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1.0 Workshop Overview

This workshop provides a hands-on introduction to the assessment function of Blackboard Learn™, with a focus on creating and grading tests.

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

Take a test
Access and complete a test as a student.

Encourage academic honesty
Explore steps to discourage cheating.

3.0 Creating Tests

Create tests
Learn how to create tests and add questions.

Create questions
Add the following types of questions: true/false, multiple choice, multiple answer, ordering, matching, fill in the blank, and essay.

Set the test’s Question Settings
Select options for providing feedback, question and answer content, question metadata, and scoring.

Order test questions
Set order or choose to present questions randomly.

Use tests as a teaching tool
Learn how to use assessments and feedback as tools to improve subsequent learning.

4.0 Deploying Tests

Add a test to a Content Area
Preview a test.

Specify test options
Make a test available and change default options.

5.0 Grading Tests

Grade the test
Learn to manually grade questions and provide feedback to students.

Override and clear test grades
Learn to override a grade and reset a test for retaking.

View test statistics
View statistics on class performance and individual questions.
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.

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.
## Preview Test: Practice Quiz

### Instructions

<table>
<thead>
<tr>
<th>Name</th>
<th>Practice Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Instructions</td>
<td>This Test allows multiple attempts.</td>
</tr>
<tr>
<td>Force Completion</td>
<td>This Test can be saved and resumed later.</td>
</tr>
</tbody>
</table>

### Test/Survey Status

- **Save All Answers**
- **Save and Submit**

### Question 1

**10 points**

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

- [ ] Santa Claus
- [ ] Dr. Seuss
- [ ] Johnny Depp
- [ ] Rosie O'Donnell
Hands-on Activity

For this activity, use your Student Course. Access the Practice Quiz in the Assessments Content Area.

Practice Quiz:

- Note question types and layout.
- Answer the questions.
- Review the results and read feedback.

For Discussion:

What features or benefits did you experience that are not readily available with traditional paper and pencil tests?
Best Practice: Encourage Academic Honesty

Instructors are often concerned about academic honesty when considering online assessment. While you may not be able to completely prevent cheating but you can take steps to minimize it.¹

Awareness

• Have students sign an academic integrity policy that defines cheating and outlines expectations for honesty.
• Use email or chat to verify the level of a student’s test content knowledge after an unexpectedly good performance.

Test Construction

• Limit both duration of the test’s availability and time limit for taking it.
• Randomize the order in which the questions appear and the order of each question’s answers.
• Provide a different test for those taking the test late.
• Use a test as a learning tool, rather than as a measure of fact recall. Allow students more than one attempt with the intent they will return to the course content to learn what they missed the first time. Create a follow-up assignment requiring them to demonstrate knowledge in areas not mastered at the time of the test.
• Pair online objective tests with subjective measures, such as writing assignments, projects, applied problems, and group work.

Technology

• Administer tests in a proctored location, if possible.
• If you suspect two students of collaborating on tests, compare the times the tests were taken and their answers and grades.

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**


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

<table>
<thead>
<tr>
<th>Name</th>
<th>Deployed</th>
<th>Date Last Edited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1 Test</td>
<td></td>
<td>October 15, 2008</td>
</tr>
<tr>
<td>Chapter 2 Test</td>
<td></td>
<td>October 15, 2008</td>
</tr>
<tr>
<td>Chapter 3 Test</td>
<td></td>
<td>October 15, 2008</td>
</tr>
<tr>
<td>Terminology Test</td>
<td></td>
<td>November 1, 2008</td>
</tr>
</tbody>
</table>
Adding a Test

When a test is added, add 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.
NOTE: A description and instructions are optional, but recommended.
Creating Tests: Adding a Test

The Test Canvas

After adding 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.

