



Assessments

Part One

Blackboard Learn 9.1
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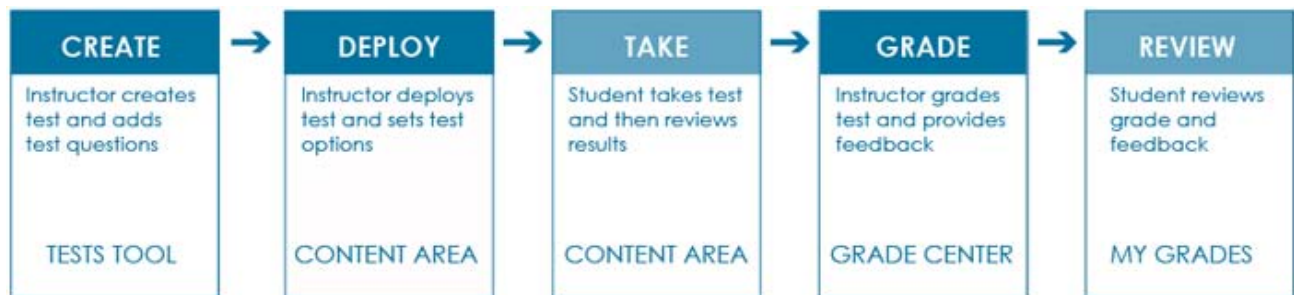
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1: Workshop Overview

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 an 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.

Roadmap

2: Student Experience

- Access and complete a test
- Explore steps to discourage cheating

3: Creating Tests

- Create tests and add various question types
- Select options for feedback, question and answer content, metadata, and scoring
- Set order or choose random presentation
- Use tests and feedback to enhance learning

4: Deploying Tests

- Preview a test
- Make a test available and change default options

5: Grading Tests

- Grade questions manually and provide feedback to students
- Give full credit, change point values, and edit and delete questions
- Override a grade and reset a test
- View statistics

2: Student Experience

In this section, you explore a test and view the various types of questions as they appear from a student's perspective. This provides 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 can opt to provide information following the test title.

Tests



Oceanography Midterm

This test contains 50 multiple choice questions and three essay questions. You have one hour to complete the test and may only take it one time. Total points:80.

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

Along with the information you write in the **Description** and **Instructions** area when creating the test, students are given information about the test options you chose, such as whether they can take the test multiple times, how long the time limit is, and whether they can continue beyond the specified time.

Students see a collapsible status bar above the test questions, showing which questions have been answered. If you have set a timer for the test, that will also appear in the status bar.

Take Test: Oceanography Midterm

Description	This test contains 50 multiple choice questions and three essay questions. You have one hour to complete the test and may only take it one time. Total points: 80.
Instructions	You have one hour to complete the test. You can revisit any question as time permits. Ensure you click Save if you change an answer.
Timed Test	This Test has the time limit of 1 hour. You are notified when time expires, and you may continue or submit. Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.
Multiple Attempts	Not allowed. This Test can only be taken once.
Force Completion	This Test can be saved and resumed later.

Remaining Time: 59 minutes, 24 seconds.

Question Completion Status:

Save All Answers

Save and Submit

Question 1

10 points

Save Answer

Oceanic crust is made of basalt and gabbro.

☒ True

☐ False

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 prevent cheating completely, 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.

¹Rowe, N. C. (2004). Cheating in Online Student Assessment: Beyond Plagiarism. *Online Journal of Distance Learning Administration* Volume 7, Number 2. Retrieved February 4, 2010 from <http://www.westga.edu/~distance/ojdla/summer72/rowe72.html>.

3: Creating Tests

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

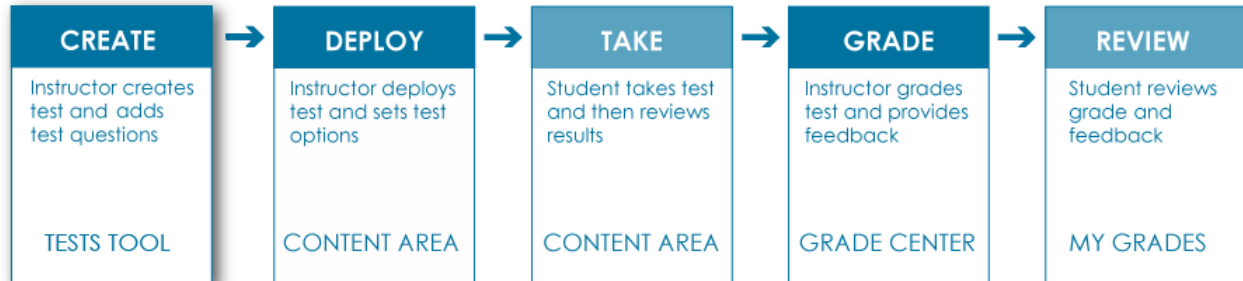
Learning Outcomes

After completing this section, you will be able to:

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

The Assessment Lifecycle

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



There are four overall steps to creating a test:

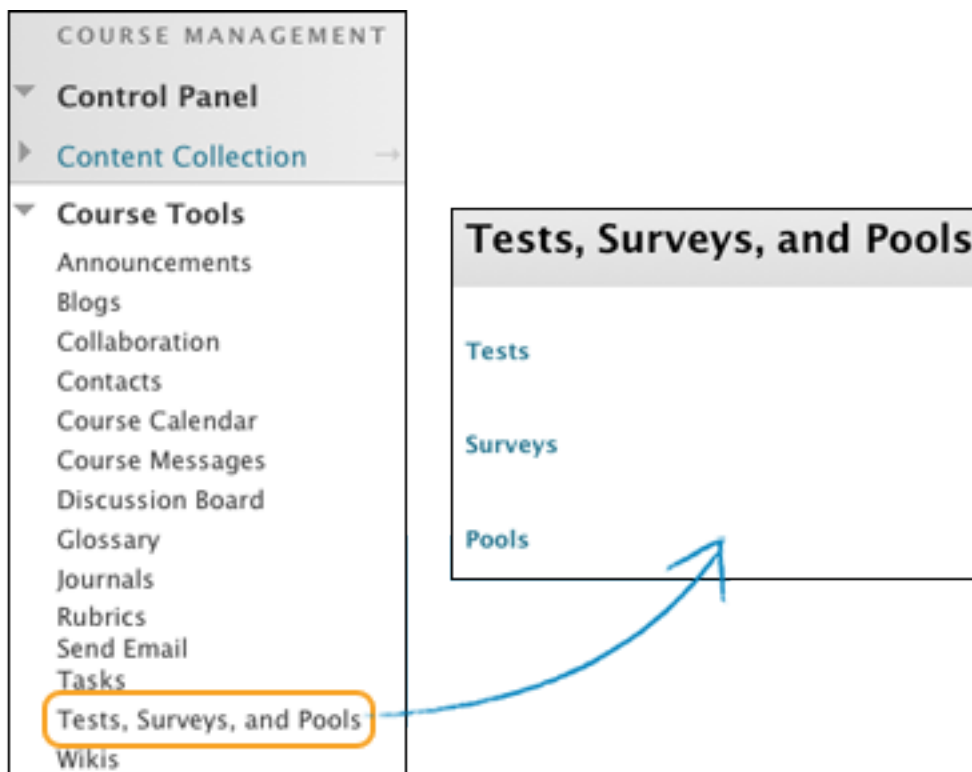
- Add the test.
- Specify the question settings.
- Add the questions.
- Order the questions.

The Tests Tool

Tests are created in the Tests tool.

QUICK STEPS: Accessing the Tests Tool

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



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

Tests		
Build Test Import Test		
Name ▲	Deployed	Date Last Edited
Chapter 1 Test	Assignments	December 10, 2012 12:42 PM
Chapter 2 Test	Assignments	December 10, 2012 12:42 PM
Chapter 3 Test	Assignments	December 10, 2012 12:42 PM

Adding a Test

When a test is added, you can include the following basic information:

- Name of the test.
- Description, which appears under the title in a content area and at the top of the test after it is started.
- 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**. You can use the content editor functions to format the text and include files, images, web links, multimedia, and mashups.
3. Click **Submit**.

The screenshot shows the 'Test Information' form in Blackboard. At the top, there's a header 'Test Information' with a note '* Indicates a required field.' and 'Cancel' and 'Submit' buttons. Below this, the form is divided into three main sections: '1. Test Information', 'Description', and 'Instructions'. Each section has a title bar with a required field indicator and a text input area. The 'Description' and 'Instructions' sections include a rich text editor toolbar with options for Paragraph, Arial, 3 (12pt), Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Image, Video, Audio, and Mashups. Below the text input areas, there are 'Path: p' and 'Words: 0' indicators.

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

The Test Canvas

After adding the test information, the **Test Canvas** appears, displaying the test name, description, and instructions. The next step in the test creation process is selecting the question settings.

The screenshot shows the 'Test Canvas' interface. At the top, the title 'Test Canvas: History of Ocean Exploration and Science' is displayed with a dropdown arrow. Below the title is a navigation bar with four buttons: 'Create Question' (with a dropdown arrow), 'Reuse Question' (with a dropdown arrow), 'Upload Questions', and 'Question Settings' (highlighted with an orange border). The main content area is a light gray box containing the following information:

- Description:** This test covers material presented in Chapter 1 – The History of Ocean Exploration and Science. This is a timed assessment. You will see all questions at once.
- Instructions:** Please select the correct answer for each question.
- Total Questions:** 0
- Total Points:** 0

Below the main content area, a note states: 'Select a question type from the Create Question drop-down list.'

