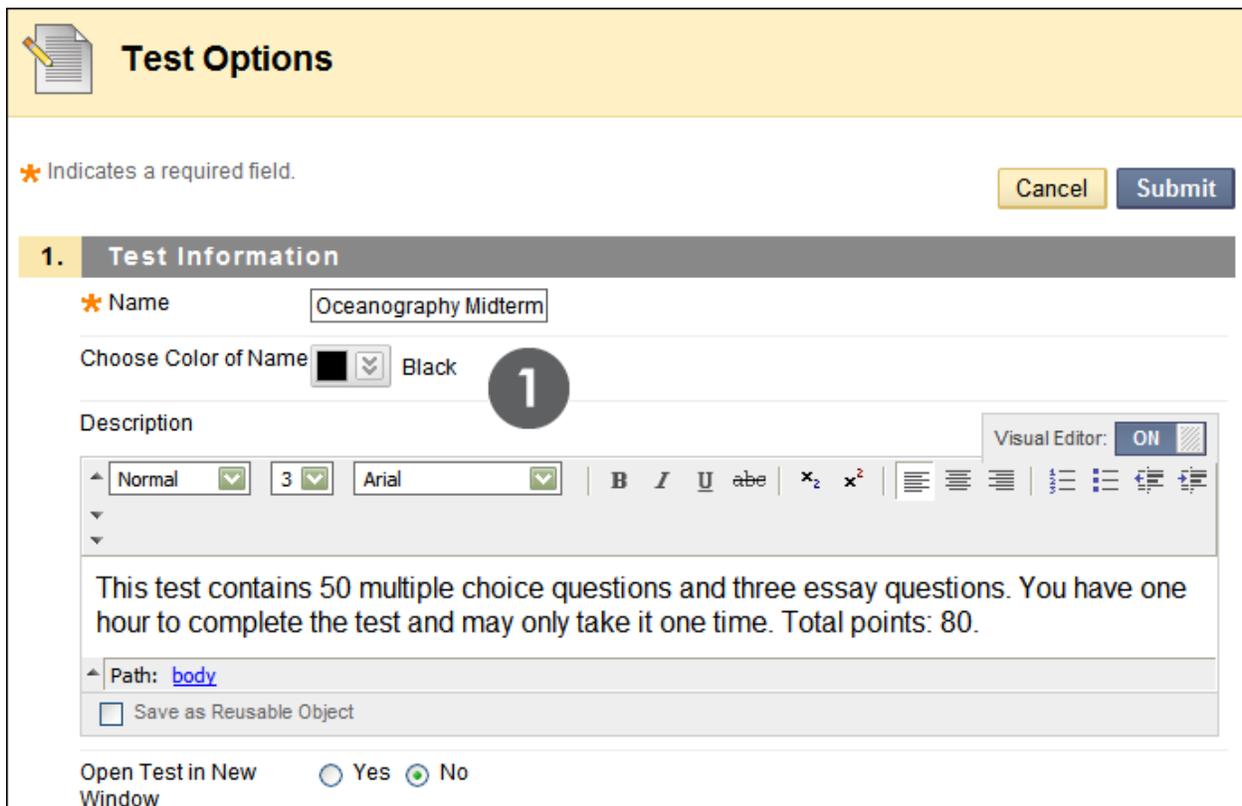
Figure 1.2

Setting Test Options

The Test Options page controls information about the test, including instructions, availability, feedback, and presentation.

► QUICK STEPS: setting test options

1. If you want, edit the **Test Information**, including **Name** and **Description**.
2. Under **Test Availability**, select the **Yes** option for **Make the Link Available**, and select other settings as needed.
3. Select **Self-assessments Options**.
4. In the **Test Feedback** section, select the **Type of Feedback** that will be displayed when completed.
5. In the **Test Presentation** section, select the **Presentation Mode**.
6. Click **Submit**.



The screenshot shows the 'Test Options' page with a yellow header. Below the header, there is a document icon and the title 'Test Options'. A legend indicates that an asterisk (*) denotes a required field. At the top right, there are 'Cancel' and 'Submit' buttons. The main section is titled '1. Test Information'. It contains a 'Name' field with the value 'Oceanography Midterm'. Below it is a 'Choose Color of Name' dropdown set to 'Black', with a circled '1' next to it. The 'Description' field is a rich text editor with 'Visual Editor: ON' and contains the text: 'This test contains 50 multiple choice questions and three essay questions. You have one hour to complete the test and may only take it one time. Total points: 80.' Below the description is a 'Path' field with the value 'body' and a 'Save as Reusable Object' checkbox. At the bottom, there is an 'Open Test in New Window' section with radio buttons for 'Yes' and 'No', where 'No' is selected.