Test Canvas: History of Ocean Exploration & Science

<table>
<thead>
<tr>
<th>Header</th>
<th>History of Ocean Exploration &amp; Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>History of Ocean Exploration &amp; Science</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Instructions</td>
<td>Please select the correct answer for each question.</td>
</tr>
<tr>
<td>Total Questions</td>
<td>16</td>
</tr>
<tr>
<td>Total Points</td>
<td>94</td>
</tr>
<tr>
<td>Alignments</td>
<td></td>
</tr>
</tbody>
</table>
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 options you need.
3. Click Submit.
Creating Tests: Specifying Question Settings

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.

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

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.
Creating Tests: Question Types

At a minimum, you must add the following:

- Question text
- Answer
- Point value

Depending on the test’s Question Settings selected, you may add 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.

<table>
<thead>
<tr>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceanic crust is made of basalt and gabbro.</td>
</tr>
</tbody>
</table>

| True | False |

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**

1. **Question**
   - **Question Title**: Question 1
   - **Question Text**: Oceanic crust is made of basalt and gabbro.

2. **Answers**
   - **Answer**: True

3. **Feedback**
   - **Correct Response Feedback**: Oceanic crust is made of basalt and gabbro and is generally about five km thick.

   - **Incorrect Response Feedback**: Incorrect! Oceanic crust is made of basalt and gabbro and is generally about five km thick.
Creating Tests: Creating True/False Questions

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

At any time, you can edit or delete a question from the Test Canvas page. Click the question’s Action Link to access the contextual menu, select Edit, and make changes to the question, options, answers, and feedback.
Creating True/False Questions

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.

Take Note
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 4 answers are provided by default, but up to 20 answers can be added.

**Multiple Choice question from the student perspective**

**Question 8**

Which ocean basin is a remnant of the universal ocean Panthalassa?

- a. Arctic
- b. Atlantic
- c. Indian
- d. Pacific

**Multiple Answer question from the student perspective**

**Question 5**

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

- a.
- b.
- c.
- d.
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.
Creating Tests: Creating Multiple Choice or Answer Questions

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 added 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, add the answers in the correct order and then set the display order.

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

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 being moved.

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.

### Question 2

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Deposition of rock</td>
<td>B. Erosion</td>
<td>C. Lithification</td>
<td>D. Weathering</td>
</tr>
<tr>
<td>The chemical alteration and breakdown of rock</td>
<td>The conversion of sediment to rock</td>
<td>The dropping of sediment into a long-term reservoir</td>
<td>The picking up and carrying away of sediment</td>
</tr>
</tbody>
</table>

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 you want them to appear.
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.
The minimum number of question items is 4 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, type the statement that contains the blank, and then add 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.

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

1. **Question**
   - **Question Text**
     - Question: __________ 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.
     - Font: body

2. **Answers**
   - **Number of Answers**: 4
   - **Answer 1**: Quartz
   - **Answer 2**: Quarts
   - **Answer 3**: Quart
   - **Answer 4**: Quarz

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Assessments Part One
Creating Essay Questions

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

<table>
<thead>
<tr>
<th>Question 1</th>
<th>10 points</th>
<th>Save Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what a tombolo is and where you might find one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will answer the question by typing in the text box.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To create Essay questions, type the question. Optionally, include a sample answer, which appears 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.
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.
Best Practice: YouTube Assessments

Test higher levels of learning by adding videos to your assessments. Ask your students to answer a question based on what they have viewed in the video. Using video is ideal for test observation skills, evaluation skills, visual cues, comprehension, and so much more.

Use the Mashups function in the Build Content drop-down list to add YouTube videos to your test questions.

Figure 11
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 display the questions randomly each time the test is taken.
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.
Hands-on Activity

For this activity, use your Practice Course.

Use the Tests tool:

- Create a test.
- Select the test’s options.
- Add four to six questions.
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."²

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.³ Frequent tests give students the motivation to study at regular intervals during the semester, which results in better long-term retention than cramming.

