


Connecticut
Community
Colleges



Create Tests, Surveys and Pools in Blackboard Learn

For Connecticut Community Colleges Faculty

Blackboard
learn+

Introductions

INSTRUCTOR INTRODUCTION

PARTICIPANT INTRODUCTIONS

Let's go quickly around the room. You may want to take note of others in this session who teach at your college or in your discipline—maybe you can get together later to share ideas or help answer each other's questions!

Please share:

- Your name
- Where you teach
- What subjects you teach
- Have you taught a fully-online or hybrid course

Activities in this Workshop

We'll begin by walking through the entire process of building, deploying, taking, then grading a test in Bb Learn. Then we'll create a "Pool," (new in Bb Learn). We'll include questions from that pool when we create a second test, which will incorporate Question Sets.

Create a basic test:

1. Build a new Test and set the question settings
 - a) Create questions, and,
 - b) Demonstrate how questions can be Uploaded from a file.
2. Deploy the test in the course.
3. Take the test as a student.
4. Grade the test, review the attempt in Grade Center, etc.
5. Show results from student perspective in My Grades.

Create a Pool and upload questions into it.

Create a more advanced test that includes two Question Sets

1. Build the test.
2. Add questions, using two question sets (for questions of different types)
3. Take the test as a student
4. Grade the test, review the attempt in Grade Center

Create alternate test for students who require a learning accommodation.



Training & Rollout FAQs

When will training in Blackboard Learn be available?

- In Fall 2011, training is available for faculty *who have prior experience* with Bb Vista teaching *fully-online, hybrid, or very robust web-enhanced courses*.
- In Spring 2012, training will focus on faculty who use Bb Vista less heavily or who have NO prior experience with Bb Vista.

If I attend training early (for example in Fall 2011), can I begin using Blackboard Learn to teach classes in Spring or Summer of 2012?

- No, ONLY faculty who are participating in the two Bb Learn Rollout groups for Fall '11 and Spring '12 will use Bb Learn for teaching purposes prior to **system-wide go-live in Fall 2012**.
- **However, faculty who attend training early CAN request have their courses migrated from Bb Vista to Bb Learn immediately after training**, and can attend the hands-on migration labs, and so can get a head-started on revising and (if they wish) redesigning their courses to take advantage of Blackboard Learn's new functions and tools!

But aren't some faculty and students already using Bb Learn?

- Yes—we have two "Rollout groups" (one for Fall '11 and another in Spring '12) that are using the system early to help us work out the bugs!



Internal & External Resources

RESOURCE	LINK
Faculty Blackboard Resource Page updates/Bb Vista to Bb Learn docs	https://www.commnet.edu/academics/blackboard/faculty/
IITT Training page - for online and system-wide training opportunities	http://www.commnet.edu/academics/iitt/coursesecart.asp
Click the SUPPORT link from myCommNet or the HELP link (top right of My Blackboard Learn window), then click on the <i>Blackboard Learn</i> link at left.	http://d2.parature.com/ics/support/default.asp?deptID=8134
Blackboard Learn Faculty Orientation Course	You will be enrolled when at least one of your courses is migrated to Bb Learn.
CTCC Ed Tech Training YouTube channel	http://www.youtube.com/ctccedtechtraining
On Demand Learning Center – video tutorials that can help supplement your users get trained.	http://ondemand.blackboard.com/Link



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Just in Time Support Resources

Click **"Help"** to access the online Bb Learn Knowledge Based and support articles for instructors and students.

myCommNet

CT Community Colleges

- Blackboard Vista
- Blackboard Learn
- Release 9.1 Resources
- Course Delivery
- INSTRUCTORS
- STUDENTS

Subcategories in "INSTRUCTORS"

*GETTING STARTED: General

- Accessing Blackboard via myCommNet
- Blackboard 9.1 - Release 9.1: Getting Started with Your Course Environment (Instructors)

When using a tool such as Discussions, Assignments, Tests, click **"More Help"** if you need details about properties and settings.

Discussion Board

Click "More Help" when creating something new with any tool to learn more about specific settings!

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions.

Create Forum

Help - Mozilla Firefox

blackboard.com

Date and Time Restrictions

Forums can be set to be available on a specific date and time and to stop being available on a specific date and time.

Forum Settings

Forums have many different settings that affect how users interact with the Forums. Forum postings can be graded, if you want. When a Forum is set to be graded, a Column in the Grade Center is automatically created. The Grade Center Column can be edited in the Grade Center and in the Discussion Board.

- Allow Anonymous Posts: Users can post to the Forum without revealing their Usernames. If Forums allow anonymous posts, they cannot be graded.
- Allow Author to Delete Own Posts: Users can delete all their own posts or just posts without replies. Deleted posts cannot be recovered.
- Allow Author to Edit Own Published Posts: No record of the original post is kept.



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Generic Training Accounts

- During these training sessions you will be logging into “generic” training accounts.
- **Let's go around the room and count off so you know which generic training account you will use for this class (they're each numbered). PLEASE WRITE DOWN YOUR NUMBER.**
 - **Each of you will use specific “generic” training course** (for example sotraining1 to sotraining30, or mcctraining1 to mcctraining 30.)
 - **Each generic account is enrolled as Instructor** in ONE generic course, meaning that you can modify it.
 - **Each generic account is also cross-enrolled as a Student in everyone else's generic course.**
 - Each generic account will also be enrolled as student in a demo course taught by the trainer, and also into the **Blackboard Learn Faculty Orientation Course**, where you'll go to download **PRACTICE FILES**.



Training Sessions: Dependencies

- **Stay on Task:** If you skip doing something at the beginning, then when we get to a later part of the session, you may be unable to participate.
- **Yell for help if you get lost!** It's easy to catch you up early on—but very difficult to help you get caught up if you wait until you're REALLY lost.
- **Naming & location consistency:** If the trainer specifies that you use a specific name for an item being created during training, please be sure to follow those instructions. It makes it easier to help you if the trainer can easily find various items based on the naming conventions provided.



Technology in Support of Instructional Best Practices

This session WON'T: Tell you what or how to teach.



This session WILL: Help you translate what you are already doing in the classroom into an online environment.

Many instructors find that the same techniques used in an online course environment can be used just as effectively in the classroom as well.

Technology in Support of Instructional Best Practices

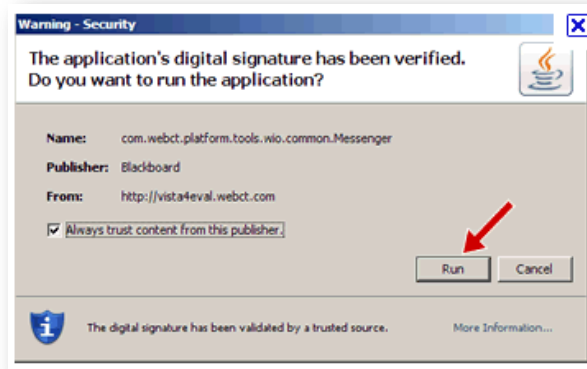
Many of us in higher education are familiar with **Seven Principles for Good Practice in Undergraduate Education** by Chickering and Gamson, (1991). Recently, an updated set of evidence-based principles has emerged (Ambrose, et. al., 2010) that in some cases clarify and in other respects expand upon Chickering and Gamson's principles. **These new seven research-based principles are:**

- **Learners' prior knowledge can help or hinder learning.**
- **How learners organize knowledge influences how they learn and apply what they know.**
- **Learners' motivation generates, directs, and sustains what they do to learn.**
- **To develop mastery (expertise), learners must acquire component skills, practice integrating them, and know when to apply what they have learned.**
- **Goal-directed practice coupled with targeted feedback enhances the quality of learning.**
- **Learners' current level of development interacts with the social, emotional, and intellectual climate to impact learning.**
- **To become self-directed, learners must develop the skills to monitor and adjust their approaches to learning. Specifically, they must learn to:**
 - Assess the *demands* of the task
 - Evaluate their own knowledge and skills
 - Plan their approach
 - Monitor their progress
 - Adjust their strategies as needed

RUN IT, don't CANCEL it!

If you see a pop-up window similar to the one shown here at any time when you're logging into Blackboard be SURE to click the "Run" button!

Do NOT just close the box or click "Cancel"!



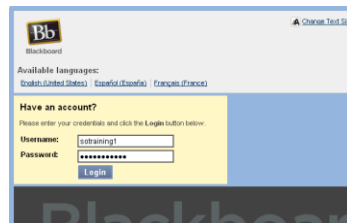
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Let's Take a Look!

You cannot work in your actual course for this session because you will be taking each other's tests.

Login Instructions for the TEST Server:

1. Visit: <https://ctcctest-bblearn.blackboard.com/>
2. Login Using your assigned training account credentials:
 - Username: **sotraining1, sottraining2, or college-specific accounts**
 - Password: **exactly the same as your username**



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Update your Name in My Places

This will make it easier for you to work in each other's practice courses later when you're taking each other's tests.

1. My Places
2. Click "Personal Information"
3. Click "Edit Personal Information"
4. Change "Last Name" and "First Name"

Creating and Deploying Tests: Objectives

- Identify common assessment lifecycle elements
- Develop and manage tests using multiple question types and options such as extra credit
- Deploy tests using attempt, self-assessment, feedback, and presentation options
- Retrieve and grade tests
- Discuss the value of Question Sets and Random Block tests
- Compare and contrast the test and survey development and deployment processes.

Strategies to Prevent Cheating in Online Classes

- For many helpful resources on assessment in an online environment, visit the **Blackboard Learn Faculty Orientation Course**.
 - Click “**Self-paced modules & tool-specific resources**” menu item then select “**Tests, Surveys, and Pools & Best Practices of Online Assessments.**”
- As any instructor will tell you, there is no fool proof way to completely prevent cheating either in a traditional classroom, and the same holds true for an online course. However, there are ways to reduce the likelihood of cheating.
- There are three common ways that instructors can TRY to prevent cheating in online classes:
 - **Change the Way You Manage Your Course and Interact with Students**
 - **Develop Alternative Assessment Methods**
 - **Change the Way You Design and Deliver Quizzes and Tests**

NOTE: Source material for the above lists partly derived from a presentation created by Katie O'Connell, Director of Educational Technology at Asnuntuck Community College, which included content from: <http://www.classweb.hs.iastate.edu/tips/WebCT/cheating.htm> (no longer a valid link but there is no replacement site.) Other content was contributed by Mary Bollash, Instructional Designer at Manchester Community College.