Figure 2.1

Deploying Tests: Setting Test Options

If the name or description of the test is changed, the changes only appear in the Content Area. They will not change in the Tests tool or in the Grade Center column.

2. Test Availability

Make the Link Available Yes No **2**

Add a New Announcement for this Test Yes No

Multiple Attempts

- Allow Unlimited Attempts
- Number of Attempts

Force Completion

Set Timer Hours Minutes

Display After

Display Until

Password Password

3. Self-assessment Options

Include this Test in Grade Center Score Calculations **3**

Hide Results for this Test Completely from Instructor and the Grade Center

4. Test Feedback

Select the Type of Feedback Displayed Upon Completion

- Score
- Submitted Answers **4**
- Correct Answers
- Feedback

5. Test Presentation

Presentation Mode

- All at Once **5**
- One at a Time
- Prohibit Backtracking
- Randomize Questions

Figure 2.2

Setting Test Availability

The following table describes which Test Availability options to select based on your pedagogical requirements.

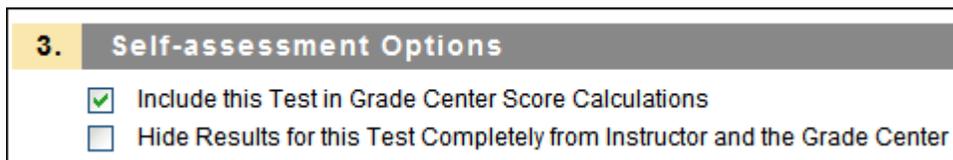
▼ Option	▼ When to select
Make the Link Available	Select Yes to make the test available to students. The default setting is No. NOTE: If a display date is selected (see Display After or Display Until explained below), that setting will be used in conjunction with the link availability setting.
Add a New Announcement for Test	Select Yes to announce the availability of a test. The announcement text is automatically generated and includes the test location.
Multiple Attempts	Select Multiple Attempts to allow students to take the test more than once. Use Grade Center settings to determine which score to use. Left unchecked, students are allowed one attempt.
Force Completion	Select to force students to take the test the first time it is launched—without saving it and returning to it later.
Set Timer Hours	Select to know how long students take to complete the test. If the timer is set, students are timed, but not stopped if the time expires; however, their grades are withheld until you review the tests. A timer is visible to the students during the test.
Display After and Display Until	Select the display dates for test availability during a specific time frame.
Password	Select to set a password requirement for students to access

▼ Option	▼ When to select
	the test. Passwords are limited to 15 characters and are case-sensitive.

Setting Other Test Options

Self-Assessment Options

Turn a test into a self-assessment by hiding students' scores in Grade Center. In this case, you cannot see the students' answers to questions, and the Grade Center column will only indicate the test has been completed. Students can take tests to reinforce learning without having scores used in grade calculations. Select all of the options under Test Feedback so students are able to see how they did.

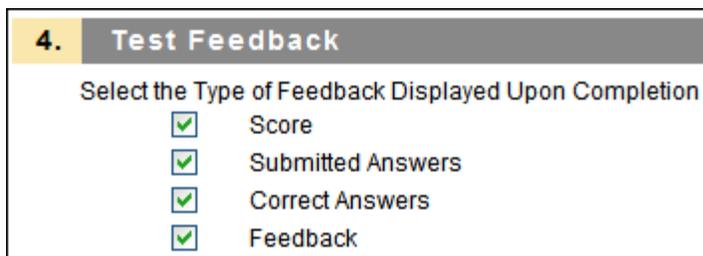


3. Self-assessment Options	
<input checked="" type="checkbox"/>	Include this Test in Grade Center Score Calculations
<input type="checkbox"/>	Hide Results for this Test Completely from Instructor and the Grade Center

Figure 3.1

Test Feedback Options

To maximize learning potential, provide students with correct answers and feedback.



4. Test Feedback	
Select the Type of Feedback Displayed Upon Completion	
<input checked="" type="checkbox"/>	Score
<input checked="" type="checkbox"/>	Submitted Answers
<input checked="" type="checkbox"/>	Correct Answers
<input checked="" type="checkbox"/>	Feedback

Figure 3.2

Test Presentation Options

To prevent students from referring back to previous questions, select **One at Time** and **Prohibit Backtracking**. If **All at Once** is selected, the entire test is displayed on one screen, and students may have to scroll down to answer questions.

To reduce the potential for academic dishonesty, select Randomize Questions. Each time a student takes the test, the questions display in a different order.

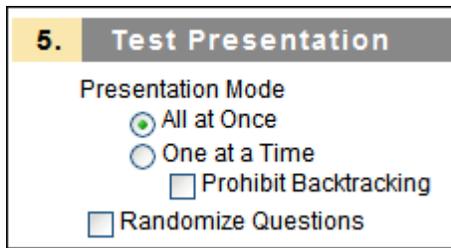


Figure 3.3

- mode to **All at Once**.

