



Assessments

Part One

Blackboard Learn 9.1
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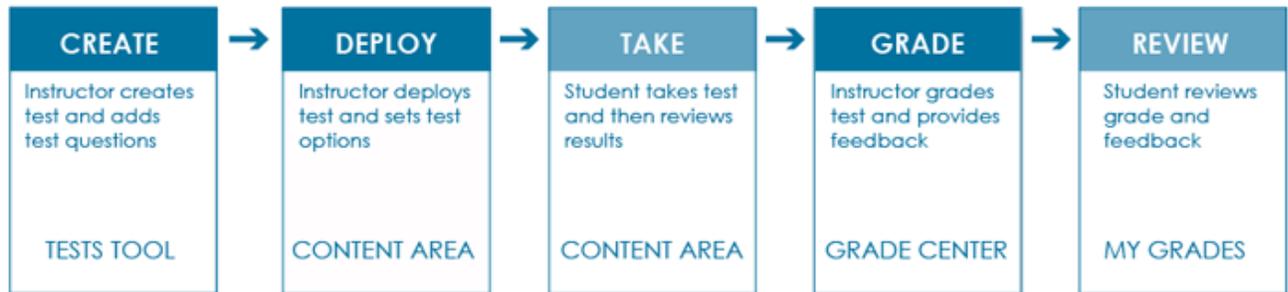
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1.0 Workshop Overview

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

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



First, you will experience a test as a student, so you will be familiar with how test questions appear to your students. Then, moving to 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

2.0 Student Experience

- Access and complete a test as a student.
- Explore steps to discourage cheating.

3.0 Creating Tests

- Learn how to create tests and add questions.
- Add the following types of questions: true/false, multiple choice, multiple answer, ordering, matching, fill in the blank, and essay.
- Select options for providing feedback, question and answer content, question metadata, and scoring.
- Set order or choose to present questions randomly.
- Learn how to use tests and feedback as tools to improve subsequent learning.

4.0 Deploying Tests

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

5.0 Grading Tests

- Learn to grade questions manually and provide feedback to students.
- Learn about giving full credit, changing point value, and editing and deleting test questions.
- Learn to override a grade and reset a test for retaking.
- View statistics on class performance and individual questions.

2.0 Student Experience

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

Learning Outcomes

After completing this section, you will be able to:

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

Accessing Tests

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



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.

After you select a test, click **Begin** and the test appears. Any 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: Practice Quiz

Description	This test is for practice purposes. It contains examples of all the different types of questions that you will encounter in the course. Email me with questions.
Instructions	The test is ungraded and untimed. You may take the test multiple times. If you have any questions about the question format or content, please email me.
Timed Test	This Test has the time limit of 20 minutes. 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	This Test allows multiple attempts.
Force Completion	This Test can be saved and resumed later.

⌵ Show Timer

⌵ Question Completion Status:

Save All Answers

Save and Submit

Question 1

2 points

Save Answer

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

- a. flying
- b. ferry
- c. walking

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>.

3.0 Creating Tests

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

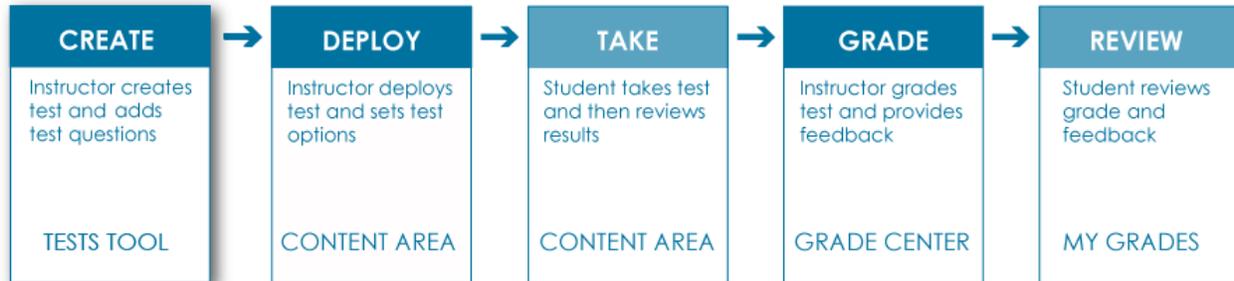
Learning Outcomes

After completing this section, you will be able to:

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

The Assessment Lifecycle

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



There are four overall steps to creating a test:

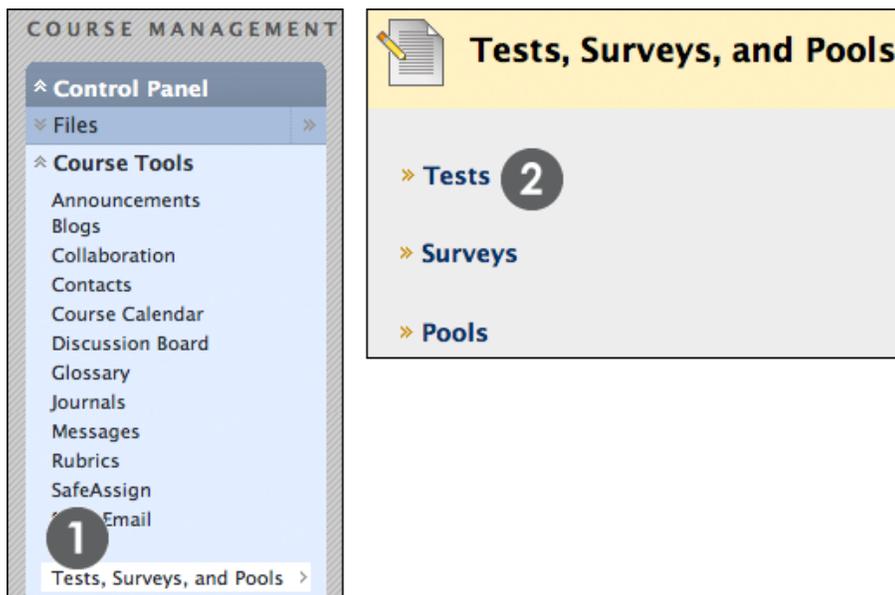
- Add the test.
- Specify the Question Settings.
- Add the questions.
- Order the questions.