Creating Tests: Best Practice: Use Tests as a Teaching Tool

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:


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, Lesson Plan, 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, Lesson Plan, 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.

![Image of Blackboard Assessments interface showing steps 1 to 4 for adding a test to a Content Area.]
After an existing test is added to a Content Area, the Test Options page appears.

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.
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 appear when the test is completed.
  5. In the Test Presentation section, select the Presentation Mode.
  6. Click Submit.
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

Add a New Announcement for this Test  Yes  No

- [ ] Multiple Attempts
  - [ ] Allow Unlimited Attempts
  - [ ] Number of Attempts [ ]

- [ ] Force Completion

- [ ] Set Timer Hours 1 ] Minutes [ ]

- [ ] Display After 08/31/2009 03:38 PM

- [ ] Display Until 08/31/2009 03:39 PM

- [ ] Password

3. **Self-assessment Options**

- [x] Include this Test in Grade Center Score Calculations

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

4. **Test Feedback**

Select the Type of Feedback Displayed Upon Completion

- [x] Score
- [x] Submitted Answers
- [x] Correct Answers
- [x] Feedback

5. **Test Presentation**

Presentation Mode

- [ ] All at Once
- [ ] One at a Time
  - [ ] Prohibit Backtracking
- [ ] Randomize Questions
## Setting Test Availability

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

<table>
<thead>
<tr>
<th>Option</th>
<th>When to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the Link Available</td>
<td>Select Yes to make the test available to students. The default setting is No. <strong>NOTE:</strong> 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.</td>
</tr>
<tr>
<td>Add a New Announcement for Test</td>
<td>Select Yes to announce the availability of a test. The announcement text is automatically generated and includes the test location.</td>
</tr>
<tr>
<td>Multiple Attempts</td>
<td>Select Multiple Attempts to allow students to take the test more than once. Use the Grade Center settings to determine which score to use. Left unselected, students are allowed one attempt.</td>
</tr>
<tr>
<td>Force Completion</td>
<td>Select to force students to take the test the first time it is launched—without saving it and returning to it later.</td>
</tr>
<tr>
<td>Set Timer Hours</td>
<td>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.</td>
</tr>
<tr>
<td>Display After and Display Until</td>
<td>Select the display dates for test availability during a specific time frame.</td>
</tr>
<tr>
<td>Password</td>
<td>Select to set a password requirement for students to access the test. Passwords are limited to 15 characters and are case-sensitive.</td>
</tr>
</tbody>
</table>
Setting Other Test Options

Self-Assessment Options

Turn a test into a self-assessment by hiding students’ scores in the 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.

<table>
<thead>
<tr>
<th>3. Self-assessment Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Include this Test in Grade Center Score Calculations</td>
</tr>
<tr>
<td>☐ Hide Results for this Test Completely from Instructor and the Grade Center</td>
</tr>
</tbody>
</table>

Test Feedback Options

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

<table>
<thead>
<tr>
<th>4. Test Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the Type of Feedback Displayed Upon Completion</td>
</tr>
<tr>
<td>☑ Score</td>
</tr>
<tr>
<td>☑ Submitted Answers</td>
</tr>
<tr>
<td>☑ Correct Answers</td>
</tr>
<tr>
<td>☑ Feedback</td>
</tr>
</tbody>
</table>
Deploying Tests: Setting Other Test Options

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 appears 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 will be presented in a different order.
Hands-on Activity

For this activity, use your Practice Course.

From the Assessments Content Area, access the following quizzes and edit the settings as directed:

**Practice Quiz**

- Make the quiz available to students.
- Allow three attempts.
- Do not include the score in the Grade Center.

**Unit 4 Quiz**

- Add an announcement to alert students to its availability.
- Set the timer.
- Change the Test Presentation 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 the 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 the Grade Center, where there is a column for every assessment created.