5.0 Grading Tests

Blackboard Learn automatically grades all question types except the following:

- Short answer
- Essay
- File response

From Grade Center, you view the test results and manually grade these question types.

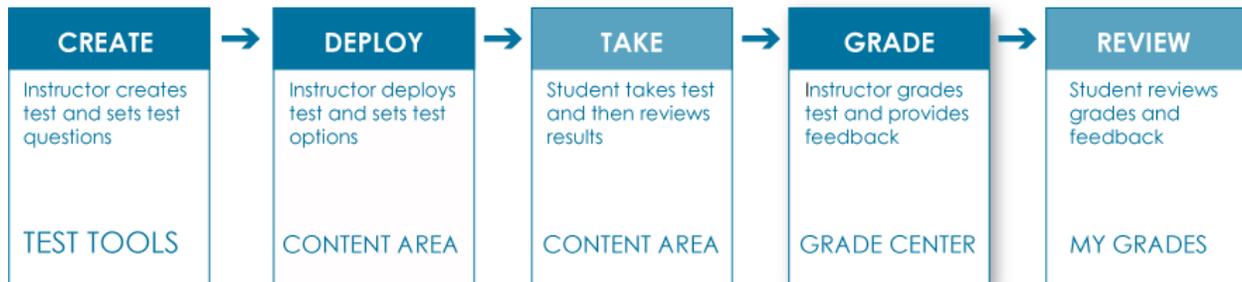
Learning Objectives

After completing this section, you will be able to:

- Explain the grading process
- Assign grades
- Override grades
- Clear attempts
- View test statistics

The Assessment Lifecycle

The fourth stage in the assessment lifecycle involves grading the test.



Grading involves:

- Scoring any questions that require manual grading
- Reviewing automatically scored questions
- Providing students with feedback

Viewing and Grading Tests

Some types of questions, such as True/False and Multiple Choice, are graded automatically, while others, such as Essay questions, must be graded manually. You also have the option of adjusting a grade for an automatically graded question. For example, if a student successfully defends an answer selection, the grade for the question can be edited.

View and grade tests from Grade Center, where there is a column for every assessment created.

► **QUICK STEPS: viewing and grading test results**

1. On the **Control Panel**, click **Full Grade Center** under **Grade Center**.
2. In **Grade Center**, locate the cell for a student's test that contains an exclamation mark, which indicates that the test requires grading.
3. Move the mouse pointer over the cell to see the Action Link.
4. Click the Action Link to access the contextual menu.
5. Select **Attempt** at the bottom of the list.
6. On the **Grade Test** page, review the student's answers, grade any questions that require manual grading, and type **Feedback**, if you want.
7. Click **Save and Exit**. You are returned to **Grade Center**. Click **Save and Next** and go to the next Assessment.

Grading Tests: Viewing and Grading Tests

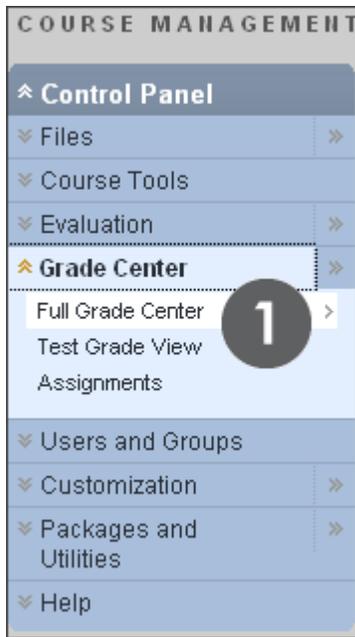


Figure 1.1

The image shows the "Grade Center: Full Grade Center" interface. At the top, there are buttons for "Create Column", "Create Calculated Column", "Manage", "Reports", and "Filter". Below these are "Move To Top" and "Email" buttons, and a "Sort Columns By: Layout Position" dropdown. A "Grade Information Bar" is visible above the table. The table has columns for "Last Name", "First Name", "Practice Quiz", "Your ocean is...", and "Oceans in the N". The rows show student names and their scores: Akbar (38.00), Casper (38.00 with a green exclamation mark), Drama (-), Dubois (42.50), and Farrell (33.00). A large black circle with the number "2" is overlaid on the "Practice Quiz" column for Casper.