The Tests Tool

Tests are created in the Tests tool.

QUICK STEPS: Accessing the Tests Tool

1. On the **Control Panel**, 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 any existing tests and allows you to build new tests.

The image shows the 'Tests' page with a yellow header and a table of existing tests. The table has columns for Name, Deployed, and Date Last Edited. There are two buttons, 'Build Test' and 'Import Test', above the table.

	Name	Deployed	Date Last Edited
	Chapter 1 Test	Assignments	October 15, 2008
	Chapter 2 Test	Assignments	October 15, 2008
	Chapter 3 Test	Assignments	October 15, 2008
	Terminology Test	No	November 1, 2008

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.

 **Test Canvas: History of Ocean Exploration and Science** 

[Create Question](#)  [Reuse Question](#)  [Upload Questions](#) [Question Settings](#)

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

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

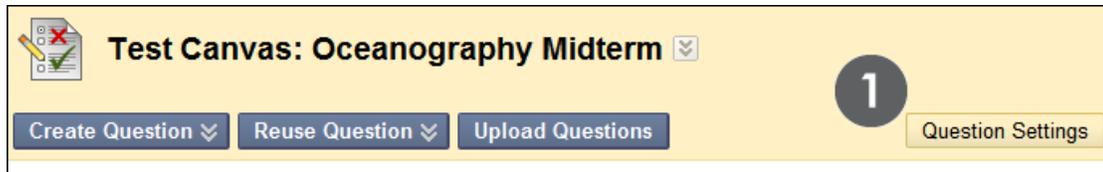
Specifying Question Settings

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

Question Settings control the options available when creating Test questions. Not all options are available for all question types [More Help](#)

3

2

- Feedback**
 - Provide feedback for individual answers.
- Images, Files, and Web Links**
 - Add images, files, and web links to questions.
 - Add images, files, and web links to answers.
- Question Metadata**
 - Add categories, topics, levels of difficulty, keywords and instructor notes to questions.
- 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.
 - Specify negative points options for answers.
 - Provide option to assign questions as extra credit.
- Display**
 - Specify random ordering of answers.
 - Specify the horizontal or vertical display of answers.
 - Specify numbering options for answers.
- Submit**

Click Submit to proceed. Click Cancel to quit.

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.

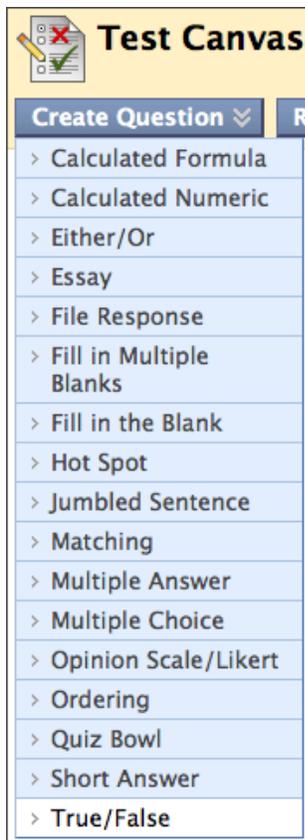
An option to give negative credit for incorrect answers is also available for Matching, Multiple Answer, and Multiple Choice questions.

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 selected, you may add more information for each question. For example, you may also select the display order for the answers of a specific question.

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.

Creating True/False Questions

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

Question 3 **10 points** [Save Answer](#)

Oceanic crust is made of basalt and gabbro.

True
 False

QUICK STEPS: Creating True/False Questions

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

Creating Tests: Creating True/False Questions

Create/Edit True/False Question

5

* Indicates a required field.

Cancel Submit

1. Question

Question Title

* Question Text

Visual Editor: **ON**

Normal 3 Arial B I U abc x₂ x²

Oceanic crust is made of basalt and gabbro. 2

Path: [body](#)

2. Answers

Answer True False 3

3. Feedback

Correct Response Feedback

Visual Editor: **ON**

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

Path: [body](#)

Incorrect Response Feedback

Visual Editor: **ON**

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

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

Test Canvas: History of Ocean Exploration and Science

Create Question | Reuse Question | Upload Questions | Question Settings

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

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

Delete | Points: [] | Update | Hide Question Details

1. True/False: Oceanic crust is made of basalt and gabbro. Points: 10

Question: Oceanic crust is made of basalt and gabbro.

Answer: True
 False

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

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

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

Select: All None | Select by Type: - Question Type - **B**

Delete | Points: [] | Update | Hide Question Details **C**

1. True/False: Oceanic crust is made of basalt and gabbro. Points: 10 **A**

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

Creating Multiple Choice or Answer Questions

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

For Multiple Choice questions, text boxes for 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 8 2 points [Save Answer](#)

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

a. Arctic

b. Atlantic

c. Indian

d. Pacific

Question 5 6 points [Save Answer](#)

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

a.

b.

c.

d.

QUICK STEPS: Creating Multiple Choice or Multiple Answer Questions

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

2. Options

Answer Numbering: None

Answer Orientation: Lowercase Letters (a, b, c)

Allow Partial Credit:

Show Answers in Random Order:

3. Answers

Number of Answers: 4

Correct:

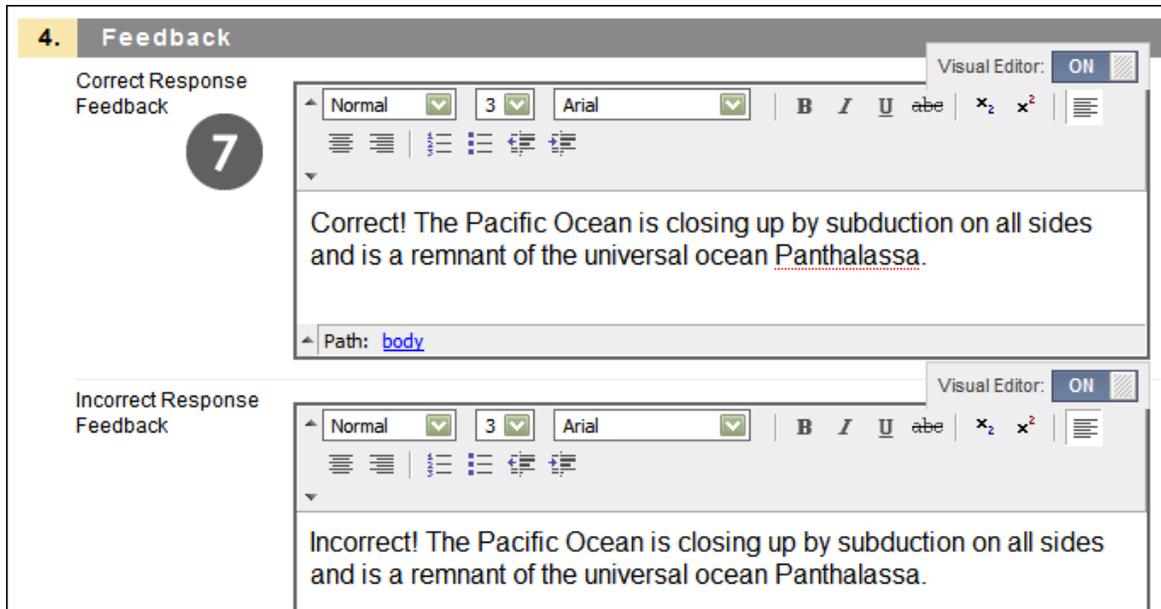
Answer 1.

Normal

Arial

Atlantic

4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20



If **Provide Feedback for Individual Answers** was selected in the test's Question Settings, you can add custom feedback for each answer.

NOTE: You can delete any answer box by clicking **Remove** to the right of the box. If you want the question to have fewer than four answers, use the **Remove** option.

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

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.

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

Creating Tests: Creating Multiple Choice or Answer Questions

2. Options

Answer Numbering: Lowercase Letters (a, b, c)

Answer Orientation: Vertical

Allow Partial Credit: 2

Allow Negative Scores for Incorrect Answers: 3

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.

Answer b.

Normal 3 Arial

Jupiter

Path: [body](#)

* Partial Credit % 50 4

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.

Creating Tests: Creating Multiple Choice or Answer Questions

Answer b.

Normal 3 Arial

Jupiter

Path: [body](#)

* Partial Credit % -50 **5**

6. Click **Submit**.

Creating Ordering Questions

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

Ordering questions are graded automatically.

The screenshot displays a Blackboard assessment interface. At the top, a dark grey header bar contains the text "Question 15" on the left and "10 points" followed by a "Save Answer" button on the right. Below the header, the question text reads "Order the four oceans in size, with the largest first." Underneath the text is a list of four oceans, each with a small blue dropdown arrow to its left: Pacific, Indian, Atlantic, and Arctic. Below the list is a vertical column of four numbered boxes (1., 2., 3., 4.) for entering the answers. At the bottom of the interface, a dark grey header bar contains the text "Question 16" on the left and "0 points" followed by a "Save Answer" button on the right.

QUICK STEPS: Creating Ordering Questions

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

Creating Tests: Creating Ordering Questions

2. Options

Answer Numbering: Arabic Numerals (1, 2, 3)

Allow Partial Credit:

3. Answers

Number of Answers: 4

Answer 1. Remove

Normal 3 Arial

Pacific

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

Create/Edit Ordering Question

1 Answers

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

Display Order

Reorder: Answers

- Pacific
- Indian
- Atlantic
- Arctic

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

Cancel Submit

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.

Creating Matching Questions

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

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

The screenshot shows a Blackboard question interface for "Question 2" worth 10 points. The question text is "Match each term with its definition." Below the text are two columns of items. The left column contains four question items, each with a dropdown menu. The right column contains four answer items, labeled A through D. The first question item is "The chemical alteration and breakdown of rock" with a dropdown menu. The second question item is "The conversion of sediment to rock" with a dropdown menu. The third question item is "The dropping of sediment into a long-term reservoir" with a dropdown menu. The fourth question item is "The picking up and carrying away of sediment" with a dropdown menu. The answer items are: A. Deposition, B. Erosion, C. Lithification, and D. Wethering.

QUICK STEPS: Creating Matching Questions

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

Create/Edit Matching Question

1 Assign

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

A. B. C. D.

The minimum number of question items is 4 and the maximum is 20. If there are more question items than answer items, some questions will match to the same answer.

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

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.

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

Creating Tests: Creating Matching Questions

2. Options

Allow Partial Credit 2

Allow Negative Scores for Incorrect Answers 3

Allow Negative Overall Score for the Question 4

Answer Numbering

- 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.

*** Answer**

Normal 3 Arial B

Phobos

Path: [body](#)

Partial Credit % 4

Negative Credit % 5

- Click **Submit**.

Creating Fill in the Blank Questions

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

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

Fill in the Blank questions are graded automatically.



The screenshot shows a question interface with a header bar containing "Question 6" and "10 points" next to a "Save Answer" button. The question text is: "_____ 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." Below the question is a text input field containing the word "Quartz".

QUICK STEPS: Creating Fill in the Blank Questions

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



Create/Edit Fill in the Blank Question

* Indicates a required field.

Cancel Submit

1. Question

* Question Text **2**

Visual Editor: ON

Normal 3 Arial B I U abc x₂ x²

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

Path: [body](#)

2. Answers

Number of Answers **3** 4

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

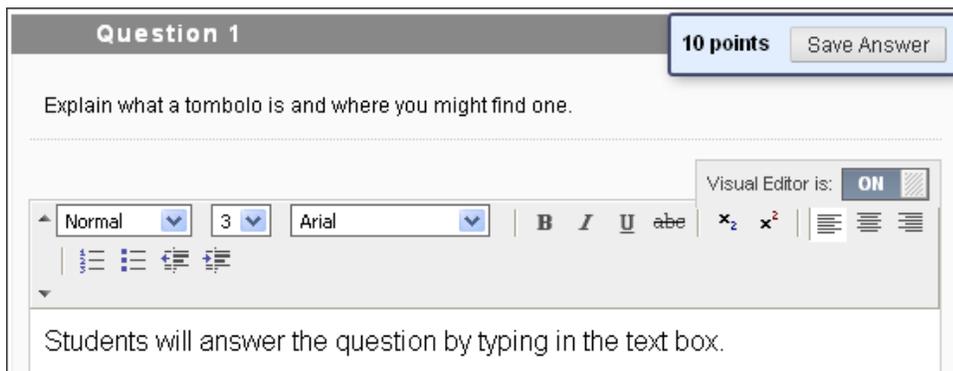
4

Creating Essay Questions

Essay questions require students to type an answer in a text box.