QUICK STEPS: Accessing the Test Canvas

1. On the **Control Panel**, expand the **Course Tools** section and select **Tests, Surveys, and Pools**.
2. On the **Tests, Surveys, and Pools** page, click **Tests**.
3. Either build a new test or access an existing test's contextual menu and select **Edit**.

NOTE: Alternatively, you can go to the course area where a test is deployed, access its contextual menu, and select **Edit the Test**.

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 web 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 or negative 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**, click **Question Settings** on the action bar.
2. On the **Test Question Settings** page, select the options you need.
3. Click **Submit**.

Test Question Settings	
	<div>Cancel</div> <div>Submit</div>
1. Feedback	<div><input type="checkbox"/> Provide feedback for individual answers.</div>
2. Images, Files, and Web Links	<div><input type="checkbox"/> Add images, files, and web links to questions.</div> <div><input type="checkbox"/> Add images, files, and web links to answers.</div>
3. Question Metadata	<div><input checked="" type="checkbox"/> Add categories, topics, levels of difficulty, keywords and instructor notes to questions.</div>
4. Scoring	<div><div><input checked="" type="checkbox"/> Specify default points when creating questions. Default point value <input type="text" value="10"/></div><div><input checked="" type="radio"/> Use the currently assigned points when finding and adding questions.</div><div><input type="radio"/> Use default points when finding and adding questions.</div><div><input checked="" type="checkbox"/> Specify partial credit options for answers.</div><div><input type="checkbox"/> Specify negative points options for answers.</div><div><input checked="" type="checkbox"/> Provide option to assign questions as extra credit.</div></div>
5. Display	<div><input checked="" type="checkbox"/> Specify random ordering of answers.</div> <div><input checked="" type="checkbox"/> Specify the horizontal or vertical display of answers.</div> <div><input checked="" type="checkbox"/> Specify numbering options for answers.</div>

The custom feedback provided to students is 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. You can edit the value for each individual question during question creation.

Offering Partial Credit

Partial credit rewards students who demonstrate emerging mastery of the material. For example, you can award some of the question's possible points for an answer that lists two of three correct answers.

Before you can use partial credit for answers, you must enable it in **Question Settings**. Partial credit is available for the following automatically graded question types:

Assessments: Part One

- Multiple Answer
- Multiple Choice
- Ordering
- Matching

Assessments: Part Two

- Jumbled Sentence
- Fill in Multiple Blanks
- Opinion Scale/Likert
- Quiz Bowl

Handout

- Calculated Formula

You can find instructions for configuring partial credit for each question type in the relevant section.

An option to give negative credit for incorrect answers is also available for Matching, Multiple Answer, and Multiple Choice questions.

Question Types

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

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

The process for adding questions to tests is similar for each question type. All question types are chosen on the **Test Canvas** 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.

At a minimum, you must add the following:

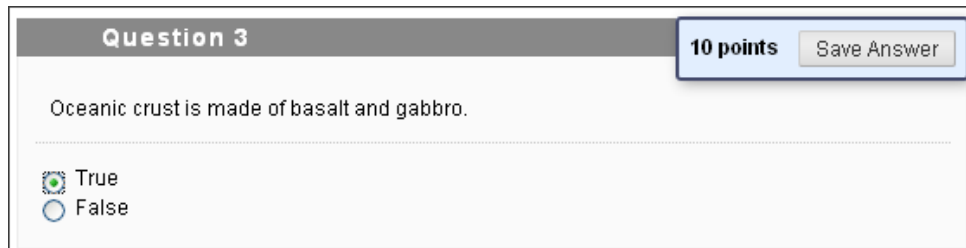
- Question text
- Answer
- Point value

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

NOTE: You can associate rubrics with Essay, File Response, or Short Answer questions. See the *Using Rubrics* manual for more information on associating, managing, and grading with rubrics.

True/False Questions

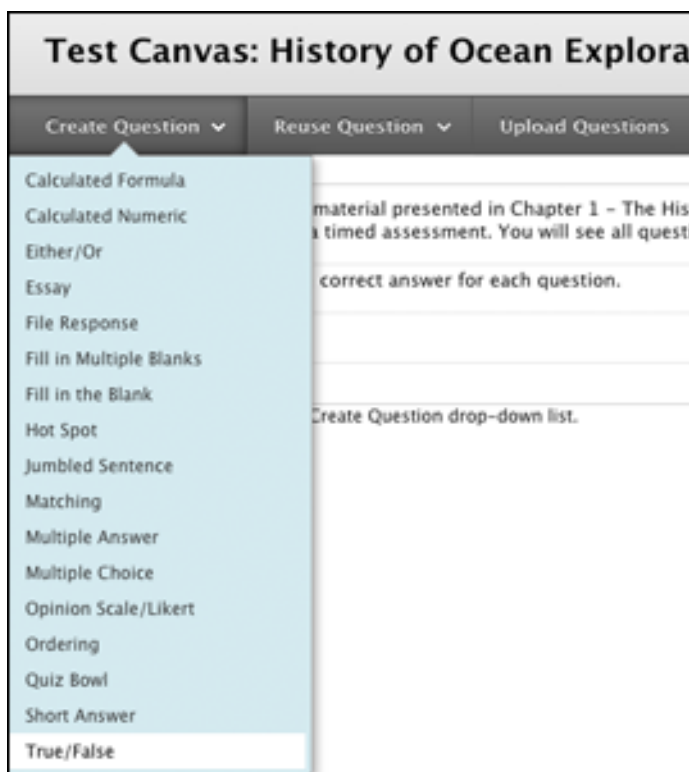
True/False questions can be written quickly and can cover a lot of content. They are graded automatically.



The screenshot shows a Blackboard question interface. At the top, a dark grey bar contains the text "Question 3" on the left and "10 points" and a "Save Answer" button on the right. Below this bar, the question text "Oceanic crust is made of basalt and gabbro." is displayed. Underneath the question text, there are two radio button options: "True" (which is selected) and "False".

QUICK STEPS: Creating True/False Questions

1. On the **Create Question** drop-down list, select **True/False**.



The screenshot shows the "Test Canvas: History of Ocean Explora" interface. At the top, there are three buttons: "Create Question", "Reuse Question", and "Upload Questions". The "Create Question" button is clicked, and a dropdown menu is open. The menu lists various question types: Calculated Formula, Calculated Numeric, Either/Or, Essay, File Response, Fill in Multiple Blanks, Fill in the Blank, Hot Spot, Jumbled Sentence, Matching, Multiple Answer, Multiple Choice, Opinion Scale/Likert, Ordering, Quiz Bowl, Short Answer, and True/False. The "True/False" option is highlighted at the bottom of the list.

2. On the **Create/Edit True/False Question** page, type the **Question Text**. You can format the question with the content editor.
3. Select the correct answer by selecting the **True** or **False** option.
4. Optionally, type **Feedback** for correct and incorrect answers.

- Click **Submit**. The question appears on the **Test Canvas** under the header.

The screenshot shows the 'Test Canvas' interface for a test titled 'History of Ocean Exploration and Science'. At the top, there are navigation buttons: 'Create Question', 'Reuse Question', 'Upload Questions', 'Question Settings', and a sort icon. Below these, a summary box contains the following information:

- Description:** This test covers material presented in Chapter 1 – The History of Ocean Exploration and Science. This is a timed assessment. You will see all questions at once.
- Instructions:** Please select the correct answer for each question.
- Total Questions:** 1
- Total Points:** 10

Below the summary box, there are controls for selecting and filtering questions: 'Select: All None' and 'Select by Type: - Question Type -'. A circular callout 'C' points to the 'Question Type' dropdown. Below these are buttons for 'Delete', 'Points', 'Update', and 'Hide Question Details'. A circular callout 'D' points to the 'Points' button.

The main area displays a list of questions. The first question is a True/False question: '1. True/False: The oceanic crust is made of basalt a...'. It has a points value of 10. A circular callout 'B' points to the checkbox next to the question number. Below the question, there is a table with the following rows:

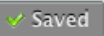
Question	The oceanic crust is made of basalt and g
Answer	<input checked="" type="checkbox"/> True <input type="checkbox"/> False
Correct Feedback	Correct! Oceanic crust is made of basalt a five km thick.
Incorrect Feedback	Incorrect. Oceanic crust is made of basalt five km thick.

A contextual menu is open over the question, with a circular callout 'A' pointing to the 'Edit' option. The menu includes the following options: 'Details', 'Edit', 'Create Question Above', 'Create Question Below', 'Copy', and 'Delete'.

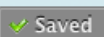
- At any time, you can edit or delete a question from the **Test Canvas**. Access the question's contextual menu and select **Edit** to make changes to the question, answers, and feedback.
- Delete or update points for all selected questions. Include questions by selecting the check box.
- Select questions by type. For example, select all True/False questions.
- Update the points for individual questions.

Multiple Choice or Multiple Answer Questions

With Multiple Choice questions, students select one correct answer. Text boxes for 4 answers are provided by default, but you can add up to 20 answers. Multiple Choice questions are graded automatically and are eligible for partial or negative credit options.