<input type="checkbox"/>	Last Name	First Name	Practice Quiz	Your ocean is....	Oceans in the N
<input type="checkbox"/>	Akbar	Mina	38.00	-	-
<input type="checkbox"/>	Casper	Chris	38.00	-	-
<input type="checkbox"/>	Drama	Dan	-	-	-
<input type="checkbox"/>	Dubois	Alyssa	42.50	-	-
<input type="checkbox"/>	Farrell	Andy	33.00	-	-

Figure 1.2

Grading Tests: Viewing and Grading Tests

Practice Quiz
38.00
42.50
42.50
42.50

Pop-up menu for grade 42.50:

- > View Grade Details
- > Exempt Grade
- > Attempt 8/31/09

Figure 1.3

Grade Test: Practice Quiz 2

Jump to... View Rubric Hide User Names

Attempts: 1 of 5 View: Tests User: Chris Casper (Attempt 1 of 1)
Column: Practice Quiz 2 Status: All Statuses

Cancel Save and Exit View Previous Save and Next

Test Information

Question 1: Multiple Answer 2 out of 2 points

Which of the following are viable methods for travelling from London to Paris?

Given Answers: a. flying
 b. ferry
 d. rail

Correct Answers: a. flying
 b. ferry
 d. rail

Question 2: True/False 0 out of 5 points

I have previous experience in Oceanography.

Given Answer: False
Correct Answer: True

Figure 1.4

NOTE: No score is entered at the top of the page because an essay requires manual grading.

Viewing and Grading by Question

You may choose to view and grade tests by question. Doing this you can see how all students responded to the same question, which gives you an at-a-glance picture of how they all did on that one question.

► **QUICK STEPS: viewing and grading by question**

1. In **Grade Center**, locate the column header of the test you want to grade.
2. Move the mouse pointer over the header to see the Action Link.
3. Click the Action Link to access the contextual menu.
4. Select **Grade Questions**.
5. On the **Grade Questions** page, select the **Responses** by the question you want to grade.
6. On the **Grade Responses** page, expand the **Question Information** to view the question.
7. Click **Edit** by each student response to grade it.
8. Type the **Score** and click **Submit**.
9. Click **Back to Questions** when all student responses are graded.

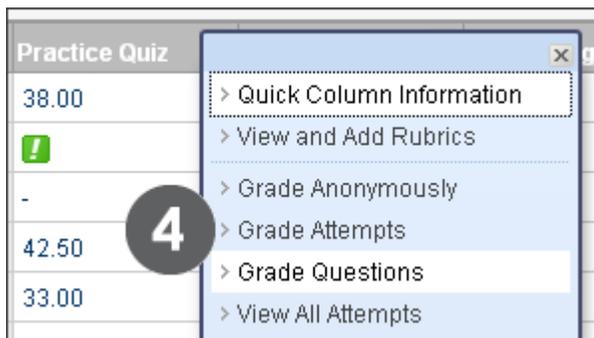


Figure 2.1

Grading Tests: Viewing and Grading by Question

Test Information				
<input type="checkbox"/> Grade Responses Anonymously				
Preview	Question Text	Question Type	Default Points	Responses
	Which of the following are viable methods for travelling from London to Paris?	Multiple Answer	2	<u>5</u>
	I have previous experience in Oceanography.	True/False	5	<u>5</u>

Figure 2.2

Question Information

Question Text: Choose the **6** that means "out of its proper time."

Correct

a. palindrome
 b. anachronism
 c. artifact
 d. syllogism

Correct Feedback:

Incorrect Feedback:

Displaying 1 to 5 of 5 items

↑ **✓ Mina Akbar (Attempt 1 of 1)** Score: **10.0** [Edit](#)

Submitted Date: Nov 25, 2009 11:04:22 AM

Given Answer: palindrome

7

↑ **✓ Alyssa Dubois (Attempt 1 of 1)** Score: **10.0** [Edit](#)

Submitted Date: Nov 25, 2009 11:04:22 AM

Given Answer: anachronism

Score: **8** [Cancel](#) [Submit](#)

Figure 2.3

NOTE: A test is left pending until grading is complete.

Overriding Grades

Occasionally, you may need to override a test grade. Overriding a grade changes the value of the grade and ignores the results of user attempts.

► QUICK STEPS: overriding test grades

1. In **Grade Center**, locate the cell containing the student's graded test to override.
2. Move the mouse pointer over the cell to see the Action Link.
3. Click the Action Link to access the contextual menu.
4. Select **View Grade Details**.
5. On the **Grade Details** page, select the **Manually Override** tab.
6. The **Override field** opens. Edit the **Current Grade Value**.
7. Optionally, type **Feedback to User** which explains the grade change.
8. Optionally, type **Grading Notes** for yourself.
9. Click **Save**. The updated **Grade Details** page appears.