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Strategies to Prevent Cheating in Online Classes:

Change the Way You Manage Your Course and Interact with Students

- Make it clear to your students in your introduction or syllabus that cheating and plagiarism are not tolerated in your class and what the penalties are. Have links to websites (such as <http://plagiarism.org/>) which clearly describe plagiarism and show students how to cite correctly when they use other's words or ideas.
- Include your college's academic policy information in your course, or provide a link to the information if it's on your college's website.
- Let students know that you can and will monitor group discussions and group chat room logs.
- Require students to post introductions or some other “writing prompt” at the start of the course so that you can get a feel for their individual writing styles and command of the language.
- Set up a private, gradable reflective Journal for each student to use, so you can get a better sense of his or her writing style and tone.
- Require, and grade, frequent postings and activities so that it would be more difficult for a student to get someone else to do their work. If students write continually, it makes it easier to spot—and document—an occasion when someone else might have written something for them. Weight discussion participation heavily.
- If class size permits (or in the case of a student whom you suspect of plagiarism): Ask each student to explain the reasoning--or provide more detail--about a particular topic, idea, or source they included in a project, paper, or discussion post.



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Strategies to Prevent Cheating in Online Classes:

Develop Alternative Assessment Methods

- Look for alternative ways of assessing student success, such as frequent participation in online discussions, chats and group projects that require substantive input and collaboration from all group members.
- Have students working in groups answer specific discussion questions and provide a means whereby students rate their group members' contributions.
- Many online faculty use case studies, research papers, and projects as their major means of assessing learning. In addition, break down multi-step or complex projects to require students to submit drafts and outlines of work to be submitted in addition to the final paper or project. For example, ask for the topic or thesis one week, a literature search – with annotated references—the next week, then methodology and preliminary findings and/or an outline, then a rough draft, and then a final draft. It is less likely that students will deconstruct a paper that they find on the web to meet these requirements. It also ensures that students understand what they are being asked to do and incremental submissions help students avoid the last minute rush syndrome.
- Use project-based assessments, such as the development of a website, wiki, or database; the development of a project plan or problem solution, exploratory research on a specific topic, etc. Make it clear to students that you will be checking on the progress of these projects as they work along on them.
- In group discussion boards, or in a journal, ask students questions about specific concepts, ideas, or references that were included in papers or projects they submitted.



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Strategies to Prevent Cheating in Online Classes:

Change the Way Design and Delivery Quizzes and Tests

- Assume that all online graded tests and quizzes will be “open book”, and use open-ended questions that require thoughtful analysis of the subject matter and compare student submissions; assume these will be “open book”. Save the multiple choice, short answer, and matching questions for ungraded self-assessments. This will help students see what information and/or concepts they have learned and which they need to spend more time mastering. These tests are easy to create, and there's no need to monitor them for cheating.
- In graded quizzes or tests with true/false or multiple choice questions, try to avoid writing questions that ask for information that is easily looked up in a book, such as definitions of terms, or fact-based items of information such as dates, names, etc. Instead, develop questions based on scenarios presented in the readings, and the provide multiple-choice options that ask students to identify the BEST response to a given scenario. Even though students will be able to look up the facts in their books, they will still need to do engage in higher level thinking skills to analyze, integrate, and synthesize the information in order to select the best answer.
- Randomize the question order in assessments so that even if students all see the same questions, the order will differ, and randomize the order of answer choices in questions (where practical) so that students cannot simply tell others "the answer is B."
- Add a password to proctored exams, and an IP restriction if feasible.
- Minimize your reliance on unproctored online quizzes for the total grade in a course.



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What to tell your students about taking online tests!

- **Be sure to LOG OUT OF MYCOMMNET and close any existing sessions of Blackboard prior to beginning any timed test or quiz. When you log back in through myCommNet, be sure to CLOSE the myCommNet window.** This does two things:
 - Prevents any myCommNet timeout messages from kicking you out of the test window (which can happen depending upon the test's settings).
 - Resets your Blackboard activity session time limit, allowing you to take a longer test or quiz, without logging you out of Blackboard, which could mean losing all of your test answers and having to have the test reset.
- **Do not navigate away from the browser window where you're taking the quiz/test/exam while taking it,** and be sure to click Submit when you are finished, before navigating elsewhere in Blackboard.
- **Once you begin a test or quiz the timer continues to count down even if you navigate away from the an exam and then return to it later.**
 - Instructor note: If "Force Completion" is not checked, students can navigate out of and back into the test window, and sometimes they don't realize the test timer continues ticking.
- **Never use mobile devices (smartphones, iPhones, iPads, etc.) to take a timed assessment such as test, quiz, or exam.**
 - Instructors note: Be sure to include the approved language from the Academic Deans Council in the description/instructions for all timed tests/quizzes/exams. This language is included in this document and also in the "Mobile Learning" module of the Blackboard Learn Faculty Orientation Course."



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Bb Learn: Help Your Students Prepare to Take Tests in Blackboard Learn



- **Check out this website, which is an excellent resource for Blackboard test-taking:**
http://pod.nku.edu/bb_student_test.asp
- This site provides excellent advice to students...
 - Before Taking the Test or Quiz
 - During the Test or Quiz
 - After Completing the Test or Quiz



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Before we begin: DOWNLOAD PRACTICE FILES

1. Go to the **Faculty Orientation Course**
2. Click **Tool-Specific Information** in the menu
3. Open the **Assessments** folder.
4. Open **Technical Resources for Creating Assessments** learning module.
5. Right-click and save **BOTH** of the sample batch files shown there to your PC (desktop). You'll be using them to upload questions into a TEST you'll create and into a POOL you'll create.



Sample batch files of questions that can be uploaded into a Test or a Pool

Attached Files:

 [sample question T-F and Essay online batch file for upload into POOL.txt](#) (0.843 KB)

 [sample question T-F and Essay online batch file for upload into TEST.txt](#) (0.784 KB)

Bb Vista vs. Bb Learn: Test differences

- **No Print Code:** In Blackboard 9.1, you do not currently have the option to restrict printing or copying of tests (in other words, we do not have the "no print code" option right now).
- **Options to release test scores to students have been changed.**
Specifically, in "Test Options" for a given test in Bb Learn, one of the test property sections relates to "Test Feedback", and this section includes a "score" checkbox. The only thing that deselecting this does is prevent the student from getting their score by clicking the "OK" button after taking the test. It does NOT prevent the score from being 'released' in the Grade Center--the student can go straight into My Grades and see their score if that column is not hidden from students.

Bb Learn: Test Availability Options

- **Make the Link Available:** **When deploying a test in a content area it is necessary to make the link available.** Blackboard will not make the test available unless this is selected. It is recommended to make the link available and then limit the time it is available by selecting Display After and Display Until date/time restrictions.
- **Display After and Display Until:** This setting allows you to establish a window of time when the test is available for students. It is recommended that you make the test available for at least 24 hours but some faculty have found that distance learning students may need a larger window of time due to work or other responsibilities.
- **Password:** You can set a password for a test if you want a student to take the test at a different time such as a make-up exam.



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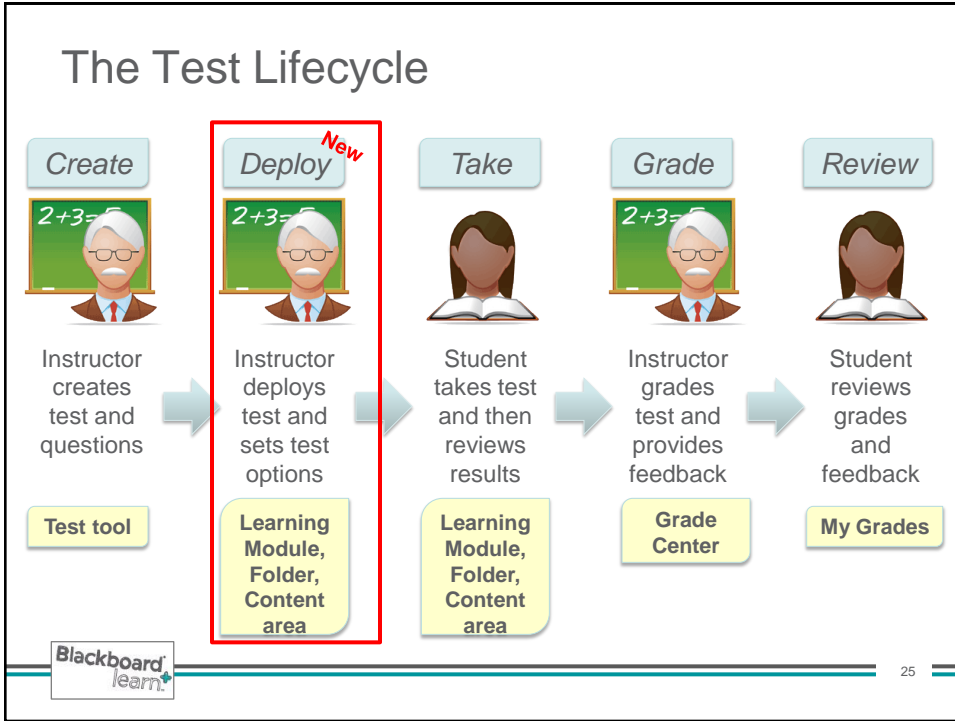
Bb Learn: Syllabus Statement on Mobile Devices

The Academic Deans Council of the Connecticut community colleges have approved and recommended that the following statement be included in all course syllabi:

- **Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.**



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Accessing Tests

Assessments

Practice Quiz
This test is for practice purposes. It contains examples of all the different types of questions that you'll encounter in the course.

Terminology Test
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.

Students can access tests from a Content Area, Learning Module, or Folder

Table of Contents

- ▶ Navigating the Course
- ▶ Watch the video course tour
- ▶ Meet Your Instructor
- ▶ Post an Intro to your Individual
- ▶ Submit a sample assignment
- ▶ **Sample Test**
- ▶ Course Preparation Quiz

Clicking the test link brings the student to a new window displaying the test

Navigating the Course

- The course content is divided into 15 instructional units. It may be helpful to think of this Blackboard course site as your "classroom," and just like an on-ground class, each module in this Blackboard course includes "lectures" (readings, videos, demos), interactive activities (such as discussions—which are usually graded for participation) and various assessments and activities (assignments, quizzes, etc.).