Question 2	10 points 
How old is the oldest oceanic crust?	
<input checked="" type="radio"/> a. 200 million years	
<input type="radio"/> b. 500 million years	
<input type="radio"/> c. 2 billion years	
<input type="radio"/> d. 8 billion years	

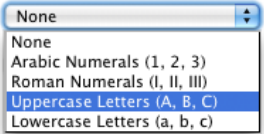
If you want students to select multiple correct answers, create a Multiple Answer question.

Question 18	10 points 
What are beaches generally composed of?	
<input type="checkbox"/> a. Bedrock	
<input checked="" type="checkbox"/> b. Pebbles	
<input type="checkbox"/> c. Clay	
<input checked="" type="checkbox"/> d. Sand	
<input type="checkbox"/> e. Boulders	

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**. You can format the question with the content editor.
3. You can select **Options**, such as how answers are numbered.
4. Select **Number of Answers** from the drop-down list. You can delete any answer box by clicking **Remove** to the right of the box.
5. Type answers in the **Answer** text boxes.
6. Select the **Correct** answer. For a Multiple Answer question, select all correct answers.
7. If you selected **Provide Feedback for Individual Answers** in the test's question settings, you can add custom feedback for each answer.
8. Click **Submit**.

2. Options


Answer Numbering 


Answer Orientation


Allow Partial Credit

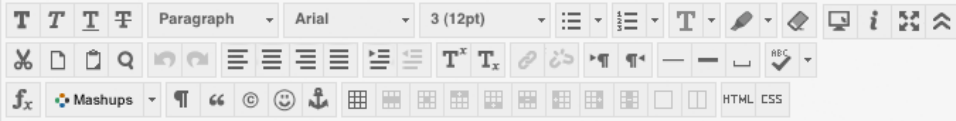
Show Answers in Random Order ☐

3. Answers

Number of Answers 

Correct  Answer 1.





Path: p Words: 0

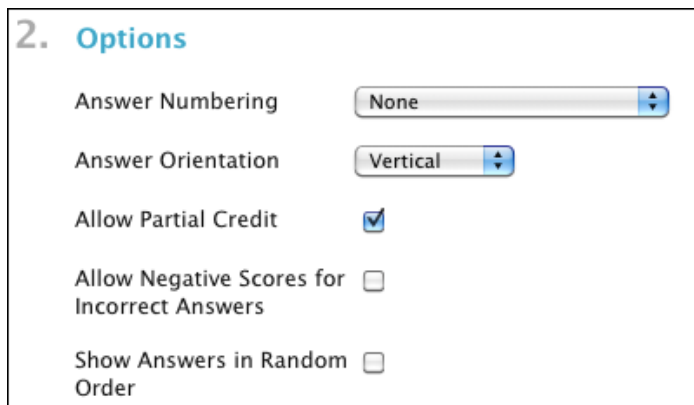
Partial and Negative Credit for Multiple Choice and Multiple Answer Questions

You can specify partial or negative credit for Multiple Choice and Multiple Answer questions. You can allow partial credit for an answer that is partially correct. Negative credit is used to discourage guessing.

NOTE: You must enable the options to specify partial and negative credit on the **Question Settings** page to use them on individual questions.

QUICK STEPS: Specifying Partial or Negative Credit for a Question

1. On the **Test Canvas**, create or edit a Multiple Choice or Multiple Answer question.
2. Under **Options**, select the **Allow Partial Credit** check box.
3. Optionally, select the **Allow Negative Scores for Incorrect Answers** check box. This option appears after **Allow Partial Credit** is selected.



2. Options

Answer Numbering: None

Answer Orientation: Vertical

Allow Partial Credit: ☒

Allow Negative Scores for Incorrect Answers: ☐

Show Answers in Random Order: ☐

4. In the **Partial Credit %** text box following each incorrect answer, type a value for partial credit. This number is read as a percent. For example, typing 50 gives the student 50% of the question's possible points for selecting that answer. Zero is an acceptable value.
5. To assign negative credit to an answer, type a negative number in the **Partial Credit %** text box. For example, typing **-50** subtracts 50% of the question's possible points from a student's total grade for selecting that answer. Zero is an acceptable value.
6. Click **Submit**.

Ordering Questions

When creating an Ordering question, you add the answers in the correct order and then set the display order.

Ordering questions are graded automatically.



The screenshot shows a Blackboard assessment question titled "Question 5" with a value of "12 points" and a "Save Answer" button. The question text is "Order the four oceans in size, with the largest first." Below the text are four answer options, each with a reordering handle (a box with minus and plus signs): "Pacific", "Indian", "Atlantic", and a fourth option that is currently expanded to show a numbered list: "1.", "2.", "3.", and "4.". The "Atlantic" option is currently selected, indicated by a checkmark in its reordering handle.

QUICK STEPS: Creating Ordering Questions

1. On the **Create Question** drop-down list, select **Ordering**.
2. On the **Create/Edit Ordering Question** page, type the **Question Text**. You can format the question with the content editor.
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**.

Arranging the Display Order

Point to an answer to show its double-tipped arrow—or handle—that you can use to drag the answer into the desired display order.

Cancel

Submit

1. Answers

Correct Order

Display Order ↑↓

Position: 1

Correct Position: 2

Pacific

Atlantic

Position: 2

Correct Position: 4

Atlantic

Artic

Position: 3

Correct Position: 1

Indian

Pacific

Position: 4

Correct Position: 3

Artic

Indian

Partial Credit for Ordering Questions

You can specify partial credit for Ordering questions, giving a portion of the question's possible points to students whose order of answers is partially correct.

NOTE: You must enable the options to specify partial credit on the **Question Settings** page in order to use it on individual questions.

QUICK STEPS: Specifying Partial Credit for Ordering Questions

1. On the **Test Canvas**, create or edit an Ordering question.
2. Under **Options**, select the **Allow Partial Credit** check box.

The amount of partial credit will be assigned automatically, depending on the question's possible points and the number of answers.

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.

Matching questions are graded automatically and are eligible for partial or negative credit options.

The screenshot shows a Blackboard question interface for 'Question 3', which is worth 10 points. The question text is 'Match each term with its definition.' On the left, there is a list of terms: Deposition, Erosion, Lithification, and Wethering. Each term has a dropdown arrow next to it. A dropdown menu is open for 'Wethering', showing options A, B, C, and D. On the right, there is a list of definitions: A. The chemical alteration and breakdown of rock, B. The conversion of sediment to rock, C. The dropping of sediment into a long-term reservoir, and D. The picking up and carrying away of sediment. A 'Save Answer' button is located in the top right corner.

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**. You can format the question with the content editor.
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. The minimum number of question items is 4 and the maximum is 20.
5. Type question-answer sets in the **Question/Answer Pair** text boxes.
6. Optionally, you can select **Add unmatched answer choices** and specify a number to increase the question's difficulty.
7. For **Answer Order**, drag answers to the positions you want them to appear in the test question.
8. Optionally, type **Feedback** for correct and incorrect answers.
9. Click **Submit**.

4. Answer Order

- ☐ Randomly
☒ Manually

↕	Answer Choice	Answer
	Answer Choice 1	The picking up and carrying away of sediment
↓	Answer Choice 2	The dropping of sediment into a long-term reservoir
	Answer Choice 3	The conversion of sediment to rock
	Answer Choice 4	The chemical alteration and breakdown of rock

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.

Partial and Negative Credit for Matching Questions

You can specify partial or negative credit for Matching questions. Partial credit rewards students whose answer demonstrates incomplete mastery of the material. Negative credit is used to discourage guessing.

NOTE: You must enable the options to specify partial or negative credit on the **Question Settings** page in order to use them on individual questions.

QUICK STEPS: Specifying Partial or Negative Credit on Matching Questions

1. On the **Test Canvas**, create or edit a Matching question.
2. Under **Options**, select the **Allow Partial Credit** check box.
3. Optionally, select the **Allow Negative Scores for Incorrect Answers** check box to assign penalties for incorrect matches.
4. Optionally, select the **Allow Negative Overall Score for the Question** check box to allow a negative total for the question. Selecting this option means that the student could earn a score below zero for the question.

2. Options

Allow Partial Credit☒

Allow Negative Scores for Incorrect Answers☒

Allow Negative Overall Score for the Question☐

Answer Numbering

Uppercase Letters (A, B, C)

NOTE: The options to allow negative scores will not appear unless the option to allow partial credit is selected.

- Partial credit is automatically distributed to equal 100%. To change the distribution, type a number in the **Partial Credit %** text box below each question/answer pair. This number is read as a percent. For instance, typing **25** will give the student 25% of the question's possible points for selecting that match. Zero is an acceptable value, but the total partial credit percentages must add up to 100. Clicking **Update Partial Credit %** will redistribute the values evenly.
- To assign negative credit to an answer, type a negative number in the **Negative Credit %** text box. For instance, typing **-25** will subtract 25% of the question's possible points from a student's total grade for selecting that match. Zero is an acceptable value.
- Click **Submit**.

Fill in the Blank Questions

Fill in the blank questions consist of a phrase, sentence, or paragraph with a blank space indicating where the student should provide the missing word or words. You can use Fill in Multiple Blanks Questions to create a question with multiple answers.