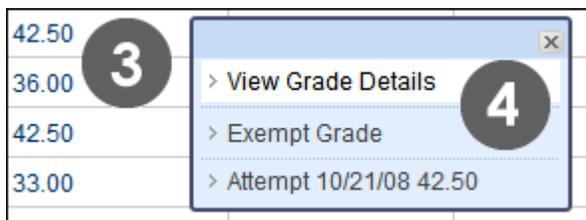


Figure 3.1

Grading Tests: Overriding Grades

Current Grade: 32.50 out of 58 points **Original grade has been overridden.** [Revert](#)
Grade based on Grade of Last Attempt
Due: None

5

[Edit](#) [Manually Override](#) [View Column Details](#) [Grade History](#)

6 **Current Grade Value**
 Exempt user from this item

Feedback to User
All students have been awarded 2 extra points due to ambiguous wording of Q3.

7

Grading Notes
All students have been awarded 2 extra points due to ambiguous wording of Q3.

8

[Cancel](#) [Save](#)

Figure 3.2

The Override field collapses and the new grade is now the Current Grade Value.

Grade Details

User **Tony Brown (tbrown)** < > Column **Practice Quiz**

Current Grade: 48.0 **Original grade has been overridden.** [Revert](#)
out of 58 points
based on Last Score
Due: None
[Grade Attempts](#)

Practice Quiz
38.00
48.00
36.00

Figure 3.3

Grading Tests: Overriding Grades

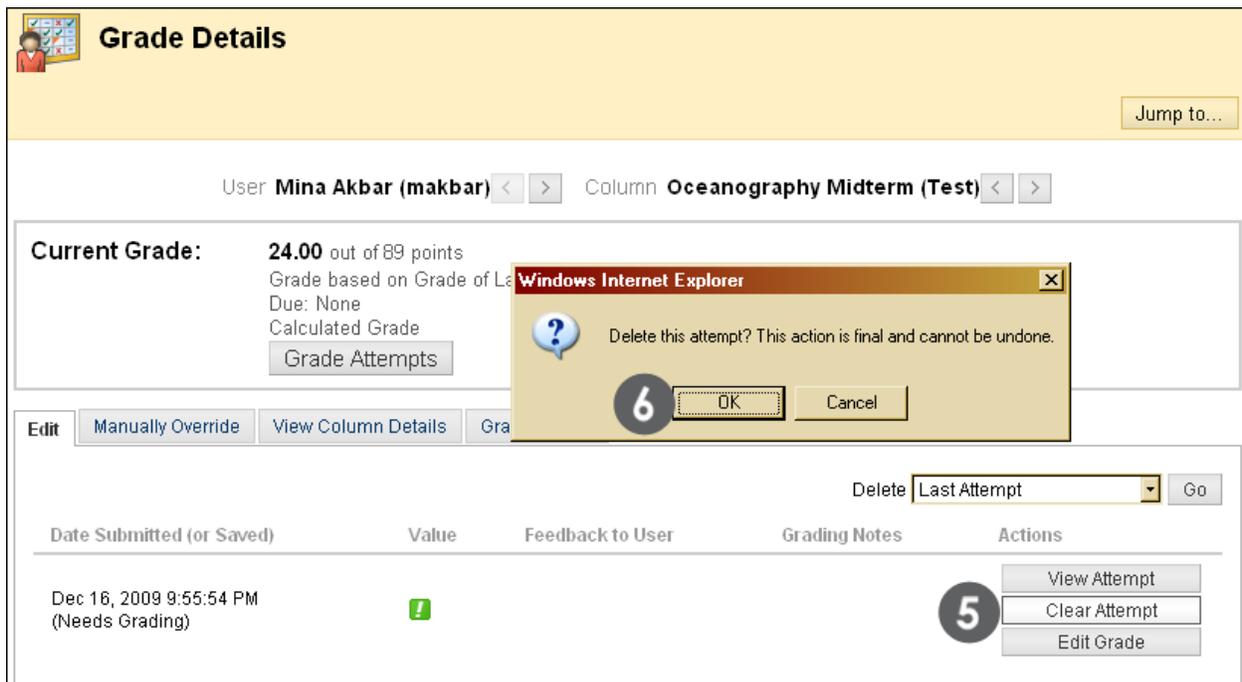
In the Grade Center column for the test, the new grade is shown with a Grade Edited Manually icon in the cell's corner, indicating the grade has been modified. The icon can be deleted using the contextual menu and selecting Clear Cell Modified Icon.

Clearing Attempts

You can clear a test attempt, allowing a student to retake a test. For example, if a student encountered technical problems and only partially completed a test, clear the grade to allow a retake.

► QUICK STEPS: clearing a test attempt

1. In **Grade Center**, locate the cell containing the student's test grade to clear.
2. Move the mouse pointer over the cell to see the Action Link.
3. Click the Action Link to access the contextual menu.
4. Select **View Grade Details**.
5. On the **Grade Details** page, click **Clear Attempt**. A warning message appears.
6. Click **OK**.
7. To return to **Grade Center**, click **Return to Grade Center** at the bottom of the page, or use the breadcrumbs.