Blackboard learn. 26

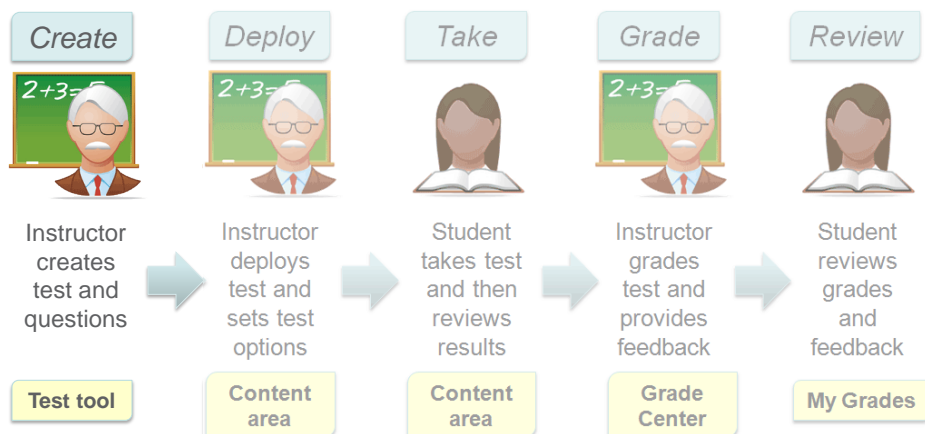
Publisher Test Banks

- Test questions can be imported into Bb Learn from publisher test banks.
- Every test bank application is a little different; instructors need to know the correct export format for Bb Learn.
 - Specific instructions for each test generation products can be found in the Bb Learn Faculty Orientation Course, in the section on the module on the Tests tool.
- We recommend that you work with your local DL director the first time you import test banks into Bb Learn.
- Most popular test generation options are:
 - TestGen (Pearson/Prentice Hall)
 - ExamView
 - Respondus (no system licenses any more, but some colleges have their own license)
 - Diploma



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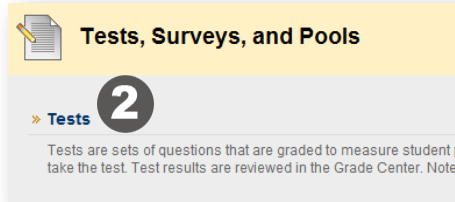
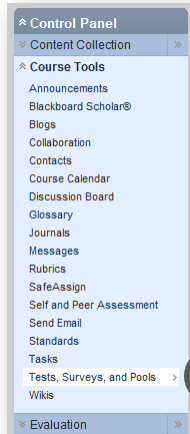
The first step in the test lifecycle is to create a test.



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Building Tests

Tests are created using the Tests tool.

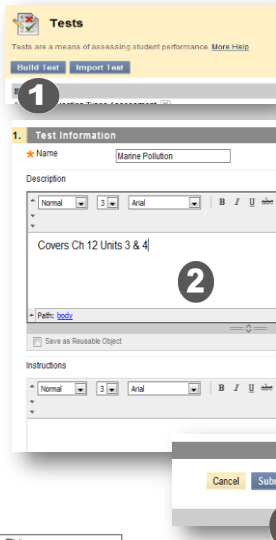


1. On the **Control Panel**, under **Course Tools**, click **Tests, Surveys, and Pools**.
2. On the **Tests, Surveys, and Pools** page, click **Tests**.



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Building a Test



1. Click **Build Test**.
2. Enter a **Name**, **Description**, and **Instructions**.
3. Click **Submit**.

NOTE: The Academic Deans Council of the Connecticut community colleges have approved and recommended that **the following statement be included in the description and instructions for tests, assignments, etc.:**

- Please do not complete this *[test, quiz, assignment, etc.]* using a mobile device.
- All tests, quizzes, assignments, etc. should be completed using a personal computer or laptop.



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Building a Test: Test Canvas

Test Canvas: Marine Pollution

The Test Canvas allows instructors to add and edit questions, add a Random Block to questions, reorder questions, and review the test before deploying it to users. [More Help](#)

Create Question **Reuse Question** **Upload Questions** **Question Settings**

Header

Name	Marine Pollution
Description	Covers Ch 12 Units 3 & 4
Instructions	
Total Questions	0
Total Points	0
Alignments	

Select a question type from the Create Question drop-down list.

Specifying Question Settings

The Test Canvas allows instructors to add and edit questions, add a Random Block to questions, reorder questions, and review the test before deploying it to users. [More Help](#)

Upload Questions **Question Settings**

1. Click **Question Settings**
2. Select **Options**
 - Feedback
 - Images, Files, Links
 - Metadata
 - Scoring
 - Display
3. Click **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

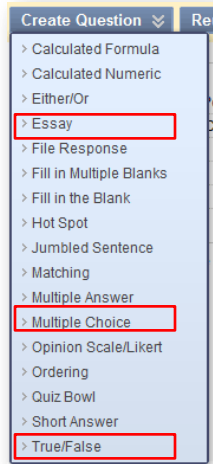
Specify random ordering of answers.

Specify the horizontal or vertical display of answers.

Specify numbering options for answers.

6. Submit

Building a Test: Creating Questions

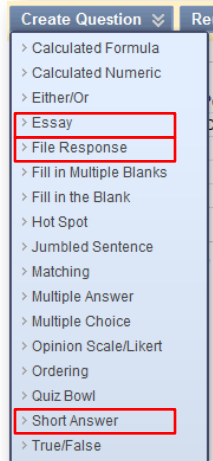


Please do NOT experiment with all of the various types of questions during training!

We will be using three simple question types:

- Multiple Choice (create)
 - True-False (import)
 - Essay questions (import)
- NOTE: It's recommended that you do NOT use "Quiz Bowl" the question type.

Question Types: Manual Grading



Three types of questions require manual grading!

- Essay
- File Response (a file is uploaded to answer the question)
- Short answer

All other question types are automatically graded.

Multiple Choice Questions

2. Options

If partial credit is allowed, each incorrect answer can specify what percentage of the total points should be given for that answer.

Answer Numbering: None

Answer Orientation: None

Allow Partial Credit:

Show Answers in Random Order:

3. Answers

Select the number of answer choices, fill in the fields with possible answers, and select the correct answer.

Number of Answers: 4

Correct: Answer 1.

Text Editor: ON Remove

1. Multiple Choice: Which day is considered to be the fir...

Question: Which day is considered to be the first day of the week?

Answer:

1. Saturday
2. Sunday
3. Monday
- 4.

Select: All None Select by Type: - Question Type -

Delete Points Update Hide Question Details

Blackboard learn.

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Writing Clear Multiple Choice Questions

- Don't ask questions that can be answered from common knowledge. Someone who hasn't studied the material shouldn't be able to answer the questions correctly.
- Define all terms in the question carefully. If you ask, "Which of the following birds is largest?" make clear whether you mean largest in terms of wingspan or weight. Be careful with qualifying terms such as, "sometimes," "usually", "generally", "regularly."
- Keep the vocabulary simple or you may unfairly penalize students who know the material but don't have a strong vocabulary.
- Keep each of the answer options ("items") as concise as possible. Short, straightforward items are usually easier to understand than complex statements. Don't repeat the same words over and over in the options; put them in the stem.
- Watch out for "interlocking" items: items in which a student can discern the answer to one question from the content of another.
- Avoid "Which of the following" items. They require students to read every option and can penalize slow readers in a timed-testing situation.
- Avoid negative items. In a stressful testing situation, students can miss the word "not" or "no." If you *must* have negative items, underline, capitalize, or boldface words like NOT or EXCEPT.
- Avoid grammatical clues to the correct answer. Test-wise students know that grammatically incorrect options are wrong. Use expressions like "a/an," "is/are," or "cause(s)."

Your Turn: Create a Test and Questions

1. On the **Control Panel**, under **Course Tools**, click **Tests, Surveys, and Pools**.
2. On the **Tests, Surveys, and Pools** page, click **Tests**.
3. **Name this test "U1_Quiz 1"**
(Note: Keeping a uniform, short naming convention make it easier to scan the Grade Center columns)
4. Click **Question Settings**
 - Select **Options**
 - » Feedback
 - » Images, Files, Links
 - » Metadata
 - » Scoring
 - » Display
 - Click **Submit**
4. On the **Create Question** drop-down list, select the question type.
 - **Create TWO multiple choice questions**
 - **Create TWO True/False questions**
 - **Create ONE Essay question**
5. Follow the prompts
6. Click **Submit**.



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Uploading Questions into a Test

Another quick way to get tests into your course is to Upload the Questions from a file you've created. **You can upload questions from a spreadsheet file you create yourself into a Test or a Pool** (we'll talk about Pools in a little while and you'll have a chance to try uploading questions from a spreadsheet.)

Test Canvas: Marine Pollution

The Test Canvas allows instructors to add and edit questions, add a Random Block to questions, reorder questions, and review the test before deploying it to users. [More Help](#)

Create Question ▾ Reuse Question ▾ **Upload Questions** Question Settings

Header

Name	Marine Pollution
Description	Covers Pollution
Instructions	
Total Questions	0
Total Points	0
Alignments	

Upload Questions

Questions can be authored offline in a specially formatted text file and uploaded into Tests, Surveys, and Question Pools. Once uploaded, questions can be edited and used like questions that have been authored in the system. [More Help](#)

Cancel Submit

Select a question type from the

1. Upload Questions

Click Browse to locate a file to import.

File containing questions to import **Browse to, and upload, the text file for the TEST**

Enter the points possible per question. The default value is assigned from Question Settings. If no value is defined in Question Settings, 0 is used. Changing the value here does not affect Question Settings.

Points per question **Set the baseline points for questions-- these can be changed later for**

2. Submit



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Ordering Test Questions

The screenshot shows a list of test questions in Blackboard. The first question is a True/False question: "Significant oceanographic knowledge w...". The second question is a Multiple Choice question: "Alfred Wegener discusses a superconti...". A dashed box indicates that the first question has been moved to the second position, making the Multiple Choice question the first one in the list.