Text can be typed directly in the text box or pasted in from another application, such as a simple text editor like Notepad or TextEdit. Copying and pasting from fully featured word processing programs such as Microsoft Word may insert hidden formatting and is not recommended.

Essay questions are graded manually.



The screenshot shows a question interface titled "Question 1" with a "10 points" value and a "Save Answer" button. The question text is "Explain what a tombolo is and where you might find one." Below the question is a rich text editor with a toolbar containing options for font style (Normal), size (3), font face (Arial), bold (B), italic (I), underline (U), strikethrough (abc), subscript (x₂), superscript (x²), bulleted list, numbered list, and indent. A "Visual Editor is: ON" indicator is visible. Below the editor, a sample answer is provided: "Students will answer the question by typing in the text box."

To create Essay questions, type the question. Optionally, include a sample answer, which appears to students after they have submitted their tests and are viewing their results. Also, you can use the sample answer as a reference when grading the essays.

QUICK STEPS: Creating Essay Questions

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

Visual Editor: ON

Normal 3 Arial B I U abc x₂ x²

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

Path: [body](#)

2. Answer

Visual Editor: ON

Normal 3 Arial B I U abc x₂ x²

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

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

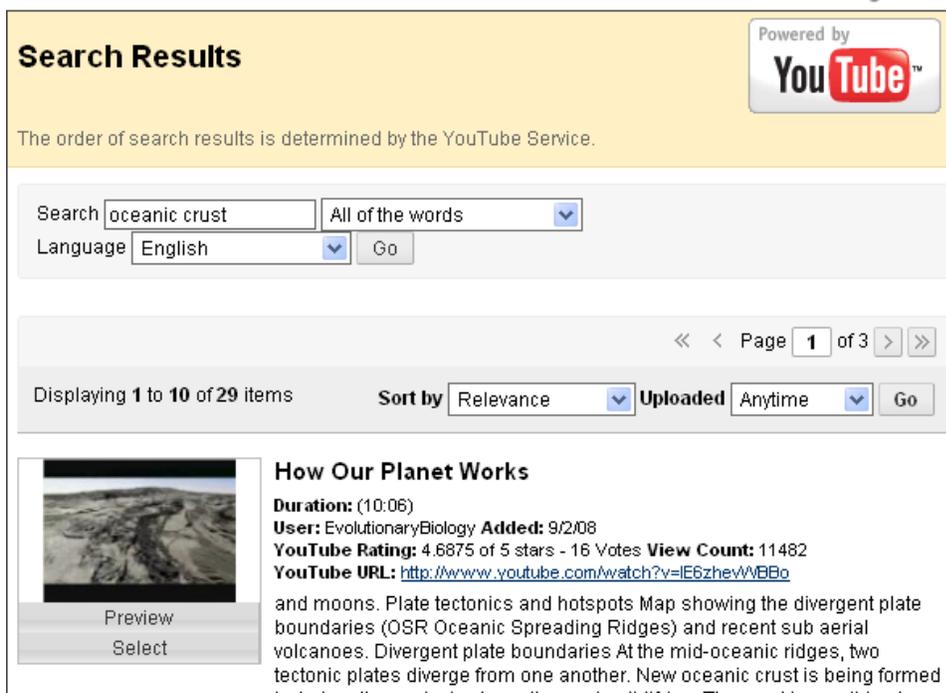
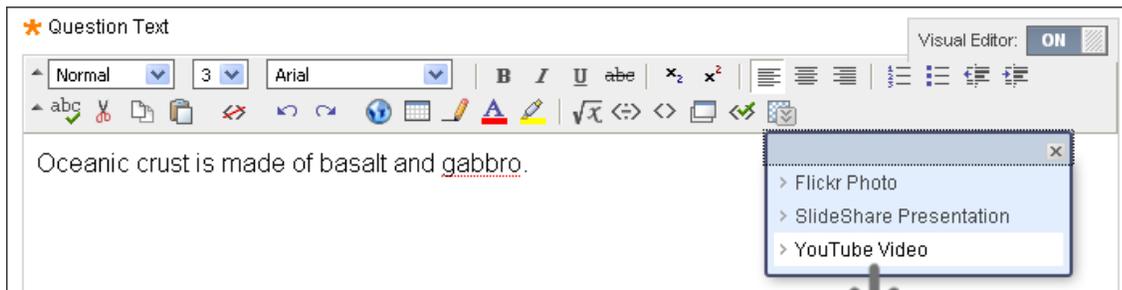
Essay questions are not graded automatically. To grade an Essay question, you must review the attempt through the Grade Center and assign a score. Test scores are not available to students until the essay questions are graded manually.

Best Practice: YouTube™ Questions

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

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

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.



Ordering the Test Questions

The final overall step in creating a test is to order the questions. By default, they 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 shows the 'Test Canvas: Chapter 1 Test' interface. A 'Reorder: Questions' dialog box is open, displaying a list of five questions with up and down arrows for reordering. The main interface shows a list of questions with a drag-and-drop handle on the left. The questions are:

- 1. True/False: Significant oceanographic knowledge was acquired during the Middle Ages.
- 2. Multiple Choice: Alfred Wegener discusses a supercontinent called ____.