The screenshot shows the 'Grade Details' page for user 'Mina Akbar (makbar)' in the 'Oceanography Midterm (Test)' column. The current grade is 24.00 out of 89 points. A 'Windows Internet Explorer' dialog box is open, asking 'Delete this attempt? This action is final and cannot be undone.' with 'OK' and 'Cancel' buttons. A circled '6' is next to the 'OK' button. Below the dialog, there is a 'Delete' dropdown menu set to 'Last Attempt' and a 'Go' button. A table below shows the attempt details:

Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Dec 16, 2009 9:55:54 PM (Needs Grading)	!			<ul style="list-style-type: none">View AttemptClear AttemptEdit Grade

A circled '5' is next to the 'Clear Attempt' button in the table.

Figure 4.1

The grade is cleared under Attempts and the action is recorded under Grade History. The grade is also cleared in the Grade Center column.

Grading Tests: Clearing Attempts

Current Grade: --
out of 58 points
based on Last Score
Due: None

[Edit](#) [Manually Override](#) [View Column Details](#) [Grade History](#)

Date	Last Edited by	Value	Comments
Aug 31, 2009 5:30:15 PM	Tom Stenson	Attempt Grade Cleared	

Figure 4.2

Viewing Statistics

For each test in Grade Center, you can view column statistics on overall class performance. The statistical information includes the following:

- Statistics, such as standard deviation and average score
- Status distribution
- Grade distribution

Use this information to quickly see how well your students learned the material. In addition, you can use it to compare the performance of your current class to other sections or previous terms.

► **QUICK STEPS: viewing column statistics**

1. In **Grade Center**, click the column's Action Link to access the contextual menu.
2. Select **Column Statistics**.
3. On the **Column Statistics** page, review the statistics.
4. To return to **Grade Center**, click **OK** at the bottom of the page, or use the breadcrumbs.