Find Questions

The screenshot shows the Blackboard Test Canvas interface. The 'Reuse Question' button is highlighted with a circled '1'. A dropdown menu is open, showing options: 'Create Question Set', 'Create Random Block', and 'Find Questions'. The 'Find Questions' option is highlighted with a circled '2'.

1. On the **Test Canvas** page, point to **Reuse Question** on the Action Bar to access the drop-down list.
2. Select **Find Questions**.
3. The **Find Questions** page opens.

How to Find Questions

Browse, preview, and select questions from the Question Finder. **You search in and select questions from any Test or Pool.**

- Use the **Browse Criteria** and **Search current results** sections to narrow your search.
- As you narrow your search, each search criteria is listed in the **Criteria Summary** section for easy reference.
- Choose to **copy** or **link** to selected original questions.
- By default, the questions appear with truncated text. Change the **Question Display** to display the question text in full.
- Preview each question to view the question text and answer stems.

Linking to a question means that a link to the original question is added to the test. Any change made to the original question will be reflected in the linked question link in the new test.

A **copied** question creates a new question that is a copy of the original. Any revisions made to the original question will not be reflected in the copy.

Using Browse Criteria in the Search

STEP 4: Adding the Questions

The screenshot shows the Blackboard Question Finder interface. The top panel displays a list of questions with columns for Question Text, Question Type, Mode, Points, Source Name, and Source Type. A 'Selected Questions: 2' panel is visible below, showing two selected questions with checkboxes and 'Cancel' and 'Submit' buttons. Callout letters A, B, C, and D are placed over the interface to indicate key actions:

- A:** Points to the 'Question Text' column.
- B:** Points to the 'Selected Questions: 2' panel.
- C:** Points to the checkboxes in the 'Selected Questions' panel.
- D:** Points to the 'Submit' button in the 'Selected Questions' panel.

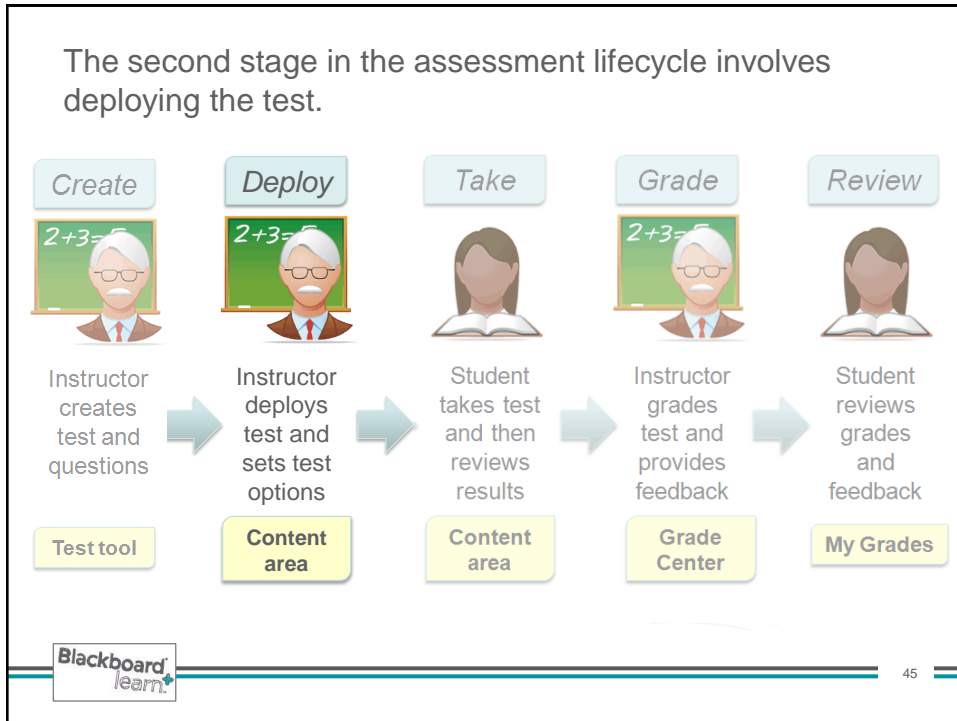
- Preview and select questions.
- Selected questions are stored in the panel at the bottom of the Question Finder.
- Review or delete selected questions.
- Add questions to test.

Assigning Point Values

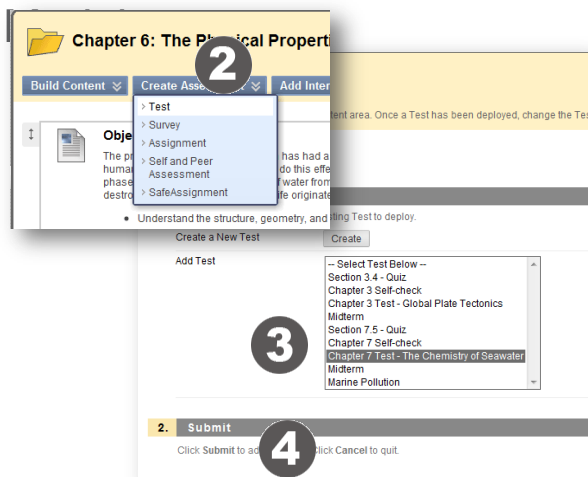
The screenshot shows the Blackboard Test Canvas page. Two multiple-choice questions are visible. The first question is "Multiple Choice: A basic solution has a pH _____" with an "Update Points" field set to 10 and an "Extra Credit" checkbox. The second question is "Multiple Choice: A region of rapid density change with..." with "Points and Extra Credit" set to 0. Callout numbers 1 and 2 are placed over the "Update Points" and "Points and Extra Credit" fields respectively.

- On the **Test Canvas** page, click a question's **Update Points** and **Extra Credit** field to edit it.
- Type the points.
- Click **Submit**.

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

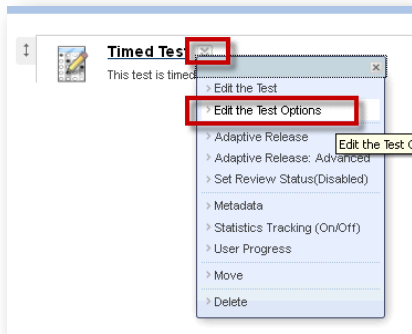


Deploying Tests: Adding Tests to Content Areas, Folders, or Learning



1. Access a Content Area, Folder, or Learning Module (try adding it to your practice learning module!).
2. From the **Create Assessment** menu, select **Test**.
3. Select a test from the **Add Test** box.
4. Click **Submit**.

Setting Test Options



Test Options are set when the test is DEPLOYED (on a content area, in a folder, in a learning module).

BE CAREFUL when selecting settings!!

Setting Test Options

1. If desired, edit the **Test Information**, including **Name** and **Description**.
2. Remember to include info about not using mobile devices!

Setting Test Options

2. Test Availability

Make the Link Available Yes No

Add a New Announcement for this Test Yes No
An announcement was created on 1/25/11 9:59 PM.

Multiple Attempts
 Allow Unlimited Attempts
 Number of Attempts

Force Completion
Once started, this Test must be completed in one sitting.

Set Timer
Set expected completion time. Selecting this option also records completion time for this Test. Students will see the Test.

Hours Minutes

Auto-Submit
OFF: The user is given the option to continue after time expires.
ON: Test will save and submit automatically when time expires.
 OFF ON

Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Password
Require a password to access this Test.
Password

2. Select Availability and other settings. **BE SURE TO MAKE THE LINK AVAILABLE WHEN YOU DEPLOY.** It's easy to miss!

A note about Multiple Attempts: If you allow your students multiple attempts on tests, you **MUST** remember to go into the grade center column associated with the test and select which of the attempt grades will display (first, last, average, highest, lowest; the default is the grade of the "last attempt", **NOT** the highest grade!

Score attempts using	Grade of Last Attempt
Category	Grade of Last Attempt
★ Points Possible	Highest Grade
Associated Rubrics	Lowest Grade
	Grade of First Attempt
	Average of Attempt Grades
	Add Rubric



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About "Force Completion"

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
Once started, this Test must be completed in one sitting.

Set Timer
Set expected completion time. Selecting this option also records completion time for this Test. Students will see the Test.

Hours Minutes

Auto-Submit
OFF: The user is given the option to continue after time expires.
ON: Test will save and submit automatically when time expires.
 OFF ON

Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Password
Require a password to access this Test.
Password

The "Force Completion" setting requires that a student complete the test before it is closed: It is best used in a "proctored" test setting. During a "Force Completion" exam, if a disconnection occurs for any reason, the student is closed out of the test and could lose previously answered questions. This also requires the instructor to reset the exam.

Unchecking the "Force Completion" box in the Test Options enables a student to leave a test that they've begun (or been kicked out of), re-access the test, and then submit the test without instructor needing to "reset" the test. However, when "Force Completion" is left unchecked students see a rather confusing message when they begin the test: "This test can be saved and resumed later."

Be sure to TELL students: Just because they can leave the window and return later, doesn't mean they SHOULD. The TEST TIMER KEEPS COUNTING DOWN even if they leave the test!

We recommend using the Timer and turning Auto-Submit ON.



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Setting Test Options

3. Due Date

Due Date 08/24/2011 04:03 PM  
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

3

4. Self-assessment Options

Include this Test in Grade Center Score Calculations

Grade Center items excluded from summary calculations are also excluded from weighting. Also note that if some weighted items are included in calculations and other weighted items are not, grade weight calculations will be skewed.

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

If this option is checked, the instructor will not be able to see any student grades, view answers, aggregate results, or download result details. To protect student privacy, this choice cannot be reversed later without deleting all attempts.

4

5. Test Feedback

Select the Type of Feedback Displayed Upon Completion

- Score
- Submitted Answers
- Correct Answers
- Feedback

5

- Set **Due Date** and time.
Note: Students can take a test after the Due Date if it's still available!
- Set **Self-assessment Options**.
- Select **Test Feedback** options.



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Setting Test Options

6. Test Presentation

Presentation Mode

All at Once
Present the entire Test on one screen.

One at a Time
Present one question at a time.

Prohibit Backtracking
Prevent changing the answer to a question that has already been submitted.