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

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

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

Feedback

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

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

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

Sources:

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

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

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

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

4.0 Deploying Tests

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

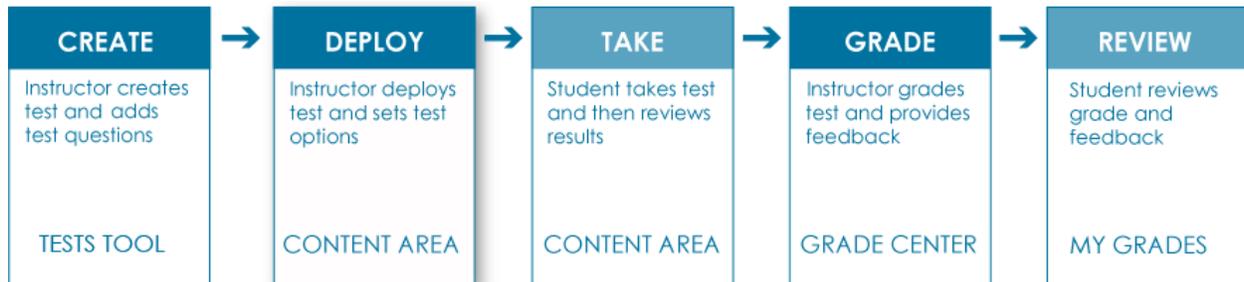
Learning Outcomes

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:

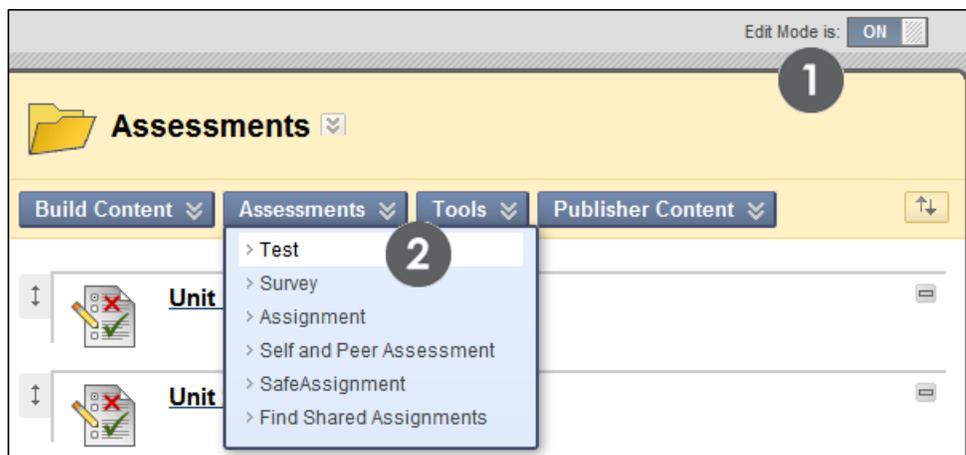
- Add the test to a Content Area.
- Make the test available to students by selecting test options.

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, from the **Assessments** drop-down list, select **Test**.



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

Deploying Tests: Adding Tests to Content Areas

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

Success: Chapter 1 Test – History of Ocean Exploration and Ocean Science created.

Test Options

* Indicates a required field. Cancel Submit

1. Test Information

* Name

Choose Color of Name Black

Description Text Editor is: ON

Normal 3 Times New Roman | **B** *I* U abc | x_2 x^2 | [List Icons]

This test will cover material presented in Chapter 1 - The History of Ocean Exploration and Ocean Science. This is a timed test. You will have 15 minutes to complete the test once you begin. Questions will be presented all at once and you have one attempt to complete test. Total of 33 points.

Path: [body](#)

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, and select an **Auto-Submit** option. Turning Auto-Submit on automatically saves and submits 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 choose to require a **Password** to access the test, and type the desired word in the password field. Passwords are limited to 15 characters and are case-sensitive.

Deploying Tests: Setting Test Options

2. Test Availability

Make the Link Available Yes No **1**

Add a New Announcement for this Test Yes No **2**

Multiple Attempts

- Allow Unlimited Attempts **3**
- Number of Attempts

Force Completion **4**

Set Timer Hours Minutes **5**

Auto-Submit OFF ON

Display After **6**

Display Until

Password Password **7**

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, above), but attempts completed after the due date are marked as late submissions.

3. Due Date

Due Date

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

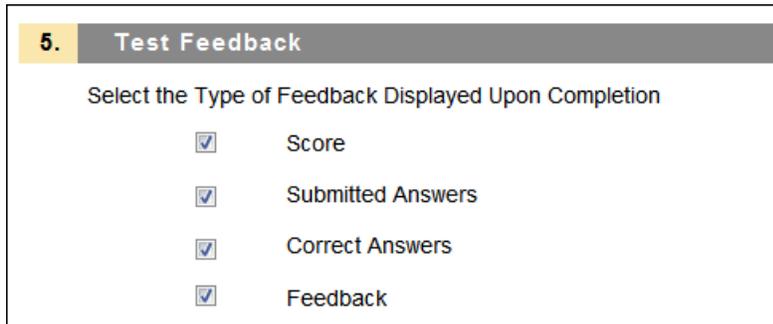
If you select **Hide Results for this Test Completely from Instructor and the Grade Center**, the test is **not** included in calculations and the total grade is not affected in the Grade Center. In this case, you cannot see the students' answers to questions. The Grade Center column only indicates the test has been completed by displaying a check mark in the Grade Center cell for the test.

Deploying Tests: Setting Test Options

This 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.



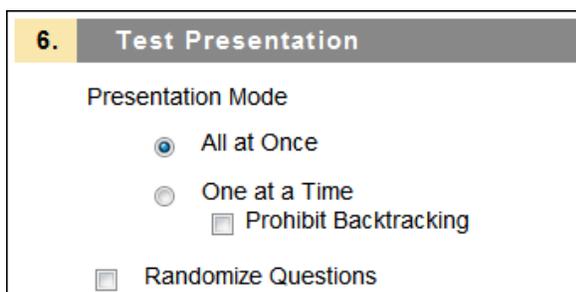
The screenshot shows a menu titled "5. Test Feedback". Below the title is the instruction "Select the Type of Feedback Displayed Upon Completion". There are four options, each with a checked checkbox: "Score", "Submitted Answers", "Correct Answers", and "Feedback".