Fill in the Blank questions are graded automatically. Answers are scored based on whether the student answer matches the correct answers you provide. You can require student answers to match exactly, contain part of the correct answer, or match a pattern that you specify. You choose whether or not the answer is case sensitive.

Question 17	10 points Save Answer
<p>_____ 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.</p> <input type="text"/>	

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**. You can format the question with the content editor. Be sure the question contains a blank for students to fill.
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. Select **Exact Match**, **Contains**, or **Pattern Match** from the drop down to specify how the answers will be evaluated against student answers.
6. Optionally, type **Feedback** for correct and incorrect answers.
7. Click **Submit**.

Create/Edit Fill in the Blank Question

* Indicates a required field.

Cancel

Submit

1. Question

Question Title

* Question Text

Rich text editor toolbar with options for Paragraph, Arial, 3 (12pt), and various formatting tools. The text area contains the following text:

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

Path: p Words: 28

2. Answers

Number of Answers 4

* Answer 1 Exact Match

Quartz

☐ Case Sensitive Remove

* Answer 2 Contains

Quartz

☐ Case Sensitive Remove

About Creating Answers

Keep the answers simple and limited to as few words as possible. Limit answers to one word to avoid extra spaces between words or the order of the words causing a student answer to be scored as incorrect.

- Select **Contains** from the drop-down list in the answer to allow for abbreviations or partial answers. This option counts the student's answer as correct if it includes the word or words you specify. For example, set up a single answer that contains Franklin so that Benjamin Franklin, Franklin, B Franklin, B. Franklin, and Ben Franklin are all counted as correct answers. This eliminates the need for you to list all acceptable possibilities for the answer Benjamin Franklin.

- Provide additional answers that allow for common spelling errors or select **Pattern Match** from the drop-down list in the answer to create a regular expression that allows for spelling variations. See the *Assessments: Part Two* manual for more information on pattern match.

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, such as a simple text editor like Notepad or TextEdit.

Essay questions are graded manually.

Question 130 pointsSave Answer

Explain what a tombolo is and where you might find one.

Rich text editor toolbar with options for Paragraph, Arial, 3 (12pt), bold, italic, underline, strikethrough, bulleted list, numbered list, link, unlink, indent, outdent, decrease indent, increase indent, undo, redo, and a text color picker.

Students answer the question by typing in the box.

Path: p Words:9

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**. You can format the question with the content editor.
3. Optionally, type a sample **Answer**.
4. Optionally, click **Add Rubric** to use a rubric for grading, enter **Categories**, **Topics**, **Levels of Difficulty**, or **Keywords**, or type **Instructor Notes**.
5. Click **Submit**.

Create/Edit Essay Question

* Indicates a required field.

Cancel

Submit

1. Question

Question Title

* Question Text

Rich text editor toolbar with options for Paragraph, Arial, 3 (12pt), and various formatting tools. The text area contains the following text:

Explain what a tombolo is and where you might find one.

Path: p Words:11

2. Answer

Rich text editor toolbar with options for Paragraph, Arial, 3 (12pt), and various formatting tools. The text area contains the following text:

A tombolo is a ridge of sand that connects an island to the mainland. We have viewed the satellite image of the Chesil Beach in Dorset, England, showing how narrow that strip of land is.

Ap Lei Pai in Hong Kong's waters
Stockton Island in Wisconsin

Path: p Words:46

You can include a sample answer, which appears to students after they have submitted their tests and are viewing their results. You can use the sample answer as a reference when grading the essays.

Essay questions are not graded automatically. To grade an Essay question, you must review the attempt through the Grade Center and assign a score. Test scores are not available to students until the essay questions are graded manually.

Best Practice: YouTube™ Questions

Test higher levels of learning by adding videos to your assessments. Video is ideal for providing visual cues and testing observation skills, evaluation skills, and comprehension.

Use the **Mashups** function in the content editor to add YouTube™ videos to your test questions.

Note: After selecting a YouTube video, choose **No** for the **Show YouTube Information** option if you do not want to show YouTube's suggested videos at the end of playback.

A mashup combines elements from two or more sources. When you view a YouTube™ video in a Blackboard Learn course as part of the course content, you are experiencing a mashup. Mashups also include Flickr® photos and SlideShare presentations. Mashups are not available with a basic license.

The image shows a Blackboard content editor interface. At the top, there's a 'Question Text' section with a rich text editor. The 'Mashups' button is highlighted, and a dropdown menu is open, showing options: 'Flickr Photo', 'YouTube Video', and 'SlideShare Presentation'. A blue arrow points from the 'YouTube Video' option to a search results window below. The search results window is titled 'Search Results' and has a 'Powered by YouTube' logo. It contains a search bar with 'oceanic crust' entered, a language dropdown set to 'Any Language', and a 'Go' button. Below the search bar, it says 'Page 1 of 20'. The results list two items:

- Ocean Basins (Part 1): Features of the Ocean Floor (Continental Margin)**
Duration: (9:39)
User: scienceclassisgreat Added: 12/28/11
YouTube Rating: 4.826087 of 5 stars - 23 Votes View Count: 5199
YouTube URL: <http://www.youtube.com/watch?v=8Xpflh1187M>
Mr. Lima discusses the difference between continental and oceanic crust, types of tectonic plates, and discusses features of the ocean floor associated with continental margin (Shelf, Slope, Rise, Submarine Canyon, Island Arc)
- The difficulty for subducted oceanic crust to accumulate at the core-mantle boundary**
Duration: (1:26)
User: mingmingli100 Added: 12/1/11
YouTube Rating: 0 of 5 stars - 0 Votes View Count: 178
YouTube URL: <http://www.youtube.com/watch?v=Q5q5TUyTxfQ>
The results of our numerical melting shows that, under present-day Earth-like conditions, it is difficult for the subducted oceanic crust to accumulate into large thermochemical piles at the core-mantle boundary. The three panels are temperature, viscosity and composition respectively. We see that the major parts of

Ordering the Test Questions

The final step in creating a test is to order the questions. By default, questions are 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.

You can change the order of questions after a test is deployed without affecting grades on existing submissions.

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.

The screenshot displays the 'Test Canvas: Chapter 9 Test' interface. At the top, there are tabs for 'Create Question', 'Reuse Question', 'Upload Questions', 'Question Settings', and a double-headed arrow icon. Below these tabs, a summary box shows 'Total Questions 5' and 'Total Points 70'. A 'Select' dropdown is set to 'All', and 'Select by Type' is set to 'Question Type'. Action buttons include 'Delete', 'Points', 'Update', and 'Hide Question'. A 'Reorder: Questions' dialog box is open, listing five items: 1. True/False: Oceanic crust is made of basalt and gabbro, 2. Matching: Match each term with its definition, 3. Fill in the Blank: _____ is the silicate mineral with..., 4. Ordering: Order the four oceans in size, with t..., and 5. Essay: Explain what a tombolo is and where y... The dialog box has 'Cancel' and 'Submit' buttons. Below the dialog, the first question is visible: '1. True/False: Oceanic crust is made of basalt and gabbro.' with a points value of 10. The question details show the question text, the correct answer 'True', and feedback for both correct and incorrect responses.

Question	Answer	Correct Feedback	Incorrect Feedback
Oceanic crust is made of basalt and gabbro.	True	Correct! Oceanic crust is made of basalt and gabbro and is generally about five km thick.	Incorrect! Oceanic crust is made of basalt and gabbro and is generally about five km thick.

Reorder questions on the **Test Canvas** by pointing to an item to show the double-tipped arrow and then dragging it to its new location.

Alternatively, use the Keyboard Accessible Reordering tool on the action bar. Select a question and use the up and down arrows below the title box to adjust the order.

Hands-on Activity



For this activity, use your Practice Course.

Use the Tests tool:

- Create a test.
- Select the test's question settings.
- Add four to six questions.

Best Practice: Use Tests as a Teaching Tool

In online teaching, the role of an 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.

²Roediger, H. L. & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17, issue 3.

³Tuckman, B. (2000). Using frequent testing to increase students' motivation to achieve. Paper presented at the 7th biannual International Conference on Motivation, Leuven, Belgium. Retrieved November 2, 2006 from <http://dennislearningcenter.osu.edu/belgium-paper/BWT-belgium-paper.htm>.

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

Feedback

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

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

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

Sources:

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

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

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

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

4: 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.