Randomize Questions
Randomize questions for each Test attempt.

- Select **Test Presentation** options.

We recommend **“One at a Time”** delivery—it tends to prevent certain test-taking issues.

- Click **Submit**.



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Test Options: Suggestions for a Fully-Online Course

Scenario: You're teaching a fully online course. You want students to have five days to take a quiz, and then after that date you don't want them to be able to take the quiz anymore.

You want students to get their score right away, but you do NOT want them to see their submitted answers, correct answers, or feedback until AFTER the quiz date has closed.

From the link where you deployed the test, select **Edit>Test Options**:

- Set **Display After** to the date when you want students to be able to access and begin taking the test.
- **Display Until** and **Due Date** will be the same, meaning that students can take the quiz *until* the Due Date and time, but not *after* that.
- **Test Feedback**:
 - Initially, tick off only "Score" if you want students to see their grade after taking the test, but no other feedback until *after* the Due Date. That way, students can go to My Grades and see their score but nothing else.
 - AFTER the "Due Date" and "Display Until" date have passed (meaning students can no longer access the test to take it), you can go back to the link where the test is deployed and edit the Test Options and tick off the other options to make the submitted answers, correct answers, and/or feedback available to students.
 - Once that's been done, students can go to My Grades and when they click their Score, they can continue clicking to see the correct answers, etc.



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Test Options: Common Questions

- **If the Due Date is passed, can students still take the test?**
 - YES!! Students can see the link unless the Display Until date has passed. The Due Date does NOT prevent students from taking the test! We recommend making the Due Date and Display Until date the same.
- **If the Display Until date has passed and students can no longer see the link in order to take the test, can they still see their score and/or any other information (submitted answers, correct answers, feedback) that I selected in the Test Feedback section of test options?**
 - YES—when they go to My Grades they can navigate to whatever feedback you have selected regardless of whether the link to the test is available or not.
- **When should I enter "zeroes" for students who missed the deadline?**
 - This varies by instructor; we recommend entering zeroes once the Due Date/Display Until date has passed—otherwise students can continue to take the test!
- **Can I open a test for selected students, if need be, without opening it for ALL students?**
 - YES! Change the "Display Until" date on the Test Options, then select the basic Adaptive Release settings for the test and set the dates AND membership options you need. Then check availability to be sure that only the selected students have access. Here's a link to a "how to article" that explains the steps: https://bb.tulsacc.edu/bcswebdav/institution/DL/training_fac/content/adaptive_release/after_test_window.pdf



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Other Test Options

3. Self-assessment Options

Include this Test in Grade Center Score Calculations
 Grade Center items excluded from summary calculations are also excluded from Grade Center calculations. If some weighted items are included in calculations and other weighted items are excluded, the calculations will be skewed.

Hide Results for this Test Completely from Instructor and Student
 If this option is checked, the instructor will not be able to see any student answers, aggregate results, or download result details. To protect student privacy, you will not be able to view student results later without deleting all attempts.

4. Test Feedback

Select the Type of Feedback Displayed Upon Completion

Score

Submitted Answers

Correct Answers

Feedback

Self-Assessment Options

Turn a test into a self-assessment by hiding students' scores in Grade Center (**NOTE: This cannot be reversed later!**). 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.

Test Feedback Options

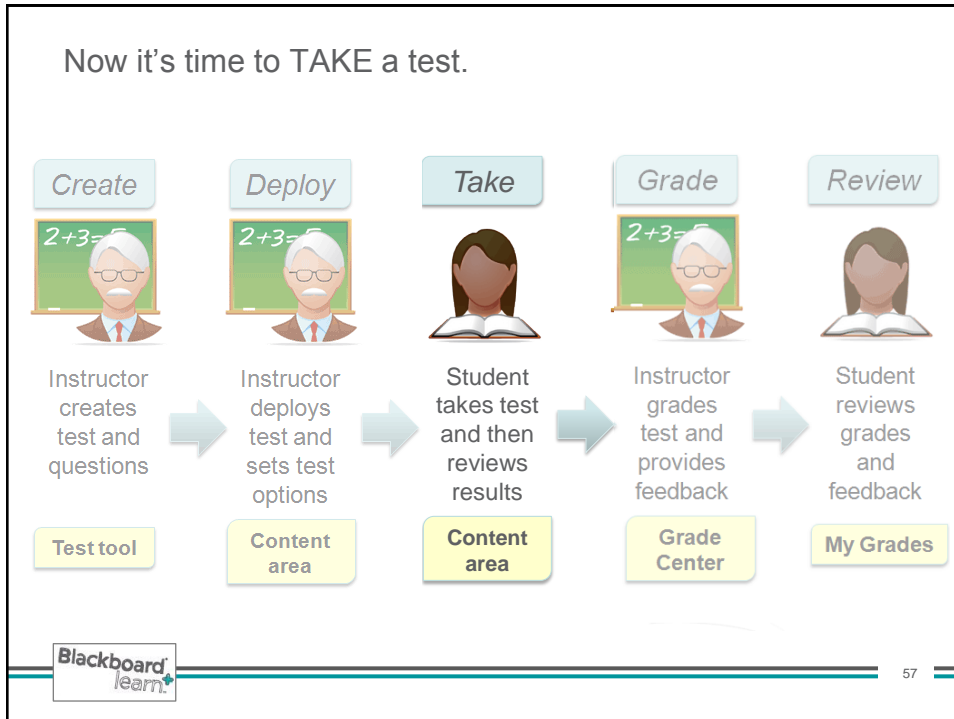
To maximize learning potential, provide students with correct answers and feedback.

Your Turn: Deploy Your Tests

1. Ensure **Edit Mode** is **ON**, and access the content area, folder, or learning module where the test will be added.
 - **In our case, it will be in a learning module. Let's create one now and include a folder called "Quizzes." Open the folder, then....**
2. On the Action Bar, from the **Create Assessment** contextual menu, select **Test**.
3. On the **Add Test** page, select **BOTH TESTS** from the **Add Test** box.
4. Click **Submit**.
5. Select relevant **Test Options**—**be sure to make them Available!**
6. Check the student view.

DO THIS FOR BOTH OF THE TESTS YOU CREATED.

Now it's time to TAKE a test.



A Note about Tests and the Bb Mobile Learn app

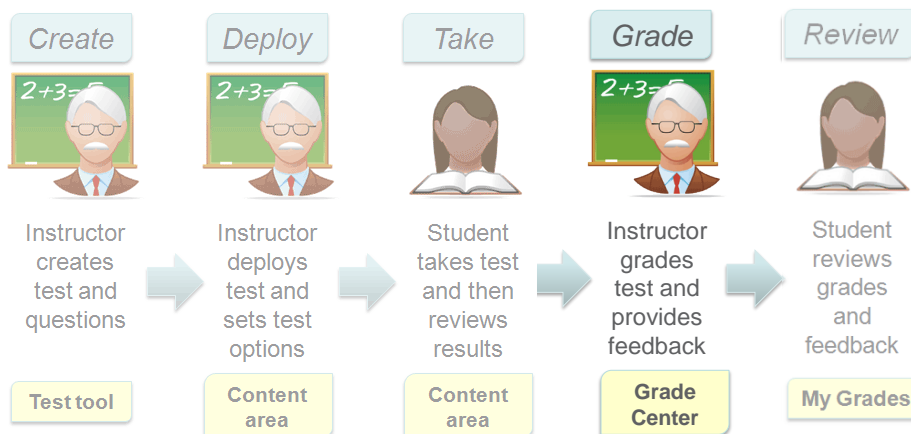
- Beginning sometime in the Spring of 2012, students will be able to use the Blackboard Mobile Learn app on their smartphones, iPhones, iPads, etc.
- The Mobile Learn app does NOT support the Tests tool.** However, if a student navigates to a test link on a content area, folder, or in a learning module, they may see a "prompt" that will enable them to launch their mobile device's web browser in order to take the test or quiz.
- Because of this, it is extremely important that in your **Test instructions field**, you include a warning similar to the following:

NOTE: the Blackboard Mobile Learn app does NOT support the Tests tool. However, if you navigate to a test link in this course using your mobile device, you may see a prompt to open the test in your mobile device's web browser. NEVER TAKE TESTS USING A MOBILE DEVICE'S BROWSER. You must ONLY use a computer with a supported browser to take tests.

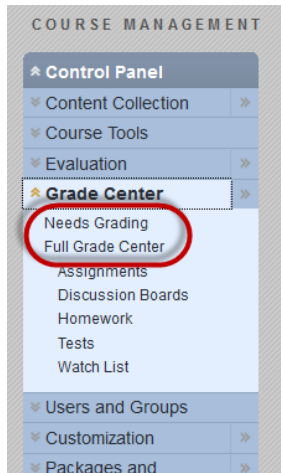
Your Turn: Take one another's tests

1. Turn to your fellow training participants to your left and right (or two who are nearest you) and be sure you know what training account they're using and where their sample test is located.
2. Navigate to the location of their sample tests, **and take both of their tests.**
3. Now each person will have at least two student grades to work with.
4. **Take the trainer's test** in the demo course in which you're enrolled as a student.

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



Viewing and Grading Tests



1. On the **Control Panel**, click **Grade Center**.
2. You can grade tests either from **Needs Grading** or from **Full Grade Center**.

(Or you can click on the link to take directly to columns related to *Tests*.)

Viewing and Grading Tests

Needs Grading

Instructors can view attempts ready for grading or review on the **Needs Grading** page. Click **Grade All** to begin grading or apply filters to narrow the list. [More Help](#)

Grade All

Category: All Categories | Item: All Items | User: All Users | Date Submitted: Any Date | Go

5 total items to grade.

Category	Item Name	User Attempt	Date Submitted
Assignment	1 attempt assignment	Tohi_Doe	October 3, 2011 10:11:49 PM
Assignment	Assignment with Rubric	Ben_Doe	January 13, 2012 9:16:44 AM
Assignment	Assignment with Rubric	John_Doe	January 13, 2012 9:19:29 AM
Test	test	John_Doe	February 16, 2012 2:59:36 P
Test	test	Ben_Doe	February 16, 2012 3:17:25 P

Grade by Question

If you select **Needs Grading** you should see ALL Assignments or Tests that have been submitted (and sometimes other types of submissions as well, depending upon the tools you are using and the settings you have selected).