You can change these options at any point. For example, if students will be taking the test at different times, you may choose initially to display only the score, and then when all students have taken the test, to make submitted and 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.



The screenshot shows a menu titled "6. Test Presentation". Below the title is the instruction "Presentation Mode". There are three options: "All at Once" (selected with a radio button), "One at a Time" (with a radio button), and "Randomize Questions" (with a checkbox). Under "One at a Time", there is a sub-option "Prohibit Backtracking" with a checkbox.

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**.

5.0 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.

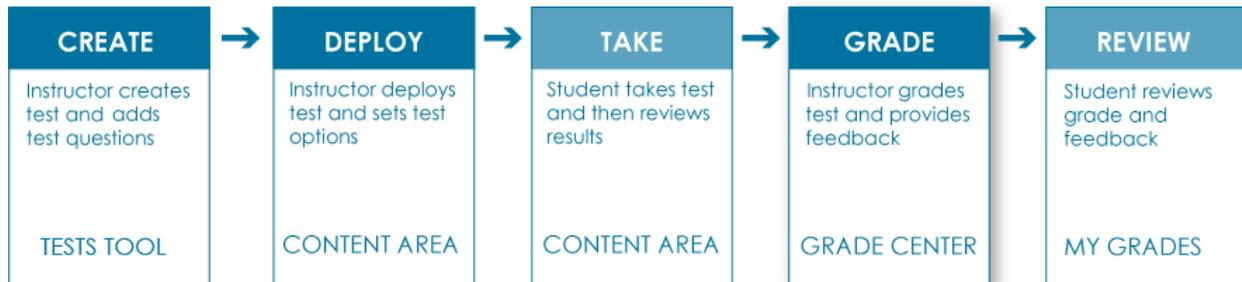
Learning Objectives

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, must be graded manually. You also have the option of adjusting 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.

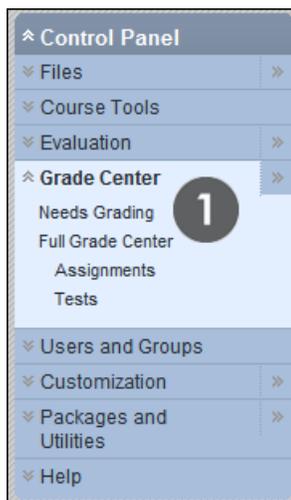
NOTE: If you associated rubrics with any Essay, File Response, or Short Answer questions, see the *Using Rubrics* manual for more information on grading.

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.

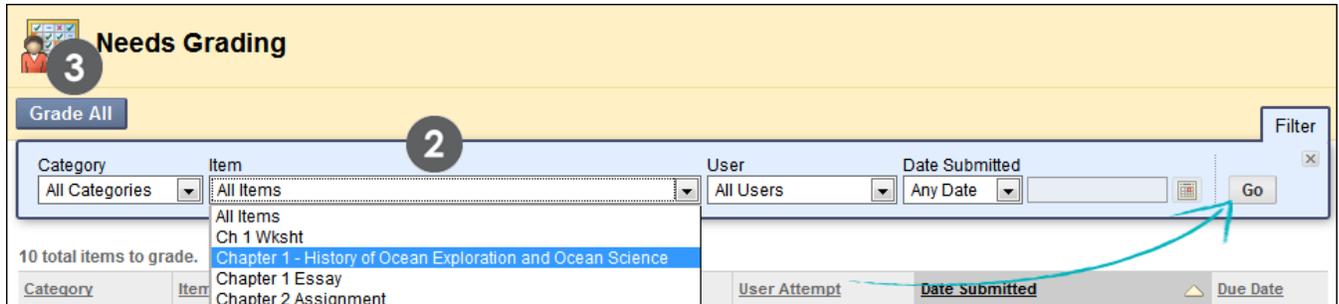
QUICK STEPS: Accessing the Grade Test Page From the Needs Grading Page

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



Grading Tests: Viewing and Grading Tests

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

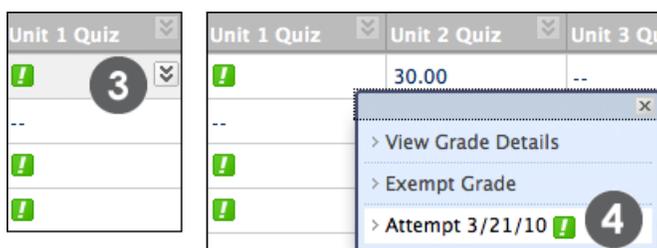


QUICK STEPS: Accessing the Grade Test Page From the Grade Center

- On the **Control Panel**, expand the **Grade Center** section and select **Full Grade Center** or the **Tests** Smart View.
- In the Grade Center, locate the cell for a student's test that contains an exclamation mark, the Needs Grading icon ().

☐	Last Name	First Name	What do you know	Unit 1 Quiz	Unit 2 Quiz
☐	Brown	Tony	✓	! 2	30.00
☐	Casper	Chris	✓	--	--
☐	Cooper	Ashby	--	!	30.00
☐	Durand	Porter	✓	!	--

- Move the mouse pointer over the cell to see the Action Link and click it to access the contextual menu.
- Select **Attempt** at the bottom of the list.



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. Type **Feedback to User** and **Grading Notes**, if you want. Optionally, use the Text 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: Unit 1 Quiz

Jump to... Hide User Names

User: **Tony Brown (Attempt 1 of 1)** View: **Full Grade Center** Exit Save and Exit **Save and Next** < 1 of 10 >

✧ **Test Information**

Status	Needs Grading
Score	0 out of 50 points
Time Elapsed	
Started Date	12/1/11 4:42 PM
Submitted Date	12/1/11 4:52 PM
Instructions	
Clear Attempt	Clear Attempt
Edit Test	Edit Test

Question 1: Multiple Choice 10 out of 10 points

Which one of the following planets has no satellites?

Given Answer: a. Venus

Correct Answer: a. Venus

Question 2: Essay - out of 20 points View Rubric

What is the easiest object for us to observe and why?