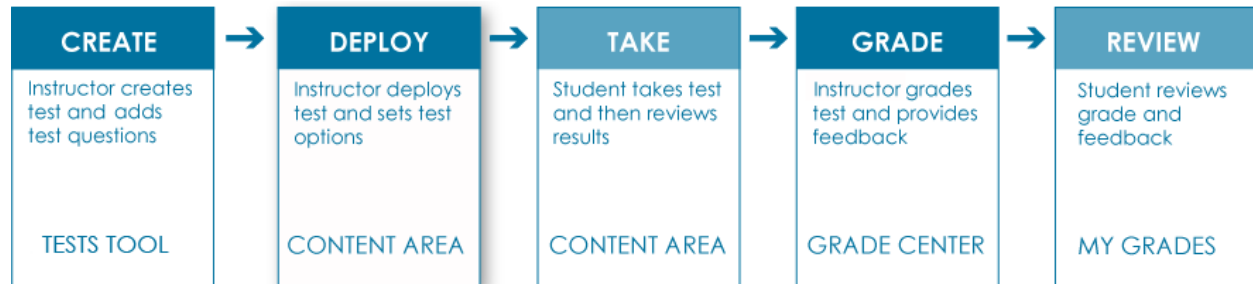
Learning Outcomes

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:

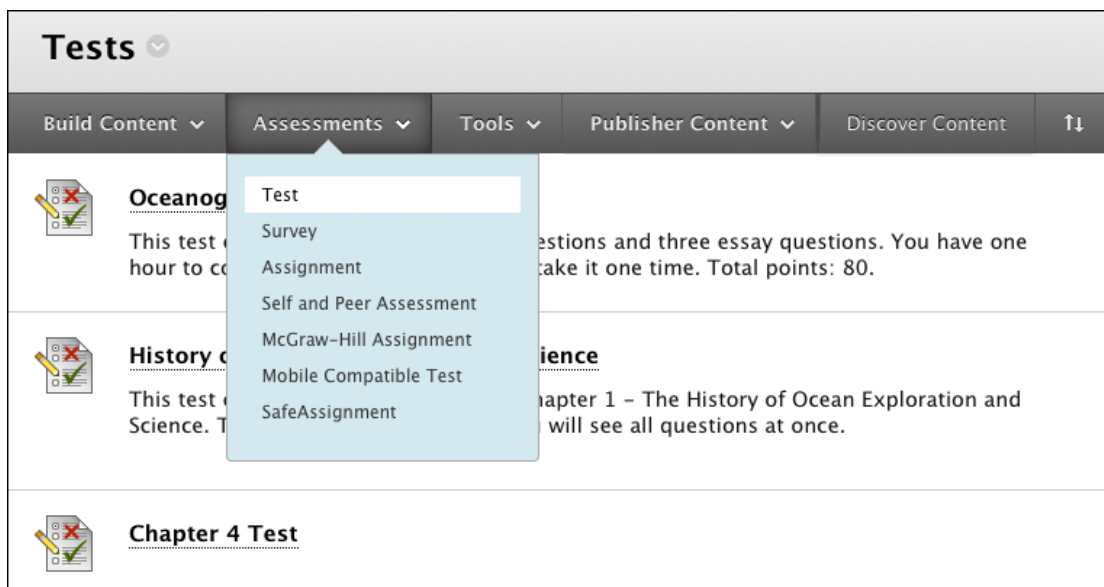
- Add the test to a content area.
- Make the test available to students by selecting test options.

Adding Tests to Content Areas

You can add each test only once to a specific content area, learning module, lesson plan, or folder. In the Grade Center, a column is created automatically for each test you deploy in your course.

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, point to **Assessments** and select **Test**.



3. On the **Create Test** page, select a test from the **Add Test** box.
4. Click **Submit**.

After an existing test is added to a content area, the **Test Options** page appears.


Test Options


 Indicates a required field.

Cancel

Submit

1. Test Information

 Name

Choose Color of Name  Black

Description

T

T

T

T

Paragraph

Arial

3 (12pt)

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HTML

CSS

This test covers material presented in Chapter 9. This is a timed test. You have 50 minutes to complete the test once you begin. Questions are presented all at once and you have one attempt to complete the test. The test is worth 50 points.

Path: p

Words:42

Open Test in New Window ☐ Yes ☒ No

2. Test Availability

Make the Link Available ☐ Yes ☒ No

Add a New Announcement for this Test ☐ Yes ☒ No

Setting Test Options

The **Test Options** page allows you to control the test's settings, including instructions, availability, feedback, timer options, and presentation.

If the name or description of the test is changed, the changes appear in the content area and the Grade Center column is updated with the new name.

QUICK STEPS: Setting Test Availability

1. Select the **Yes** option for **Make the Link Available**, which allows students to access the test.
NOTE: If a display date is selected (see Display After or Display Until below), that setting is used in conjunction with the link availability setting.
2. To **Add a New Announcement for This Test**, select **Yes**. The announcement text is generated automatically and includes the test location. If an announcement has already been added for this test, the date and time of the most recent announcement is shown.
3. To permit students to take the test more than once, select **Multiple Attempts** and choose whether to **Allow Unlimited Attempts**, or select and specify a **Number of Attempts**. Use the Grade Center settings to determine which score to use. Left unselected, students are allowed one attempt.
4. Choose **Force Completion** to require students to finish the test in one sitting, rather than being able to save and resume their work later.
5. Optionally, **Set Timer Hours** to place a time limit on the test. Turn on **Auto-Submit** to automatically save and submit the test when the timer expires. Leaving it off allows students to continue beyond the time limit. All students' times are recorded, and a timer is visible to them during the test.
6. You can set tests to display on a specific date and time and to stop displaying on a specific date and time. Select the **Display After** and **Display Until** check boxes to enable the date and time selections. Type dates and times in the boxes or use the pop-up **Date Selection Calendar** and **Time Selection Menu** to select dates and times. Display restrictions do not affect the test's availability, only when it appears. The link to the test must still be made available.
7. Optionally, you can require a **Password** to access the test. Passwords are limited to 15 characters and are case-sensitive.

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 Minutes

Auto-Submit ☒ OFF ☐ ON

☐ Display After

☐ Display Until

☐ Password

Password

Due Date

If you use grading periods in the Grade Center, selecting a due date for a test allows you to easily include that test in a grading period.

The due date option does not remove a student's ability to access a test after the date and time set here (that is managed by Display Until, explained above), but attempts completed after the due date are marked as late submissions.

Self-Assessment Options

By default, a newly created test is included in the calculations in the Grade Center. You can turn the test into a self-assessment by hiding students' scores in the Grade Center.

4. Self-assessment Options

☒ Include this Test in Grade Center Score Calculations

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

If you select **Hide Results for this Test Completely from Instructor and the Grade Center**, the test is **not** included in calculations and the total grade is not affected in the Grade Center. In this case, you cannot see the students' answers to questions. The Grade

Center column only indicates the test has been completed by displaying a check mark in the cell.

The self-assessment option allows students to take tests to reinforce learning without feeling pressure about a score affecting their total grades. 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.

5. Test Feedback

Select the Type of Feedback Displayed Upon Completion

☒ Score
☒ Submitted Answers
☒ Correct Answers
☒ Feedback

You can change these options at any point. For example, if students will be taking the test at different times, you can initially to display only the score. When all students have taken the test, make submitted answers, correct answers, and feedback available.

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 are 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 and turn on **Auto-Submit**.
- Change the **Test Presentation** mode to **All at Once**.

5: Grading Tests

Blackboard Learn grades all question types automatically except the following:

- Short answer
- Essay
- File response

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

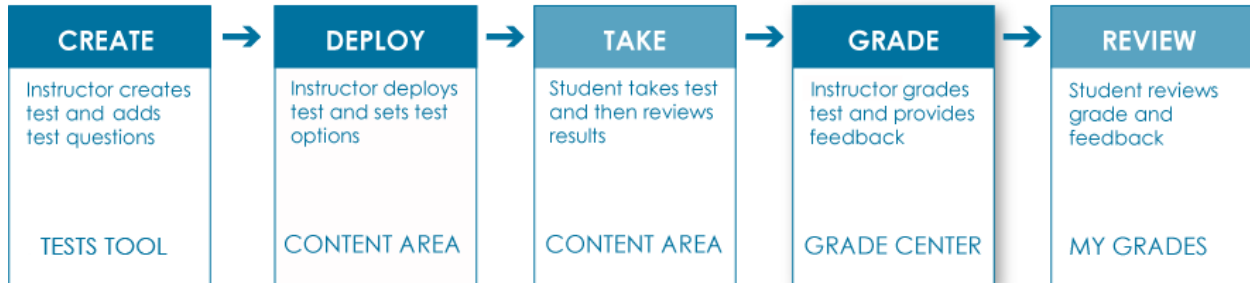
Learning Objectives

After completing this section, you will be able to:

- Explain the grading and regrading processes.
- 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

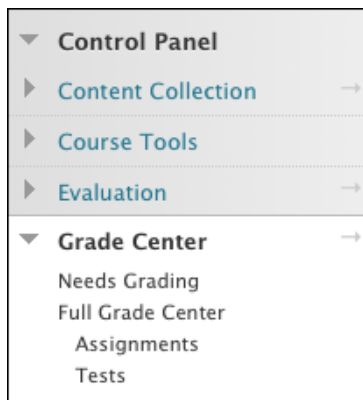
Some types of questions, such as True/False and Multiple Choice, are graded automatically, while others, such as Essay questions, are graded manually. You can adjust a grade for an automatically graded question. For example, if a student defends an answer selection successfully, you can edit the grade for the question.

NOTE: If you associated rubrics with any Essay, File Response, or Short Answer questions, see the *Using Rubrics* manual for more information on grading.