You can filter the items shown there using the options below the "Grade All" button, you can click on the individual User Attempts to grade the submissions, or you can use the Action Links dropdown next to each Item and select various options such as **Grade by Question**.

Viewing and Grading Tests

Grade Center: Tests ▾

In the [Screen Reader mode](#), the table is static and grades may be entered on the Grade Details page accessed by selecting the table cell for the grade. In the interactive mode of the Grade Center, grades can be typed directly in the cells. Use the arrow keys or the tab key to navigate through the Grade Center and the Enter key to submit a grade. [More Help](#)

Create Column Create Calculated Column ▾ Manage ▾ Reports ▾

Filter Discover Content Work Offline

If you decide to grade in **Full Grade Center**, locate the cell for the student's test containing a score or an exclamation mark. The **exclamation mark** appears when a test requires review (i.e. short answer questions).

Move To Top Email ▾ Sort Columns By: Layout Position ▾ Order: ▲ Ascending ▾

Grade Information Bar Last Saved: March 25, 2010 04:5

Last Name	First Name	C S Lewis
Beach	Sebastian	!
Bodkin	Monty	-
Craye	Florence	-
Fink-Nottle	Gussie	-
Glossop	Tuppy	-
Godwin	Alberta	-
Little	Bingo	-



WARNING! Do NOT click into the cell and simply enter the grade unless you want to **OVERRIDE THE GRADE!** (More on overrides later.)

Viewing and Grading Tests

Create Column Create Calculated Column ▾ Manage ▾ Reports ▾

Filter Discover Content Work Offline

Move To Top Email ▾ Sort Columns By: Layout Position ▾ Order: ▲ Ascending ▾

Grade Information Bar Last Saved: March 25, 2010 04:56 PM

Last Name	First Name	C S Lewis
Beach	Sebastian	!
Bodkin	Monty	-
Craye	Florence	-
Fink-Nottle	Gussie	-
Glossop	Tuppy	-
Godwin	Alberta	-

Contextual menu for Sebastian Beach:

- > View Grade Details
- > Exempt Grade
- > Attempt 3/25/10 !

- However the mouse pointer over each cell and you will see the little **Action Link dropdown arrow within the cell.**
- Click the Action Link to access the contextual menu.
- Select **View Grade Details.**

Viewing and Grading Tests

Grade Details

User: Sebastian Beach (mel_sbeach) Column: C S Lewis (Test)

Current Grade: Needs Grading 1 out of 50 points
Grade based on Grade of Last Attempt
Due: None

Calculated Grade
Grade Attempts

Edit: Manually Override View Column Details Grade History

Delete: Last Attempt (1) of 50

Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Mar 25, 2010 4:56:16 PM (Needs Grading)	1			View Attempt Clear Attempt Edit Grade

On the **Grade Details** page, click **Grade Attempts**.

Note that unlike Assignments, instructors cannot give students another attempt if they've reached their "max attempts" limit.

To give a student an additional test attempt, the instructor must change the test settings to allow Multiple Attempts, then use Adaptive Release to change the "display until" date and select which link in order to retake the test.

Viewing and Grading Tests

Question 4: Short Answer 20 out of 20 points

Why is the origin of Lantern Waste? What important event happened there?

Given: Jadis threw the arm of the London lamppost and it grew into a lamp. In Answer: *The Lion, the Witch, and the Wardrobe*, Lucy met Mr Tumnus in Lantern Waste.

Correct Answer: ✓ The lamp-post grew from the piece that Jadis threw. Lucy met Tumnus there.

Response Feedback: Excellent answer!

Visual Editor is: ON

Path: body

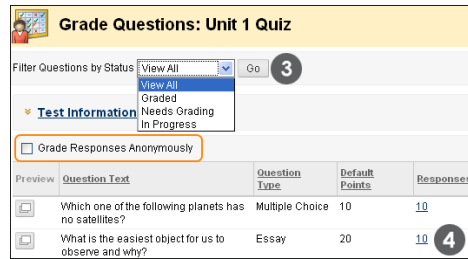
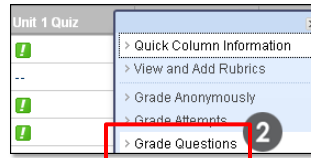
Save and Next

Cancel Save and Exit View Previous Save and Next

- Scroll down to the question. Enter the number of points,
- Provide feedback (optional).
- The **Save and Next** button will take you to the next student's test results.

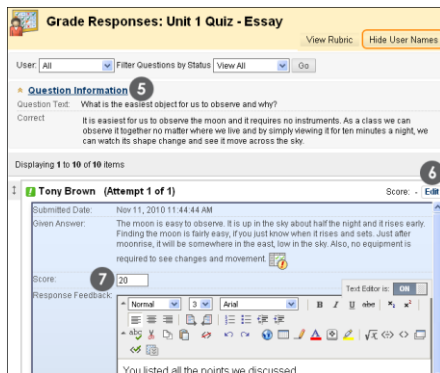
Viewing and Grading by Question

1. In the Grade Center, click the **Action Link** in the column heading of the test you want to grade.
2. Select **Grade Questions** from the contextual menu.
3. On the **Grade Questions** page, you can filter the questions by status: *Graded*, *Needs Grading*, or *In Progress*. You may also select the check box for **Grade Responses Anonymously**, if needed.
4. For each question, click the number in the **Responses** column.



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Viewing and Grading by Question



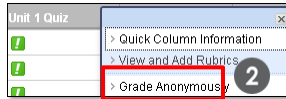
NOTE: If Question Sets are used, the instructor will need to click on the Question Set and select the response.

5. On the **Grade Responses** page, expand the **Question Information** link to view the question. If anonymous grading was not previously selected, click **Hide User Names** on the Action Bar. Click **OK** in the pop-up window to verify the action.
6. Click **Edit** next to the score for a user.
7. Type a grade in the **Score** box. Optionally, add **Response Feedback** specific to the individual question. The Response Feedback box only appears for certain question types, such as essays. Use the Text Editor functions to format the text and add files, images, links, multimedia, and Mashups. Click **Submit**.
8. Click **Back to Questions** at the bottom of the page to return to the **Grade Questions** page when all student responses have been graded.



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Viewing and Grading Anonymously



1. In the Grade Center, click the Action Link in the column heading of the test you want to grade.
2. Select **Grade Anonymously** from the contextual menu.
3. On the **Grade Test** page, a student's test appears without identifying information. Review the student's answers and grade any questions that require manual grading, such as essay questions.
4. Click **Save and Next** to grade the next test when available, or **Save and Exit** to return to the Grade Center.



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Clearing Test Attempts

- You can **clear** a test attempt, allowing a student to retake a test.
- If you clear a grade that has a previous attempt, **the previous attempt is now the grade**.
- The grade is cleared and the action is recorded under **Grade History**. The grade is also cleared in the Grade Center column.



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From the Faculty FAQs wiki:

“All my questions are “auto-grading” formats—why are some students’ tests not being automatically graded?”

If an Instructor is seeing a "Needs Grading" indicator in the Grade Center, it means that there's something about the tests that prevented them from being automatically graded. Generally, there are two reasons for this:

- **There is a question type that cannot be automatically graded.** There are three question types that will prompt manual grading:
 - Essay
 - Short answer
 - File Response
- **The instructor set a time limit on the test and the student went over the time limit,** requiring that the test be manually graded so the instructor can decide whether to deduct points for submitting the test over the time limit. **To avoid this problem use the AUTO-SUBMIT option when you set up Test Options:**
 - **OFF:** The user is given the option to continue after time expires.
 - **ON:** Test will save and submit automatically when time expires.

TO FORCE GRADING: If there are any tests that remain in the status of "Needs Grading" after the test due date has passed, the Instructor can also go to that test attempt and click "Save and Exit". This will force the grading to take place.



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Overriding Grades



Overriding a grade changes the value of the grade and ignores the results of any past or FUTURE user attempts.

Score	Attempt
50.00	
50.00	> View Grade Details 4
-	> Exempt Grade
-	> Attempt 7/16/09 50.00

Current Grade:	50.00 out of 60 points						
	Grade based on Grade of Last Attempt						
	Due: None						
	Calculated Grade 50.00						
	Grade Attempts						
<table border="1"> <thead> <tr> <th>Date Submitted (or Saved)</th> <th>Value</th> <th>Feedback</th> </tr> </thead> <tbody> <tr> <td>Jul 16, 2009 3:58:18 PM (Completed)</td> <td>50.00</td> <td></td> </tr> </tbody> </table>		Date Submitted (or Saved)	Value	Feedback	Jul 16, 2009 3:58:18 PM (Completed)	50.00	
Date Submitted (or Saved)	Value	Feedback					
Jul 16, 2009 3:58:18 PM (Completed)	50.00						

<input type="checkbox"/> Exempt user from this item <input type="text" value="55"/> 6	Feedback to User John, I've given you 5 points credits for your answer on question #2 7	Grading Notes Give an acceptable alternate answer for question #2 8
<input type="button" value="Cancel"/> <input type="button" value="Save"/> 9		



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Overriding Grades

Worksheet 1	Initial Group Pla
23.00	--
20.00	
20.00	> View Grade Details
25.00	> Quick Comment

- Alternatively, override grades can be typed directly in the Grade Center cells. Since override grades supersede all other grades, only use this method if students will not be submitting any other attempts.
- Click an item's exclamation mark or assigned grade and type the grade in the box. Press Enter to save the grade.
- Use the **Quick Comment** option in the cell's contextual menu to add feedback or explain the grade change.

Overriding Grades


Current Grade: 55.00 out of 60 points Original grade has been overridden. [Revert](#)

Grade based on Grade of Last Attempt
 Due: None
 Calculated Grade: 50.00
[Grade Attempts](#)

Worksheet 1	Initial Group Pla
23.00	--
20.00	
20.00	> View Grade Details
25.00	> Quick Comment

Grade Information Bar		
Last Name	First Name	Movie Trva Qui
Adams	John	55.00
Curie	Marie	50.00
Dahill	Mary Sue	-
Franklin	Ben	-
Himeffarb	Debra	-
Jefferson	Thomas	40.00
Mcaninch	Tina	-

Exempting a Grade

Unit 2 Quiz	Unit 3 Quiz
30.00	--
20.00	--
30.00	--
15.00	
--	
30.00	
20.00	
10.00	--
10.00	--
	--

> View Grade Details

> Quick Comment

> Exempt Grade

You can **exempt** a grade from a student's record. *When you exempt a grade, the grade is ignored in all Grade Center calculations.* The grade cell displays a blue square. You can also apply an exemption *before* a grade is assigned.