► QUICK STEPS: viewing and grading test results

1. On the Control Panel, select Full Grade Center under the Grade Center section.
2. In the 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 the Grade Center. Click Save and Next and go to the next assessment.
Grading Tests: Viewing and Grading Tests

COURSE MANAGEMENT

Control Panel
- Files
- Course Tools
- Evaluation

Grade Center
- Full Grade Center
- Test Grade View
- Assignments

Users and Groups
- Customization
- Packages and Utilities
- Help

Grade Center: Full Grade Center

Create Column  Create Calculated Column  Manage  Reports  Filter

Move To Top  Email

Grade Information Bar

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Practice Quiz</th>
<th>Your ocean is...</th>
<th>Oceans in the N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albar</td>
<td>Mina</td>
<td>38.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Casper</td>
<td>Chris</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Drama</td>
<td>Dan</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dubois</td>
<td>Alyssa</td>
<td>42.50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farrell</td>
<td>Andy</td>
<td>33.00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Practice Quiz

38.00
42.50

42.50

42.50

View Grade Details
- Exempt Grade
- Attempt 8/31/09
Grading Tests: Viewing and Grading Tests

Grade Test: Practice Quiz 2

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

Jump to...  View Rubric  Hide User Names

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

Question 1: Multiple Answer

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

Given Answers:
-  a. flying
-  b. ferry
-  c. rail

Correct Answers:
-  a. flying
-  b. ferry
-  c. rail

[2 out of 2 points]

Question 2: True/False

I have previous experience in Oceanography.

Given Answer: False
Correct Answer: True

[0 out of 5 points]
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 the 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 link 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.
Grading Tests: Viewing and Grading by Question

Question Information

Question Text: Choose the answer 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

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

Given Answer: palindrome

✓ Alyssa Dubois (Attempt 1 of 1)

Score: 10.0

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

Given Answer: anachronism

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 the 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.
Grading Tests: Overriding Grades

The Override field collapses and the new grade is now the Current Grade Value.
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 the 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 the Grade Center, click Return to Grade Center at the bottom of the page, or use the breadcrumbs.
Grading Tests: Clearing Attempts

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

For each test in the 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 the 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 the Grade Center, click OK at the bottom of the page or use the breadcrumbs.
## Grading Tests: Viewing Statistics

### Practice Quiz

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Quick Column Information
- Grade Anonymously
- Grade Attempts
- Grade Questions
- View All Attempts
- Edit Column Information
- Column Statistics
- Clear Cell Modified Icons
- Set as External Grade
- Attempts Statistics
- Download Results
- Show/Hide to Users
- Clear Attempts for All Users
- Sort Ascending
- Sort Descending
- Hide Column
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.
The following table provides a definition for each item in the Statistics column.

<table>
<thead>
<tr>
<th>▼ Statistic</th>
<th>▼ Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>The number of tests graded.</td>
</tr>
<tr>
<td>Minimum Value</td>
<td>The lowest score on the test.</td>
</tr>
<tr>
<td>Maximum Value</td>
<td>The highest score on the test.</td>
</tr>
<tr>
<td>Range</td>
<td>This range of scores provides a basic measure of variability of test scores.</td>
</tr>
<tr>
<td>Average</td>
<td>The sum of all scores divided by the number of scores.</td>
</tr>
<tr>
<td>Median</td>
<td>The score lying at the midpoint of the grade distribution; an equal number of scores fall above or below this score.</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>The measure of how far the scores deviate from the average score.</td>
</tr>
<tr>
<td>Variance</td>
<td>The measure of score dispersion—the square root of the variance is the standard deviation.</td>
</tr>
</tbody>
</table>
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 the 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 the Grade Center, click OK at the bottom of the page or use the breadcrumbs.
Grading Tests: Viewing Attempts Statistics

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

**Test Statistics: Practice Quiz 2**

<table>
<thead>
<tr>
<th>Name</th>
<th>Practice Quiz 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>39.4</td>
</tr>
<tr>
<td>Attempts</td>
<td>4 (Total of 5 attempts for this assessment)</td>
</tr>
<tr>
<td>Graded Attempts</td>
<td>4</td>
</tr>
<tr>
<td>Instructions</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Question 1: Multiple Answer**

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

- flying
- ferry
- walking
- rail

Correct Answers: flying, ferry, rail

<table>
<thead>
<tr>
<th>Percent Correct</th>
<th>Percent Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Average Score 1.25 points

**Question 2: True/False**

I have previous experience in Oceanography.