Given Answer: The moon is easy to observe. It is up in the sky about half the night and it rises early. Finding the moon is fairly easy, if you just know when it rises and sets. Just after moonrise, it will be somewhere in the east, low in the sky. Also, no equipment is required to see changes and movement.

Correct Answer: It is easiest for us to observe the moon and it requires no instruments. As a class we can observe it together no

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

You may also edit any question's score from this page. The new score for the test appears in the Grade Center cell.

Viewing and Grading by Question

You may choose to view and grade tests by question, which allows you to move from test to test, viewing and scoring the same question for each student.

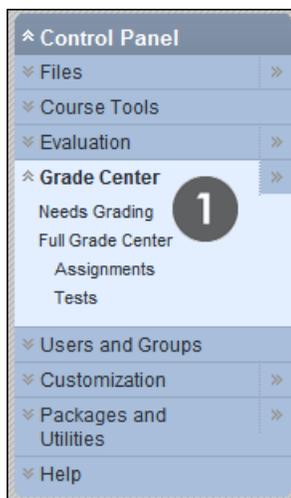
Choosing to grade by question allows you to concentrate on the answers for a single question at a time, and formulate an idea of how the group performed on that particular question. Grading by question is also useful if you need to revisit a question that requires a score adjustment for a large number 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 click the Action Link next to the item name to access the contextual menu.
3. Click **Grade by Question**.



Grading Tests: Viewing and Grading by Question

Needs Grading

Grade All

Category: All Categories | Item: Chapter 1 - History of Ocean Exploration and Ocean Science | User: All Users

2 of 10 total items match current filter.

Category	Item Name	User Attempt
Test	Chapter 1 - History of Ocean Exploration and Ocean Science	Mina Akbar
Test	Chapter 1 - History of Ocean Exploration and Ocean Science	

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

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

1. Access the Grade Center.
2. Locate the column header of the test you want to grade.
3. Click the Action Link to access the contextual menu.
4. Select **Grade Questions**.

Unit 1 Quiz	Unit 2 Quiz	Unit 3 Quiz
!		
--		
!		
!		
--		
!		
!		
!		

- > Quick Column Information
- > Edit Test
- > View and Add Alignments
- > Grade Attempts
- > Grade Anonymously
- > Attempts Statistics
- > Download Results
- > View All Attempts
- > **Grade Questions**
- > View Grade History

QUICK STEPS: Grading by Question

1. On the **Grade Questions** page, select the **Responses** link by the question you want to grade.

▼ Test Information				
<input type="checkbox"/> Grade Responses Anonymously				
Preview	Question Text	Question Type	Default Points	Responses
	Alfred Wegener discusses a supercontinent called _____.	Multiple Choice	2	2 1
	Compare the limitations and advantages of using ROVs, AUVs and submersibles in ocean exploration.	Essay	5	2

2. On the **Grade Responses** page, expand the **Question Information** to view the question.
3. Click **Edit** by each student response to grade it.

Question Information **2**

Question Text: Compare the limitations and advantages of using ROVs, AUVs and submersibles in ocean exploration.

Correct: Submersibles have provided a very successful means for directly observing the deep-sea environment. Some negative factors associated with manned submersibles are risk to human life, the high cost of systems, and the relatively short time that can be spent making observations.

Displaying 1 to 2 of 2 items **3**

Mina Akbar (Attempt 1 of 1) Score: - [Edit](#)

Submitted Date: Jun 23, 2011 3:21:38 PM

Given Answer: ROVs, AUVs and submersibles all have advantages and disadvantages. Because people are in control of ROVs and submersibles, they can make changes to the plan if new things are discovered while underwater. With submersibles, however, since there are people inside, they cannot go far from the vessel they are tethered to, and there is more of a risk to human life. All of the types are very expensive, which limits research.

Response Feedback:

Christopher Casper (Attempt 1 of 1) Score: - [Edit](#)

Submitted Date: Jun 23, 2011 3:24:22 PM

Given Answer: ROVs, AUVs, and manned submersibles have all proven to be useful in exploring the deep-sea environment. Because ROVs and AUVs do not carry people, they are not limited by human physical needs. Manned submersibles need to be connected to a support system of some kind in order to provide power and oxygen, and therefore have a short range, both in terms of distance and time. All submersibles are expensive to build and maintain.

Response Feedback:

Grading Tests: Viewing and Grading by Question

4. Type the **Score**. If you associated a rubric with this question, you can click **View Rubric**.
5. Type **Response Feedback**, if you want. Optionally, use the Text 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.

The screenshot displays a Blackboard assessment interface for a student named Christopher Casper (Attempt 1 of 1). The interface includes a header with the student's name and attempt number, a score field, and an 'Edit' button. Below the header, the 'Submitted Date' is shown as Jun 23, 2011 3:24:22 PM. The 'Given Answer' field contains the text: 'ROVs, AUVs, and manned submersibles have all proven to be useful in exploring the deep-sea environment. Because ROVs and AUVs do not carry people, they are not limited by human physical needs. Manned submersibles need to be connected to a support system of some kind in order to provide power and oxygen, and therefore have a short range, both in terms of distance and time. All submersibles are expensive to build and maintain.' A 'View Rubric' button is located below the answer. The 'Response Feedback' field is currently empty and contains a large number '5'. A rich text editor toolbar is visible above the feedback field, with a 'Text Editor is: ON' toggle. At the bottom of the interface, there is a 'Path: body' field, a 'Cancel' button, and a 'Submit' button. A large number '6' is overlaid on the 'Submit' button.