Viewing Statistics

- > Quick Column Information
- > View and Add Alignments
- > View and Add Rubrics
- > Grade Anonymously
- > Grade Attempts
- > Grade Questions
- > View All Attempts
- > Edit Column Information
- 2** > Column Statistics
- > Set as External Grade
- > Attempts Statistics
- > Download Results
- > Show/Hide to Users
- > Clear Attempts for All Users
- > Sort Ascending
- > Sort Descending
- > Hide Column

Column Details				
Column	Advanced Question Types Assessment (Test)			
Points Possible	160			
Description				
Statistics	Status Distribution	Grade Distribution		
Count	Null	7	greater than 100	0
Minimum Value	In Progress	0	90 - 100	0
Maximum Value	Needs Grading	0	80 - 89	0
Range	Exempt	0	70 - 79	0
Average			60 - 69	0
Median			50 - 59	4
Standard Deviation			40 - 49	0
Variance			30 - 39	0
			20 - 29	0
			10 - 19	0
			0 - 9	0
			less than 0	0

Viewing Attempts Statistics

The screenshot shows two parts of the Blackboard interface. On the left, the 'Advanced Questions' menu is open, with 'Attempts Statistics' highlighted and a large number '2' overlaid on it. On the right, the 'Test Statistics: Movie Trivia Quiz' page is displayed, showing a table of student performance and a large number '3' overlaid on it.

Name	Score	Attempts	Graded Attempts	Attempts that Need Grading	Instructions
Movie Trivia Quiz	48.33	3 (Total of 3 attempts for this assessment)	3	0	Read each question and answer choice carefully. Select the best answer.

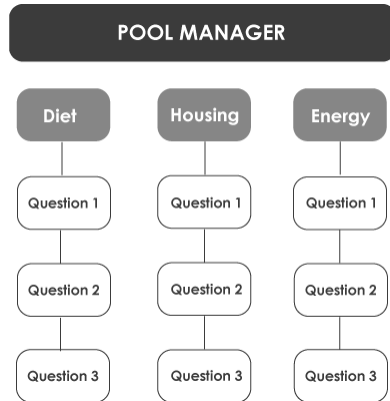
Question 1: Multiple Choice	Average Score
Listen to this sound file and tell me who I am:	6.67 points
SUBMIT ANSWER	
Correct	Percent Answered
<input type="checkbox"/> Ally Sheedy	0%
<input checked="" type="checkbox"/> Judy Garland	66.667%
<input type="checkbox"/> Lisa Minelli	33.333%

Your Turn: Grade a Test

1. On the **Control Panel**, under **Grade Center** click **Full Grade Center** or **Tests**.
2. In **Grade Center**, locate the cell for the student's test containing a score or an exclamation mark. The exclamation mark appears when a 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 **View Grade Details**.
6. On the **Grade Details** page, click **Grade Attempts**
7. On the **Grade Test** page, review the student's answers, grade any questions that require manual grading
8. Click **Save and Next** to go to the next student's quiz, or **Save and Exit** to return to the **Grade Center**.

About Pools

A **pool** is collection of questions that can be stored for repeated use.
Your Blackboard Vista Question Database will be migrated over as a Pool.



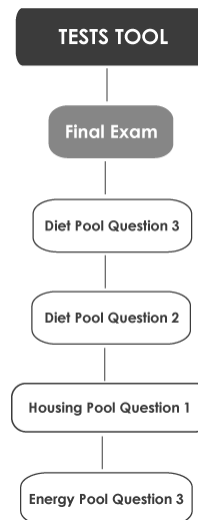
Note: **Pools** and **Tests** can be given identical names and there will be no error message—so be careful with your naming!

} questions

About Pools

During test creation, you can find questions to include by searching Pools as well as existing Tests.

Later, you will also learn how new Tests can be created using sets of questions (“Question Sets”) that can draw from both pools and tests.



Creating a Pool

The screenshots illustrate the steps to create a pool:

- Access the **Control Panel** and select **Tests, Surveys, and Pools**.
- Click on **Pools** in the navigation menu.
- Click on **Build Pool** or **Import Pool**.
- On the **Pool Canvas**, click on **Upload Questions**.

Access the Pool Manager from the **Control Panel** under **Course Tools**. Creating a pool is almost identical to creating a test. The overall steps include the following:

1. **Add the pool.** Students will not see the pool name, description, or instructions, so the information you add is only for your purposes.
2. **Specify the pool Question Settings.** These are identical to test Question Settings, except there are no scoring options. For example, there is no option to add default point values, because pool questions do not have points assigned. You assign points to the questions once they have been added to a test.
3. **Add the questions.** The process in Pool Manager is identical to the process for adding questions to a test.

Importing a Pool: Used for Publisher Test Banks

The screenshots illustrate the steps to import a pool:

1. On the **Pool Manager** page, click **Import Pool**.
2. On the **Pool Import** page, click **Browse My Computer**.
3. Click **Submit**. The **Pool Import Complete** page appears.
4. Click **OK**. The imported pool is added to the list on the **Pool Manager** page.

1. On the **Pool Manager** page, click **Import Pool**.
2. On the **Pool Import** page, click **Browse My Computer**.
3. Click **Submit**. The **Pool Import Complete** page appears.
4. Click **OK**. The imported pool is added to the list on the **Pool Manager** page.

Upload Questions into a Pool

Let's upload the questions from the text file you downloaded earlier into a new Pool. Then we'll create a new test with questions from the pool.

Pool Canvas: U.S. History and Political Structure

The Pool Canvas presents an inventory list of questions that can be managed and searched. Instructors can use the check boxes to select any or all questions and then delete them or change the points for them. [More Help](#)

Create Question Find Questions **Upload Questions** Question Settings

Description
Instructions
Total Questions 0
Total Points 0

Select a question type from the Create Question

Upload Questions

Questions can be authored offline in a specially formatted text file and uploaded into Tests, Surveys, and Question Pools. Once uploaded, questions can be edited and used like questions that have been authored in the system. [More Help](#)

Cancel Submit

1. Upload Questions

Click Browse to locate a file to import.

File containing questions to import **Browse...** **Browse to, and upload, the text file for the POOL**

Enter the points possible per question. The default value is assigned from Question Settings. If no value is defined in Question Settings, 0 is used. Changing the value here does not affect Question Settings.

Points per question **Set the baseline points for questions-- these can be changed later for**

2. Submit



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About Question Sets & Random Blocks

Question Set Points per question:

Total Questions: 10

Number of Questions to display: Total Points: 30

Questions in the Set

- A **Question Set** is a collection of questions drawn from selected **Tests and/or Pools**. From this set, you specify how many questions from the set to present to the student. The specific questions presented are randomly chosen from the set for each time the test is taken. For each question set, you can specify:
 - The pools and tests from which it will be drawn
 - The type of questions to be drawn
 - (NOTE: It is strongly recommended that ALL of the questions in a particular set are of the same question type!)
 - The number of questions to be drawn
- **Random Blocks** also randomly select questions from a pool to be presented each time the test is taken. Unlike Question Sets, each random block can only be drawn from a single pool. You cannot draw random blocks of questions from tests or more than one pool.



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Your Turn: Create a Test with two Question Sets

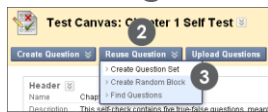
Let's create one question set with **MULTIPLE CHOICE** questions and one question set with only **ESSAY QUESTIONS**.

1. On the **Control Panel**, under **Course Tools**, click **Tests, Surveys, and Pools**.
2. On the **Tests, Surveys, and Pools** page, click **Tests**.
3. Name this Test, **"Question Set Test"**.
4. Click **Question Settings**
 - Select **Options**
 - » Feedback
 - » Images, Files, Links
 - » Metadata
 - » Scoring
 - » Display
 - Click **Submit**
 - **Now let's add the questions to the test, using Question Sets.**



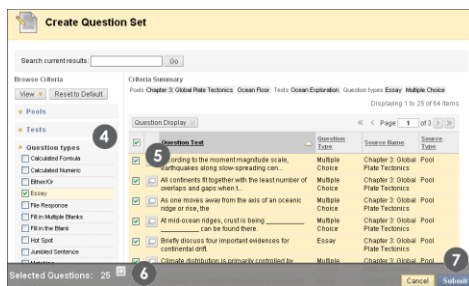
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Creating Question Sets



After you have created or accessed a test:

2. On the **Test Canvas** page, point to **Reuse Question** on the Action Bar to access the drop-down list.
3. Select **Create Question Set**.



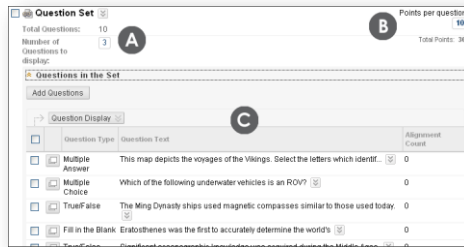
4. On the **Create Question Set** page, search for questions using the **Browse Criteria** options.
5. Select the questions to include in the test. Select the check box in the header row to select all questions.
6. Review your selected questions.
7. Click **Submit**.

You're going to do this **TWICE** – first to select a set of questions that are multiple choice. Then again to select a set of questions that are essays.



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Creating Question Sets



Example:

- From a set of 12 multiple choice questions in your set, you want **3** to be displayed.
- From a set of 2 possible essay questions you choose **1** to be displayed.
- The result is a quiz with **4 QUESTIONS**.

A. Assign the total number of questions to present to students. To ensure students are presented with a question set each time, assign a number less than the total number of questions.

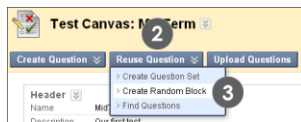
B. Type a point value per question. The point value you add will be assigned to every question in the set. You cannot assign separate point values for individual questions in the same question set.