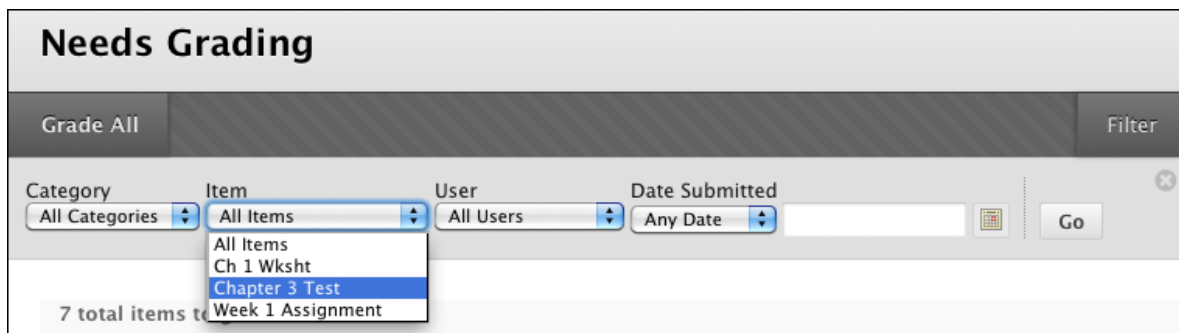
You can access tests that are ready for grading from the Needs Grading page or from the Grade Center. To learn more about the Needs Grading page, see the *Needs Grading* manual.

QUICK STEPS: Accessing the Grade Test Page From the Needs Grading Page


1. On the **Control Panel**, expand the **Grade Center** section and select **Needs Grading**.



2. To grade a specific test, use the Item drop-down and select the test's name, then click **Go**.
3. Click **Grade All** on the action bar to begin grading.



QUICK STEPS: Accessing the Grade Test Page From the Grade Center

1. On the **Control Panel**, expand the **Grade Center** section and select **Full Grade Center** or the **Tests** Smart View.
2. Locate a test column that contains needs grading icons ().

Grade Center : Full Grade Center

Create ColumnCreate Calculated ColumnManageReportsFilterDiscover ContentWork Offline


Move To TopEmail

Sort Columns By:Layout PositionOrder:Ascending

Grade Information Bar

	Last Name	First Name	Participation	Ch 1 Wksht	Chapter 1 Tes	Oceans in the	Chapter 2 Tes
<input type="checkbox"/>	Akbar	Mina	24.00		--	25.00	--
<input type="checkbox"/>	Brown	Tony	22.00		50.00	--	32.50
<input type="checkbox"/>	Casper	Chris	21.00	28.00	40.00	20.00	15.00
<input type="checkbox"/>	Dubois	Alvssa	--	26.00	40.00	--	--

3. Point to the test's column header and access its contextual menu.
4. Select **Grade Attempts**. The **Grade Test** page appears, showing the first student's attempt. Scroll through all attempts by using **View Next** and **View Previous**.

Grade Test: Chapter 3 Test	
	Jump to... Hide User Names
User: Mina Akbar (Attempt 1 of 1) 	Exit Save and Exit Save and Next < 1 of 2 >
View: Tests	

QUICK STEPS: Grading Tests

1. On the **Grade Test** page, review the student's answers and grade any questions that require manual grading. If a rubric is associated with an Essay, File Response, or Short Answer question, click **View Rubric** to use the rubric to grade that question.
2. Optionally, type **Feedback to User** and **Grading Notes**. You can use the content editor functions to format the text and include files, images, links, multimedia, and mashups.
3. Click **Save and Exit**. You are returned to the **Needs Grading** page or the **Grade Center**. If available, click **Save and Next** to go to the next test.

Grade Test: Chapter 3 Test

[Jump to...](#)[Hide User Names](#)

User: **Mina Akbar (Attempt 1 of 1)**

[Exit](#)[Save and Exit](#)[Save and Next](#) < 1 of 3 >

View: **Tests**

Test Information

Question 1: Multiple Choice

10 out of 10 points

What are beaches generally composed of?

Given Answer: Sand

Correct Answer: Sand

Question 2: Multiple Choice

10 out of 10 points

What is the last remnant of an eroded headland called?

Given Answer: Sea stack

Correct Answer: Sea stack

Question 3: Essay

- out of 10 points

[View Rubric](#)

Explain what a tombolo is and where you might find one.

Given Answer: A tombolo is a deposition landform such as a spit or bar which is attached to the mainland by a narrow piece of land. They usually form because the island causes wave refraction, depositing sand and shingle

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

You can edit any question's score from this page. The new score for the test will appear in the Grade Center cell.

Viewing and Grading by Question

You can view and grade tests by question, which allows you to view and score the same question for each student in succession.

Grading by question allows you to concentrate on the answers for a single question at a time, and formulate an idea of how the group performed on that particular question. Grading by question is also useful if you need to revisit a question that requires a score adjustment for a large number of students.

You can access the **Grade Questions** page from the **Needs Grading** page or the Grade Center. To learn more about the **Needs Grading** page, see the *Needs Grading* manual.

QUICK STEPS: Accessing the Grade Questions Page From the Needs Grading Page

1. On the **Control Panel**, expand the **Grade Center** section and select **Needs Grading**.
2. Locate an attempt for the test you want to grade and access its contextual menu.
3. Click **Grade by Question**.

The screenshot shows the 'Needs Grading' interface. At the top, there's a 'Grade All' button. Below it, there are filters for Category (All Categories), Item (All Items), User (All Users), and Date Submitted (Any Date). A message states '9 total items to grade.' Below this is a table with columns: Category, Item Name, User Attempt, and Date Submitted. The table lists two items, both 'Chapter 3 Test' by 'Tony Brown', submitted on January 10, 2013. A contextual menu is open for the first item, showing options: 'Grade All Users (2)', 'Grade Anonymously (2)', 'Grade by Question' (highlighted), and 'View Attempts (2)'. A status bar at the bottom indicates 'Displaying 1 to 9 of 9 items'.

Category	Item Name	User Attempt	Date Submitted
Test	Chapter 3 Test	Tony Brown	January 10, 2013 10:50:35 A
Test	Chapter 3 Test		January 10, 2013 10:53:07 A



QUICK STEPS: Accessing the Grade Questions Page From the Grade Center

1. In the **Grade Center**, access the contextual menu for a test's column heading.
2. Select **Grade Questions**.

Sort Columns	Grade Questions
	View Grade History
Chapter 3 Test	Edit Column Information
!	Column Statistics
!	Set as External Grade
50.00	Show/Hide to Users

QUICK STEPS: Grading by Question

1. On the **Grade Questions** page, select the number in the **Responses** column for the question you want to grade.

Grade Questions: Chapter 3 Test				
Filter Questions by Status <input type="button" value="View All"/> <input type="button" value="Go"/>				
▼ Test Information				
<input type="checkbox"/> Grade Responses Anonymously				
Preview	Question Text	Question Type	Default Points	Responses
	What are beaches generally composed of?	Multiple Choice	10	3
	What is the last remnant of an eroded headland called?	Multiple Choice	10	3

2. On the **Grade Responses** page, expand the **Question Information** to view the question, view feedback, edit the question, edit the test, or give full credit.
3. Click **Edit** by each student response to grade it.
4. Type the **Score**. Click **View Rubric** if you associated a rubric with this question.
5. Optionally, type **Response Feedback**. Use the content editor functions to format the text and include files, images, links, multimedia, and mashups.
6. Click **Submit** to save the grade and feedback.
7. Click **Back to Questions** when all student responses are graded.

NOTE: A test remains in **Needs Grading** status until grading is complete.

Grading Anonymously

Grading anonymously ensures impartial evaluation of student work. You can choose to grade tests anonymously, or, if you are grading by question, to grade subjective questions such as Essay, File Response, and Short Answer anonymously.

In anonymous grading, all identifying information is hidden. A number, such as Student 8, identifies students.

QUICK STEPS: Grading Anonymously From the Needs Grading Page

1. Access a test attempt's contextual menu.
2. Select **Grade Anonymously**. The **Grade Test** page appears.

Needs Grading

Grade All

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

9 total items to grade.

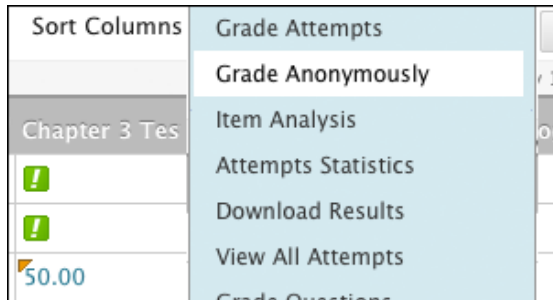
Category	Item Name	User Attempt	Date Submitted
Test	Chapter 3 Test	Mina Akbar	No
Assignment	Week 1 Assignn		No
Test	Chapter 3 Test		Ja
Test	Negative scorin		Ja

Contextual menu for 'Chapter 3 Test':

- Grade All Users (2)
- Grade Anonymously (2)**
- Grade by Question
- View Attempts (2)

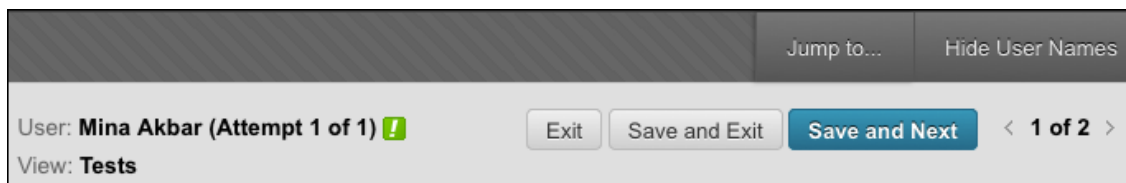
QUICK STEPS: Grading Anonymously From the Grade Center

1. Access a test's contextual menu.
2. Select **Grade Anonymously**. The **Grade Test** page appears.



QUICK STEPS: Grading Anonymously From the Grade Responses or Grade Attempt Pages

1. On the action bar, click **Hide User Names**.
2. Click **OK** in the pop-up window to verify the action. If grading was in progress, any unsaved changes to the open attempt are lost. The Grade Test page refreshes and all identifying information is hidden.
3. To go back to grading with student names visible, click **Show User Names** on the action bar.