Grading Tests: Viewing Statistics

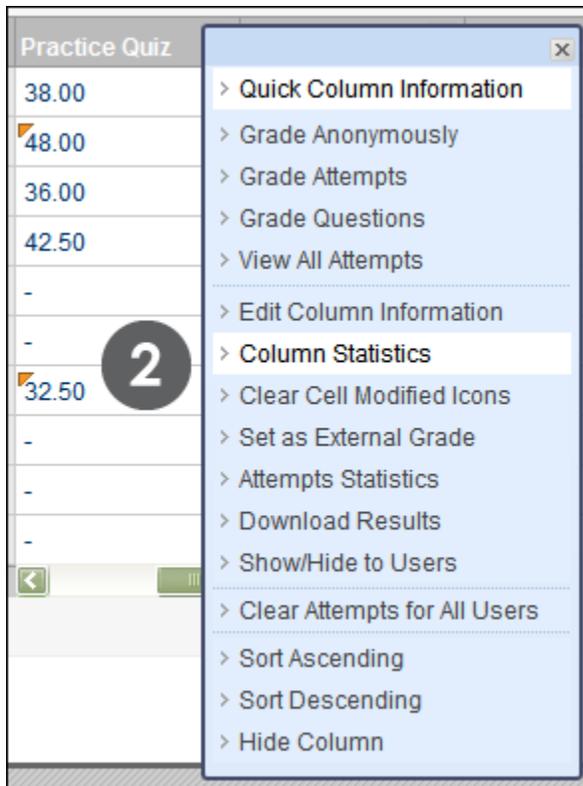


Figure 5.1

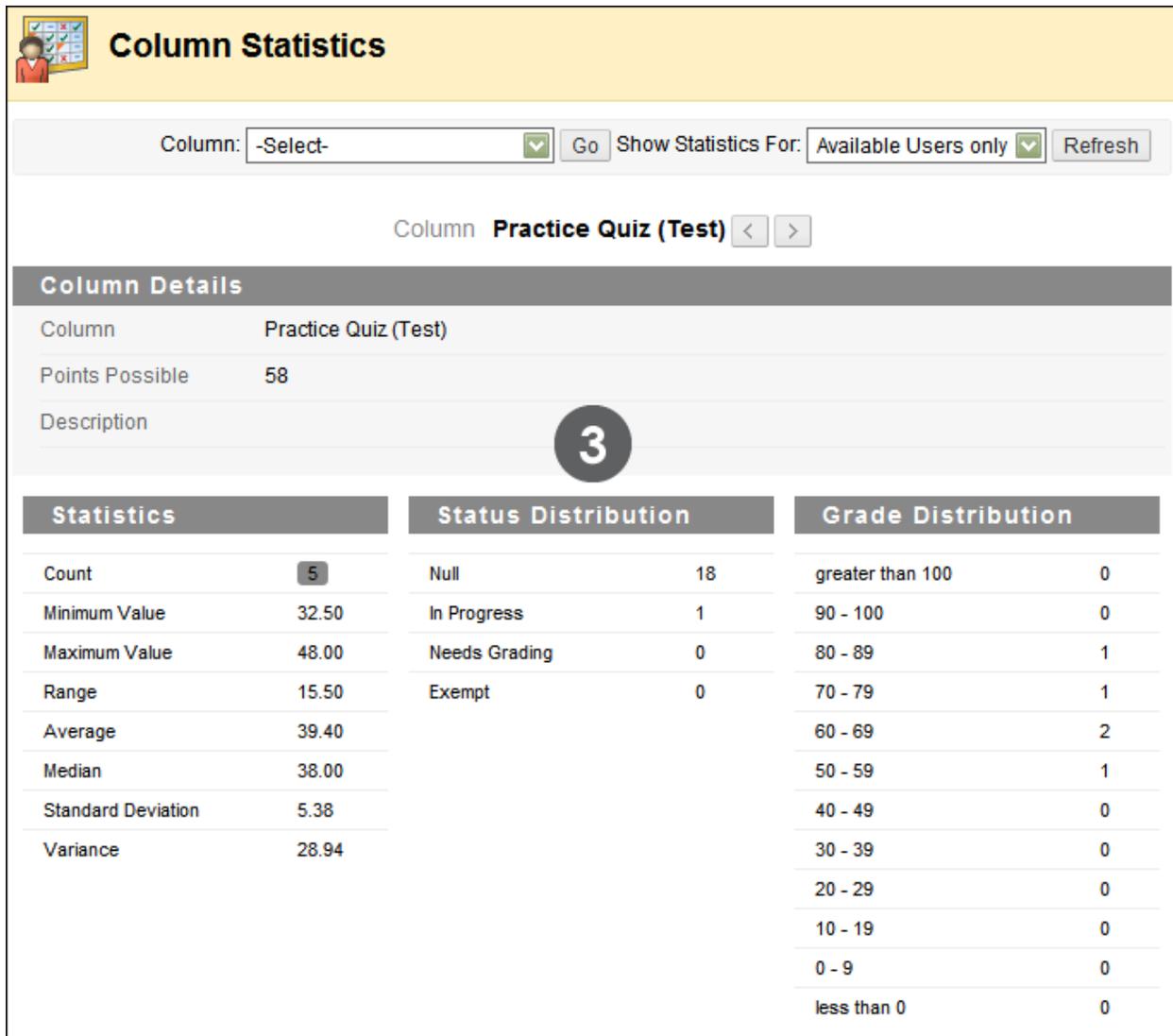


Figure 5.2

On the Column Statistics page, under Column Details, you can view the column's name and the points possible.

The Status Distribution column lists how many tests are in progress and how many need grading or are exempt.

Grading Tests: Viewing Statistics

The following table provides a definition for each item in the Statistics column.

▼ Statistic	▼ Definition
Count	The number of tests graded.
Minimum Value	The lowest score on the test.
Maximum Value	The highest score on the test.
Range	This range of scores provides a basic measure of variability of test scores.
Average	The sum of all scores divided by the number of scores.
Median	The score lying at the midpoint of the grade distribution; an equal number of scores fall above or below this score.
Standard Deviation	The measure of how far the scores deviate from the average score.
Variance	The measure of score dispersion—the square root of the variance is the standard deviation.

Viewing Attempts Statistics

Attempts statistics show you how students fared on each question. Since the overall quality of a test depends upon the quality of individual test questions, these statistics are also helpful in determining if content was unclear or questions were misinterpreted.

The information provided includes the following:

- Average score for each question
- Number of graded student attempts
- Number of unanswered responses
- Distribution of student responses for each question

► **QUICK STEPS: viewing attempts statistics**

1. In **Grade Center**, click the column's Action Link to access the contextual menu.
2. Select **Attempts Statistics**.
3. On the **Test Statistics** page, review the statistics.
4. To return to **Grade Center**, click **OK** at the bottom of the page, or use the breadcrumbs.