C. View, edit, and delete Questions in the Set.

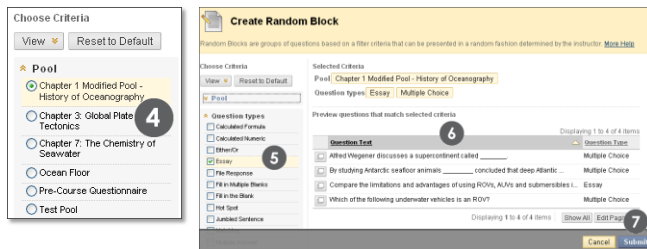


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Creating Random Blocks



Random Blocks also randomly select questions from a pool to be presented each time the test is taken. Unlike Question Sets, each random block can only be drawn from a single pool; not from tests or multiple pools. Also, random blocks draw by question type; you cannot select specific questions.



2. On the **Test Canvas** page, point to **Reuse Question** on the Action Bar to access the drop-down list.
3. Select **Create Random Block**.
4. On the **Create Random Block** page, select a pool.
5. Select at least one question type to include in the test. All questions that meet the criteria will be added to the block.
6. Review your selected questions.
7. Click **Submit**.



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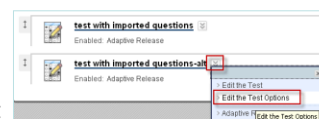
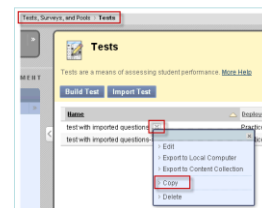
Creating Random Blocks

NOTE: When you add questions to a test using the Random Block feature, each question is linked. The questions do not exist in the test. Therefore, if you change an original question, the revised version of the question will appear. Once the test with the linked question is deployed, the questions will no longer reflect revisions made to the original.

Creating alternate tests for students with learning disabilities

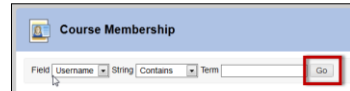
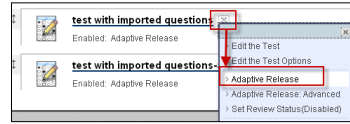
Sometimes instructors have to create two versions of a test to provide more time for a student with learning disabilities. Here's how in Bb Learn.

1. Create the original test and deploy it. Make sure in Test Options it's "available".
2. From the list of Tests in the Tests/Surveys/Pools tool, select the Action Links dropdown next to the original test and copy it.
3. Deploy the new, alternate test, click the Action Links dropdown and edit the Test Options to change the amount of time students have to take the test. Make sure it too is "available".



Creating alternate tests for students with learning disabilities (continued)

- On the original test, select **Adaptive Release**, and in the Membership section click the *Browse* button.
- Click the *Go* button to display ALL students in the class.
- Put a check in front of all students EXCEPT the student who is to take the “alternate” test.
- Now repeat this process with the alternate test**, except put a check ONLY in front of the student(s) who are to take the alternate version.



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Alternate Tests: What the Students See in My Grades

Just as in Bb Vista: Students see BOTH test titles in “My Grades” but only see a *grade* for the one that THEY took.

So BE DISCRETE when titling the “alternate” tests! (NEVER include the name or initials of the students who will be taking the test, or including “learning disability” or similar verbiage in the title!*)

*In case you’re wondering, whether instructors have ever done this, the answer is YES. Which is why it’s included in this document.

My Grades Student 1 – regular test

Item Name	Details	Last Student Activity	Last Instructor Activity	Grade	Points Possible	Comments
Weighted Total	Details			-	0	
Total	Details			49.00	60	
Practice Assignment	Details	Apr 15, 2011		-	25	
test with imported questions	Details	Mar 5, 2011	Mar 1, 2011 5:41 PM	49.00	60	
test with imported questions-alt	Details			-	60	

My Grades Student 2 – alternate test

Item Name	Details	Last Student Activity	Last Instructor Activity	Grade	Points Possible	Comments
Weighted Total	Details			-	0	
Total	Details			45.00	60	
Practice Assignment	Details	Apr 15, 2011		-	25	
test with imported questions	Details	Mar 5, 2011		-	60	
test with imported questions-alt	Details		Mar 1, 2011 5:40 PM	45.00	60	great job

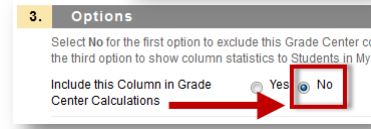
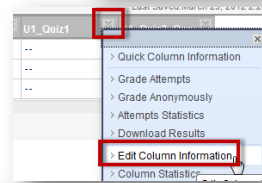
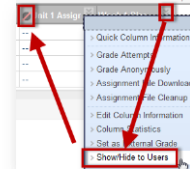


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Common Questions about Alternate Tests

What if I don't want all students to see the alternate test when they go to My Grades?

- If you don't want students to see the alternate test, you can go into Grade Center, click the action link dropdown next to the column heading and select "Show/hide to Users". This will display a small round icon in the column head indicating the column is hidden from students. *However, this can be problematic for the student(s) taking the alternate tests as they can no longer see their grades in My Grades.* Instructors could send them a message or email them but this is inefficient.
- Another option (but one that requires the instructor to be VERY careful with what they're doing in the Grade Center!) is to hide the column of the "alternate" quiz and then the instructor can go into Grade Center and **copy** the grade from the "alt quiz" column to the column of the quiz that does *not* have the accommodation time setting, while leaving the original grade in place. **If you do this you must be sure to edit the column information for the "alt" quiz column and EXCLUDE IT from the Grade Center Calculations so it's not counted twice!**



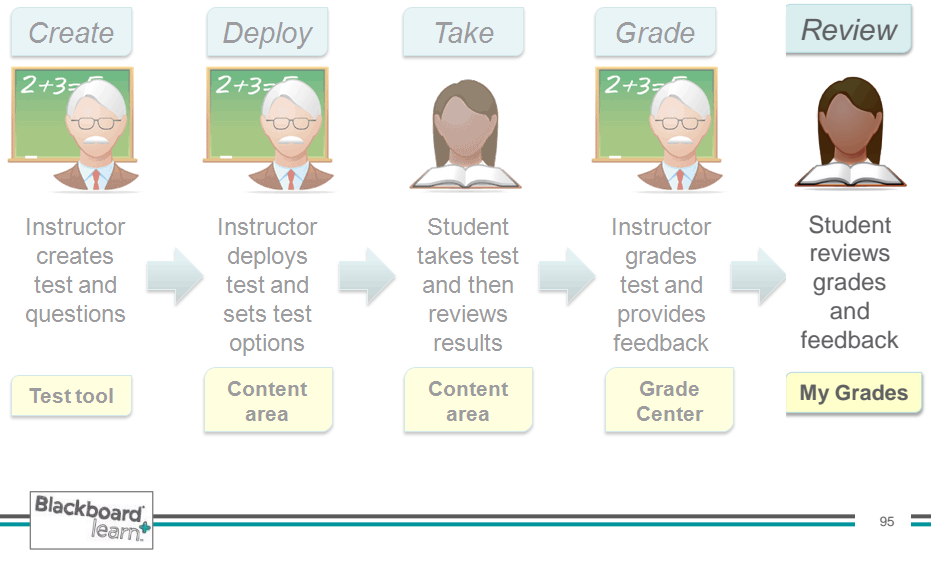
Checking AR Settings By Student

Instructors can use the **Adaptive Release** column in the **Performance Dashboard** to double-check what EACH student can or cannot see. In the example below, "tobidoe" does NOT see the "test with imported questions-alt".

Last Name	First Name	Username	Role	Last Course Access	Days Since Last Course Access	Review Status	Adaptive Release	Discussion Board	Early Warning System	View Grades
Doe	Tobi	tobidoe	Student	Mar 1, 2011 5:48:23 PM	0	0	🚫	0	-	🔍
Student	TK	tkstudent	Student	Mar 1, 2011 5:50:54 PM	0	0	📁	0	-	🔍
Doe	Ben	bendoe	Student	Mar 1, 2011 5:57:19 PM	0	0	📁	0	-	🔍



The Test Lifecycle



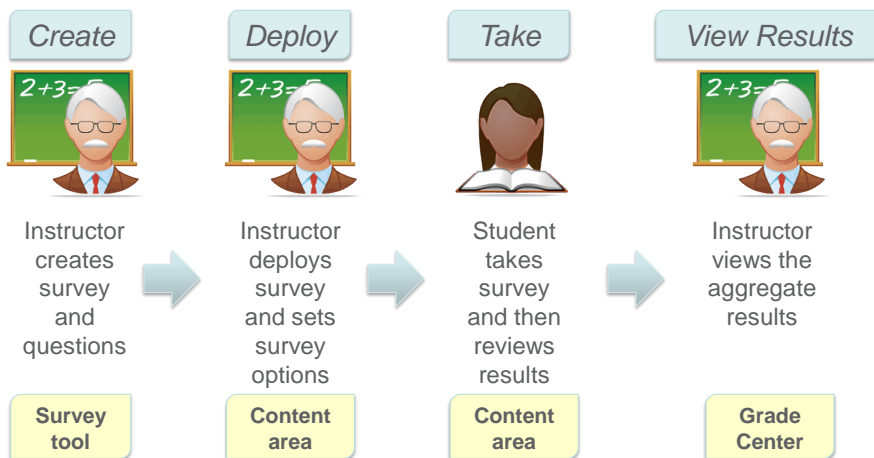
Your Turn: Review your Grades

1. Go to My Blackboard and click into the course section of one of your neighbors who graded the test(s) you took.
2. Check your grades (and possible comments) in My Grades.

Recap: Key Concepts Related to Tests

- Identify strategies that encourage academic honesty
- Create a test and add or select questions
- Set test creation settings and order test questions
- Add the test to a Learning Module, Content Area, or Folder and set test options based on pedagogical objectives
- Assign or override grades in Grade Center, and clear test attempts
- View test statistics

The Survey Lifecycle



Wrap-up & Questions

- Questions?
- Do you know how to find what you need for further exploration of Bb Learn?
- Do you know who to contact locally for help?
- Other concerns or issues?



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Thanks for attending!

Questions? Contact Tobi Krutt at the System Office

tkrutt@commnet.edu