Triggering Automatic Regrading

You can perform grading and editing functions on tests even when submissions exist. Tasks such as giving full credit for questions, changing the point value for questions, changing the correct answer choice, and deleting and editing questions will cause all existing test attempts to be regraded.

Question edits that do not result in automatic regrading include:

- Editing the wording of a question or answer.□□
- Reordering questions.

Giving or Removing Full Credit

You can give all students full credit for a question for any reason, such as if you determine a question was poorly worded or confusing. Subsequent submissions are also given full credit. After giving full credit, you can **Remove Full Credit** to revert to the automatic grade or to a previously entered manual grade.

QUICK STEPS: Giving Full Credit

1. In the Grade Center, access the contextual menu for a column heading and select **Grade Questions**.
- OR-
- On the **Needs Grading** page, access a test's contextual menu and select **Grade by Question**.
2. 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.
3. For each question, click the number in the **Responses** column.
4. On the **Grade Responses** page, expand the **Question Information** link to view the question.
5. Click **Give Full Credit** to assign full credit for the question. If full credit has already been assigned and you want to remove it, click **Remove Full Credit**. The question reverts to the automatic grade or a previously entered manual grade.
6. Click **Back to Questions** to return to the **Grade Questions** page.

Changing the Point Value of Questions

You can change the point value for one question at a time or for several at once. New grades are recalculated for all previously submitted tests and any attempts in progress.

QUICK STEPS: Changing the Point Value for Several Questions at Once

1. Access the **Test Canvas**.

On the **Control Panel**, expand the **Course Tools** section and select **Tests, Surveys, and Pools** and then select **Tests**. Either build a new test or access an existing test's contextual menu and select **Edit**.

-OR-

Go to the course area where a test is deployed, access its contextual menu, and select **Edit the Test**.

2. Select the check box for each question requiring a change.
3. On the action bar, type a number in the **Points** box.
4. Click **Update** or **Update and Regrade** to make your changes.

Select: All None Select by Type: - Question Type -	
Points <input type="text" value="15"/>	Update and Regrade Hide Question Details
<input checked="" type="checkbox"/> 1. Multiple Choice: How old is the oldest oceanic crust?	Points: <input type="text" value="10"/>

QUICK STEPS: Changing the Point Value for a Single Question

1. On the **Test Canvas**, click a question's current point value.
2. In the **Update Points** pop-up, edit the points, set the question as **Extra Credit**, or give **Full Credit**.
3. Click **Submit** or **Submit and Regrade** to make your changes.

NOTE: To remove a question's **Extra Credit** or **Full Credit** designation, clear the appropriate check box.

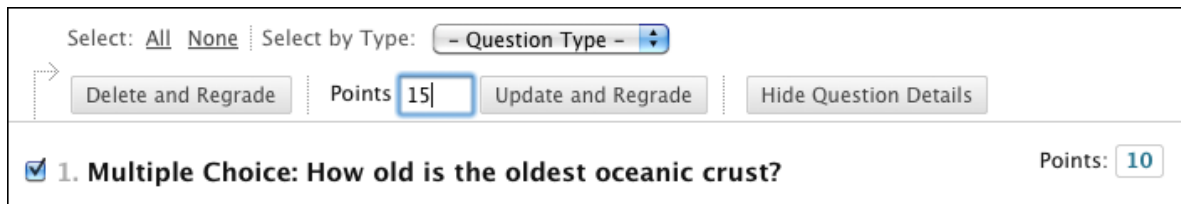
Deleting Questions and Regrading

You can delete questions from the **Test Canvas** before a test is deployed or after it is deployed. You can also delete a question if there are test submissions, which removes it from the test, along with any possible points earned. Test attempts are regraded as if the question had not been included in the test.

NOTE: If any students are in the process of taking a test, you will not be able to delete questions until they have submitted their work and the test is no longer in progress.

QUICK STEPS: Deleting Questions and Regrading

1. Access the **Test Canvas**.
2. Select the check box for each question to delete.
3. Click **Delete** or **Delete and Regrade**.



The screenshot shows the 'Test Canvas' interface. At the top, there are filters: 'Select: All None' and 'Select by Type: - Question Type -'. Below these are four buttons: 'Delete and Regrade', 'Points 15', 'Update and Regrade', and 'Hide Question Details'. The 'Points 15' button is highlighted with a blue border. Below the buttons, there is a list of questions. The first question is checked with a blue checkmark and reads: '1. Multiple Choice: How old is the oldest oceanic crust?'. To the right of this question, it says 'Points: 10'.

Editing Questions When Test Submissions Exist

You can edit questions from the **Test Canvas** at any time. After students have submitted test attempts, you can edit the wording of a question or answer, or reorder questions without affecting existing grades. Changing the correct answer choice of a question causes all existing test attempts to be regraded.

QUICK STEPS: Editing Questions When Test Submissions Exist

1. Access the **Test Canvas**.
2. Access the contextual menu for the test you want to edit and select **Edit**.
3. Access the contextual menu for the question you want to edit and select **Edit**.
4. Make changes to the question and click **Submit and Update Attempts**.

NOTE: You can also edit questions if you are grading by question. Expand the **Question Information** section and click **Edit Question**.

Overriding Grades

Use the override function to ignore the results of all attempts and display a grade you manually enter. The override grade takes precedence over all other grade entries, including attempts a student submits after the override grade is entered.

QUICK STEPS: Overriding Test Grades

1. In the Grade Center, point to the cell containing the student's graded test to override.
2. Access the cell's contextual menu and select **View Grade Details**.
3. On the **Grade Details** page, select the **Manual Override** tab.
4. Type a grade in the **Override Grade** box.

The screenshot shows the 'Grade Details' interface for a user named Chris Casper (ccasper) and a column named Chapter 3 Test (Test). The 'Current Grade' is 50.00 out of 50 points, with a red message stating 'Original grade has been overridden.' Below this, it shows 'Grade based on Last Graded Attempt', 'Due: None', and 'Calculated Grade 48.00'. There are buttons for 'Revert', 'Exempt', and 'View Attempts'. The 'Manual Override' tab is selected, showing an 'Override Grade' of 50.00. At the bottom, there is a 'Feedback to User' section with a rich text editor toolbar.

5. Optionally, type **Feedback to User** that explains the grade change and **Grading Notes** to yourself. Use the content editor functions to format the text and include files, images, links, multimedia, and mashups.
6. Click **Save**. The updated **Grade Details** page appears.

Grade Details

Jump to...

User **Chris Casper (ccasper)** < > Column **Chapter 3 Test (Test)** < >

Current Grade: 50.00 out of 50 points Original grade has been overridden. Revert Exempt

Grade based on Last Graded Attempt
Due: None
Calculated Grade 48.00

View Attempts

Chapter 3 Tes
! ! 50.00

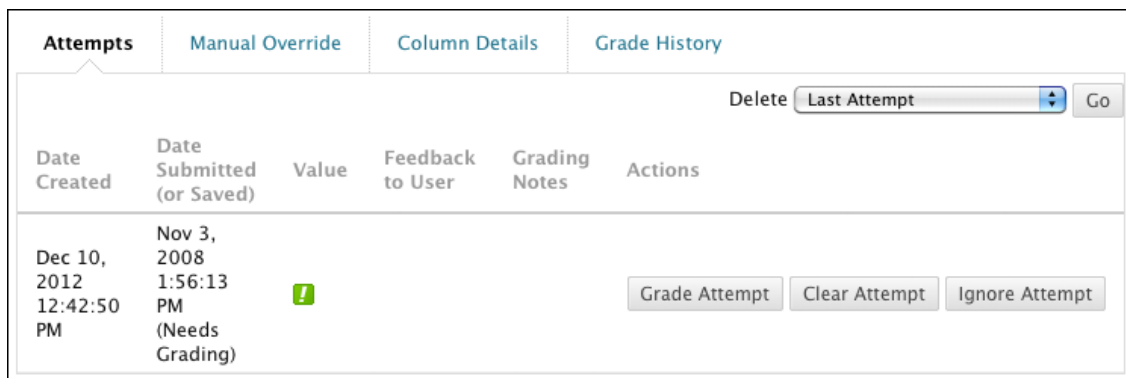
In the Grade Center column for the test, the new grade is shown with an **Override** icon in the cell's corner, indicating the grade has been modified.

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. If you clear a grade that has a previous attempt, the previous attempt is now the grade.

QUICK STEPS: Clearing a Test Attempt

1. In the Grade Center, point to the cell containing a student's graded test to clear.
2. Access the cell's contextual menu and select **View Grade Details**.
3. On the **Grade Details** page, click **Clear Attempt**.