Grading Tests: Viewing Attempts Statistics

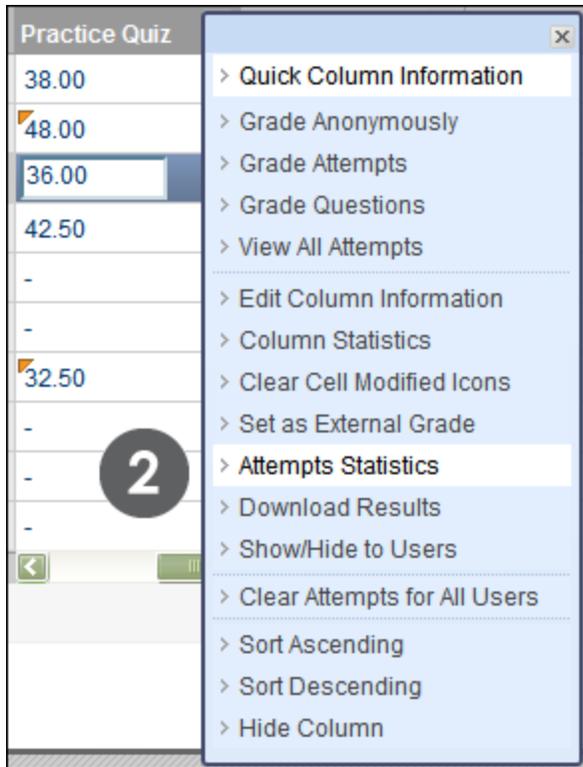


Figure 6.1

The average score for the test is displayed at the top of the page. The check marks indicate the correct answers.

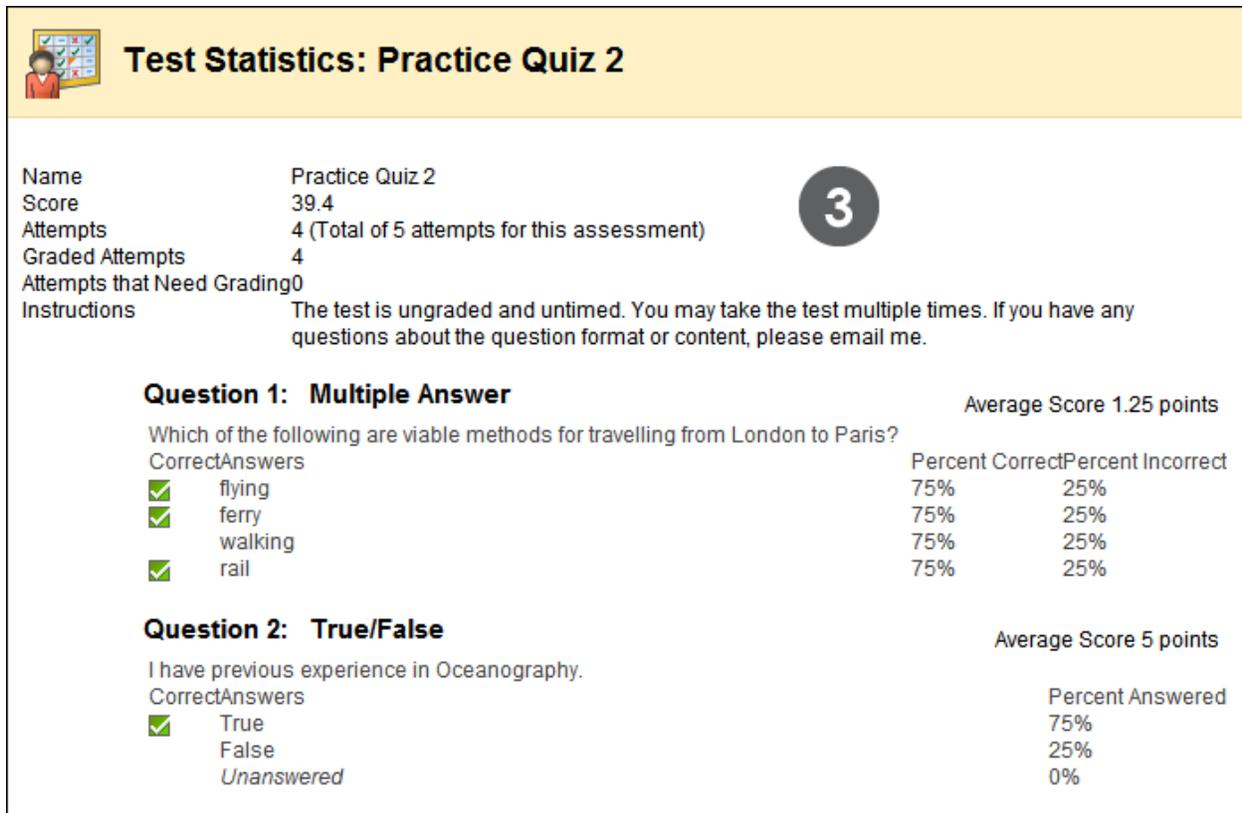


Figure 6.2

Each possible answer is shown with a percentage, or response rate. For a Multiple Choice question, a high response rate to a particular incorrect answer may indicate a common misconception among students. Also, it can mean the right answer was not correctly set during test creation. A high response rate to an incorrect answer may also indicate a question was poorly worded.

The End