Correct Answers: True

<table>
<thead>
<tr>
<th>Percent Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

Average Score 5 points

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.
Ask Dr. C

In the following table, Dr. C answers a question about test exemptions. Dr. C is our Blackboard Learn expert.

<table>
<thead>
<tr>
<th>▼ Your question</th>
<th>▼ Dr. C's reply</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Grade Center, is it possible to make a student exempt from a test?</td>
<td>Yes, you can use test exemptions in the Grade Center. For example, if students perform at a certain level on written assignments, you can offer a test exemption for the next test. Grades that are exempt are not factored into the final grade and will not count against them. From the student’s cell in the test column, select <strong>Exempt Grade</strong> from the contextual menu. A blue square appears in the cell representing the exemption. Clear the exemption using the same contextual menu.</td>
</tr>
</tbody>
</table>
Hands-on Activity

For this activity, use your Practice Course.

Grade Center Tasks

- The Unit 1 Quiz has an essay question. In the Grade Center, there are submissions waiting to be graded. Grade two submissions and check the results of your grading in the Grade Center.
- Clear Henry Wagner’s Unit 4 Quiz attempt.
- Edit the Unit 2 Quiz grade for Sandra Scott. **Hint:** The Edit option is in same location as Clear Attempt.
- View Attempt Statistics for the Unit 2 Quiz to see if how the group performed on individual questions.
6.0 Workshop Wrap Up

The Workshop Wrap Up provides the opportunity to reflect on what has been learned by focusing your attention on the key concepts presented in the workshop. Also, the next page includes a worksheet for brainstorming some ideas about implementing tests in your online course.

In this workshop, you learned how to do the following:

- Identify strategies that encourage academic honesty
- Explain the overall steps for creating a test
- Create a test and add the following types of questions: true/false, multiple choice, multiple answer, ordering, matching, fill-in-the-blank, and essay
- Set test Question Settings and order test questions
- Describe the importance of using tests as a teaching tool
- Add a test to a Content Area and set test options based on pedagogical objectives
- Explain the grading process
- Assign and override grades in the Grade Center, and clear test attempts
- View test statistics
Spotlight on YOUR Course

Now that you have experienced an online test and have seen the assessment lifecycle in detail, it is time to think about implementing tests in your course.

The first step is to take an inventory of the resources already available to you.

<table>
<thead>
<tr>
<th>▼ Resources</th>
<th>▼ Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print exams from a face-to-face course you have already taught</td>
<td>Create new test questions based on your print materials. Find out if assistance for this task is available.</td>
</tr>
<tr>
<td>Textbook test banks</td>
<td>Import them into Blackboard Learn</td>
</tr>
<tr>
<td>Other instructors</td>
<td>Are there other instructors in your department who can collaborate with you?</td>
</tr>
<tr>
<td>Online resources</td>
<td>Be discriminating—fully assess the quality of any online resource you find.</td>
</tr>
</tbody>
</table>

After you have created your online assessments, test your tests. Before deploying your test, preview it, answer questions as a student, and have a volunteer do the same. Keep the following points in mind:

- Have your students been notified of the time and date and location of the test?
- Are the instructions clear?
- Is the formatting easy to read?
- Is any of the wording unclear or ambiguous?
- Are the correct answers selected?
- Are appropriate points given for correct and incorrect answers?
- Are the test settings correct? Double check settings such as dates available and number of attempts.
- Has feedback been added to continue the learning process?