The screenshot shows the 'Grade Details' page with tabs for 'Attempts', 'Manual Override', 'Column Details', and 'Grade History'. The 'Attempts' tab is active. At the top right, there is a 'Delete' button, a dropdown menu set to 'Last Attempt', and a 'Go' button. Below this is a table with the following columns: 'Date Created', 'Date Submitted (or Saved)', 'Value', 'Feedback to User', 'Grading Notes', and 'Actions'. The table contains one row with the following data: 'Date Created' is 'Dec 10, 2012 12:42:50 PM', 'Date Submitted (or Saved)' is 'Nov 3, 2008 1:56:13 PM (Needs Grading)', 'Value' is a green exclamation mark icon, and 'Actions' contains three buttons: 'Grade Attempt', 'Clear Attempt', and 'Ignore Attempt'.

Date Created	Date Submitted (or Saved)	Value	Feedback to User	Grading Notes	Actions
Dec 10, 2012 12:42:50 PM	Nov 3, 2008 1:56:13 PM (Needs Grading)	!			Grade Attempt Clear Attempt Ignore Attempt

4. A warning message appears. Click **OK** to continue. The grade is cleared on the **Grade Details** page and the action is recorded under **Grade History**. The grade is also cleared in the Grade Center column.
5. Click **Return to Grade Center** at the bottom of the page or use the breadcrumbs.

NOTE: The **Ignore Attempt** function allows you to not include the attempt's score in that student's grade calculations. The submission will not count against the maximum number of attempts. Ignoring an attempt applies only to an individual student, not to an entire group's submission.

Frequently Asked Questions

In the following table, learn about test exemptions.

Question	Answer
In the Grade Center, is it possible to make a student exempt from a test?	<p>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.</p> <p>From the student's cell in the test column, select Exempt Grade from the contextual menu. A blue square appears in the cell representing the exemption. Clear the exemption using the same contextual menu.</p>

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**.

6: Viewing Statistics

Statistics help you evaluate the effectiveness of your assessments. The available reports and their uses are:

Statistical Report	Information Provided	For...
Column Statistics	Overall class performance on the Grade Center item, including average score and standard deviation. Lists the number of submissions for the item that are in progress or need grading.	Tests Surveys Assignments Graded discussions, wikis, blogs, journals
Attempts Statistics	Average score and distribution of student responses for each question.	Tests Surveys
Item Analysis	Provides statistics on overall test performance and individual questions. Identifies questions that might be poor discriminators of student performance. You can edit questions directly from the item analysis tool.	Tests

The following sections describe each of the statistical reports in detail.

Column Statistics

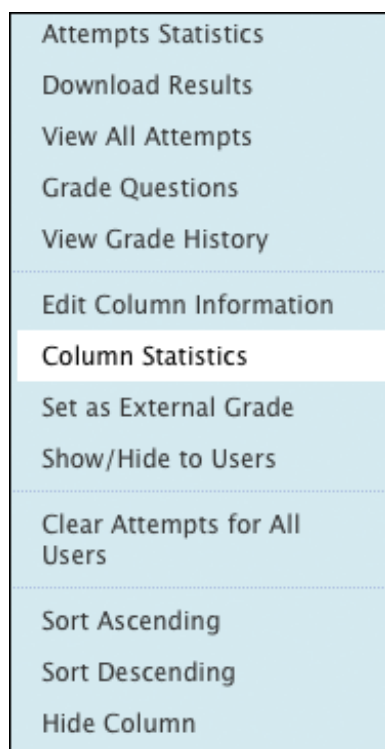
For each test in the Grade Center, you can view column statistics on overall class performance. The statistical information includes the following:

- Statistics, such as standard deviation and average score.
- How many attempts are in progress, need grading, or are exempt.
- Grade distribution.

Use this information to 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, access the contextual menu for a column.
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.

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

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

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.

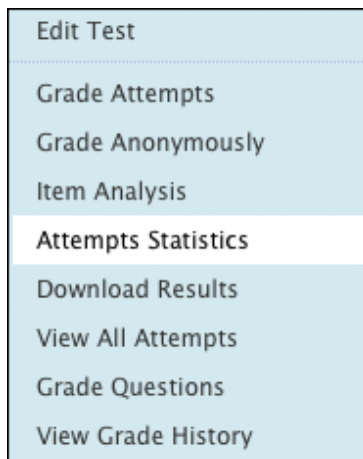
You can also use Attempts Statistics to view survey results.

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, access the contextual menu for a column.
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.



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

Test Statistics: Chapter 1 Test

Name	Chapter 1 Test
Attempt Score	38.75
Attempts	8 (Total of 8 attempts for this assessment)
Graded Attempts	8
Attempts that Need Grading	0
Instructions	
Alignments	

Question 1: Multiple Choice

Average Score 8.75 points

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

Correct	Percent Answered
Arctic	0%
Atlantic	12.5%
Indian	0%
<input checked="" type="checkbox"/> Pacific	87.5%
Unanswered	0%

Question 2: Multiple Choice

Average Score 6.25 points

Which sea is a remnant of a larger ocean that has closed up?

Correct	Percent Answered
Baltic Sea	12.5%
Bering Sea	12.5%
<input checked="" type="checkbox"/> Black Sea	62.5%
English Channel	12.5%
Red Sea	0%

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 set correctly during test creation. A high response rate to an incorrect answer may also indicate a question was worded poorly.

Item Analysis

Item analysis provides statistics on overall test performance and individual test questions. This tool contains some of the same information as the Column Statistics and Attempts Statistics discussed earlier, but presents it in a way that helps you quickly evaluate the quality of each question and its ability to discriminate between students who understand the material and those who do not.

You can use item analysis to:

- Improve questions for future test administrations or to adjust credit on current attempts.
- Discuss test results with your class.
- Provide a basis for remedial work.
- Improve classroom instruction.

You can access item analysis in three locations within the assessment workflow. It is available in the contextual menu for a:

- Test deployed in a content area.
- Deployed test listed on the **Tests** page.
- Grade Center column.

You can run item analyses on deployed tests with submitted attempts, but not on surveys.

Grade Center : Tests

Create Column Create Calculated Column Manage Reports

Move To Top Email

Grade Information Bar

Last Name	First Name	Username	Unit 2 Quiz
Brown	Tony	tbrown	30.00
Casper	Chris	ccasper	--
Cooper	Ashby	acooper	30.00
Durand	Porter	pdurand	--

Status: Complete. Item Analysis of Unit 2 Quiz successfully ran on January 4, 2013 10:47 AM. [View Analysis](#)

Item Analysis : Unit 2 Quiz

Select Test: Unit 2 Quiz Run

Available Analysis

Unit 2 Quiz - January 4, 2013 12:47 AM

Access previously run item analyses under the **Available Analysis** heading or select a deployed test from the drop-down list and click **Run** to generate a new report. The new report's link appears under the **Available Analysis** heading or in the status receipt at the top of the page.

NOTE: For best results, run item analyses on single-attempt tests after all attempts have been submitted and all manually graded questions are scored. Interpret the item analysis data carefully and with the awareness that the statistics are influenced by the number of test attempts, the type of students taking the test, and chance errors.

QUICK STEPS: How to Run an Item Analysis on a Test

You can run item analyses on tests that include single or multiple attempts, question sets, random blocks, auto-graded question types, and questions that need manual grading. For tests with manually graded questions that have not yet been assigned scores, statistics are generated only for the scored questions. After you manually grade questions, run the item analysis again. Statistics for the manually graded questions are generated and the test summary statistics are then updated.

- Go to one of the following locations to access item analysis:
 - A test deployed in a content area.
 - A deployed test listed on the **Tests** page.

- A Grade Center column for a test.
2. Access the test's contextual menu.
 3. Select **Item Analysis**.
 4. In the **Select Test** drop-down list, select a test. Only deployed tests are listed.
 5. Click **Run**.
 6. View the item analysis by clicking the new report's link under the **Available Analysis** heading or by clicking **View Analysis** in the status receipt at the top of the page.
 7. Click on questions that are recommended for review – indicated by red circles – to investigate if the question is a good discriminator of student knowledge. Questions are flagged for review based on discrimination and difficulty levels.

Filter Questions							
Select Question Type:		Select Discrimination:		Select Difficulty:		Go Reset Filter	
All Question Types		All Discrimination		All Difficulty			
Question	Question Type	Discrimination ▲	Difficulty	Graded Attempts	Average Score	Std Dev	Std Error
* ● S1: Something you should never put on a burn...	Short Answer (RB)	Cannot Calculate	0.0%	0	0.0	0.0	0.0
MC2: Which of these has the most medical training...	Multiple Choice (RB)	0.82	50.0%	4	5.0	5.78	2.89
● O1: Put the following emergency tasks in order...	Ordering	0.83	87.5%	4	8.75	2.5	1.25

NOTE: See the *Assessments: Part Two* manual for more information on the Item Analysis tool, including how to edit questions directly from the item analysis.

Hands-on Activity



For this activity, use your Practice Course.

Grade Center Tasks

- View **Column Statistics** for the **Unit 2 Quiz**. In which score range do most students fall? How many tests are still in progress?
- View **Attempt Statistics** for the **Unit 2 Quiz** to see how the group performed on individual questions. For **Question 1**, what percentage of students selected the correct answer?
- Run an item analysis for **Unit 2 Quiz**. What was the average score on the test? How many questions are recommended for review?

6: 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.
- Explain the value of adding video to questions.
- Set 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 and regrading processes.
- 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.

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

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?