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

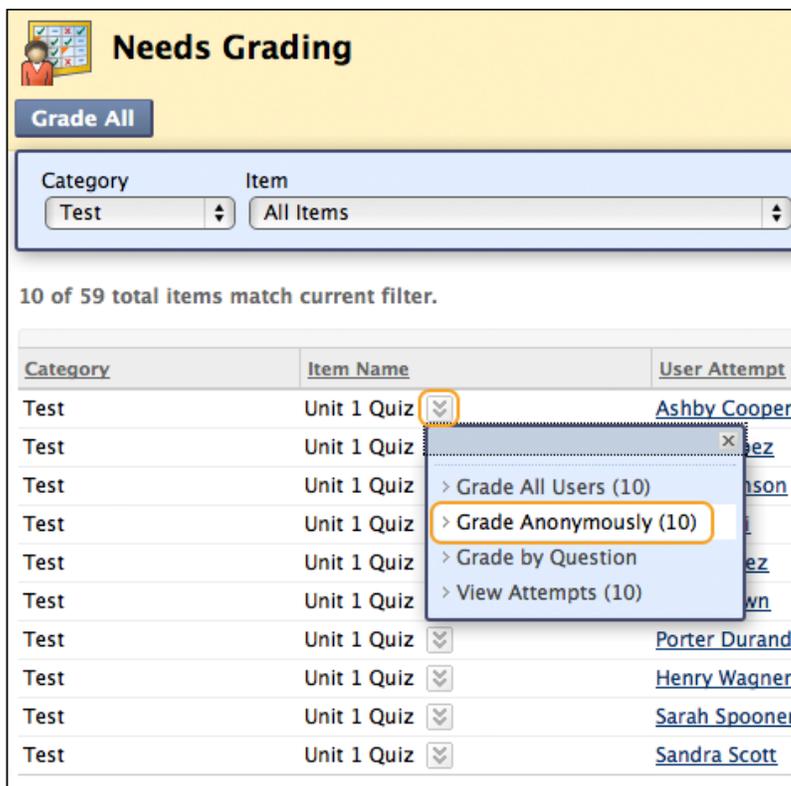
Grading Anonymously

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. Click a test attempt's Action Link to access the contextual menu.
2. Select **Grade Anonymously**. The **Grade Test** page appears.

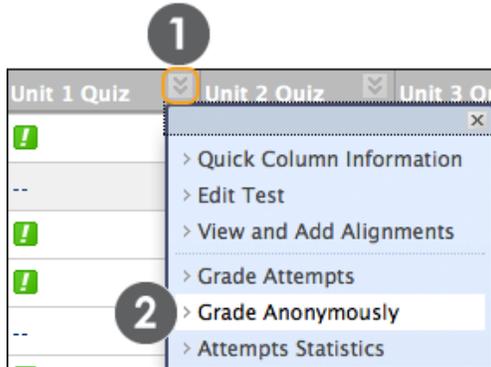


The screenshot shows the 'Needs Grading' interface. At the top, there is a 'Grade All' button. Below it are filters for 'Category' (Test) and 'Item' (All Items). A message states '10 of 59 total items match current filter.' Below this is a table with columns for 'Category', 'Item Name', and 'User Attempt'. The first row is highlighted, and a dropdown menu is open over the 'Item Name' column, showing options: '> Grade All Users (10)', '> Grade Anonymously (10)', '> Grade by Question', and '> View Attempts (10)'. The 'Grade Anonymously (10)' option is highlighted with an orange box.

Category	Item Name	User Attempt
Test	Unit 1 Quiz	Ashby Cooper
Test	Unit 1 Quiz	ez
Test	Unit 1 Quiz	nson
Test	Unit 1 Quiz	ez
Test	Unit 1 Quiz	wn
Test	Unit 1 Quiz	Porter Durand
Test	Unit 1 Quiz	Henry Wagner
Test	Unit 1 Quiz	Sarah Spooner
Test	Unit 1 Quiz	Sandra Scott

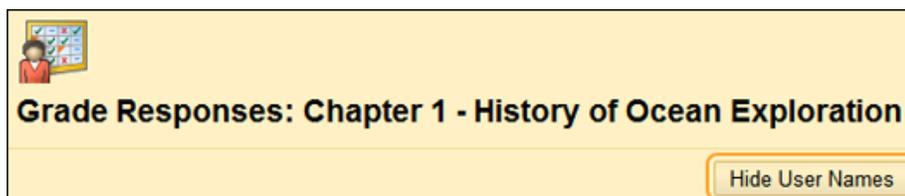
QUICK STEPS: Grading Anonymously From the Grade Center

1. Click a test's Action Link in the column header to access the 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, such as giving full credit for questions, changing the point value for questions, and deleting and editing questions when submissions exist. Changing the correct answer choice or point value of a question 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 choose to 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 will also be 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.

See the section on **Viewing and Grading by Question** for more information on accessing questions to give or remove full credit.

QUICK STEPS: Giving Full Credit

1. In the Grade Center, click a test's Action Link in the column heading to access the contextual menu and select **Grade Questions**.

-OR-

On the **Needs Grading** page, click a test's Action Link to access the 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.

4

Question Information

Question Text: Which one of the following planets has no satellites?

Correct: a.
 b. Venus
 c. Jupiter
 d. Neptune
 Mars

Correct Feedback: Correct. Venus has no satellites. Good Job!

Incorrect Feedback: No, Venus is the correct answer. Re-read the passage on Venus.

Edit Question

Edit Test

Give Full Credit **5**

6. 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

Question Information

Question Text: Which one of the following planets has no satellites?

Correct: a.
 b. Venus
 c. Jupiter
 d. Neptune
 Mars

Correct Feedback: Correct. Venus has no satellites. Good Job!

Incorrect Feedback: No, Venus is the correct answer. Re-read the passage on Venus.

Edit Question

Edit Test

Remove Full Credit

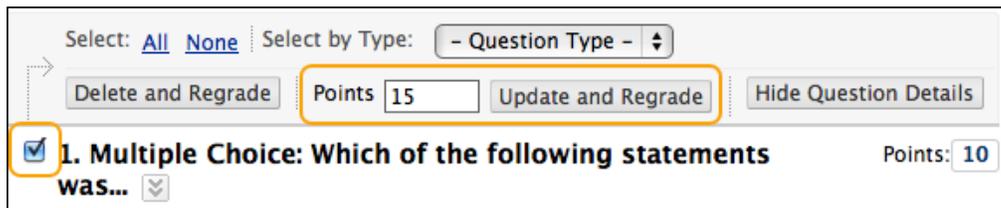
7. Click **Back to Questions** to return to the **Grade Questions** page.

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

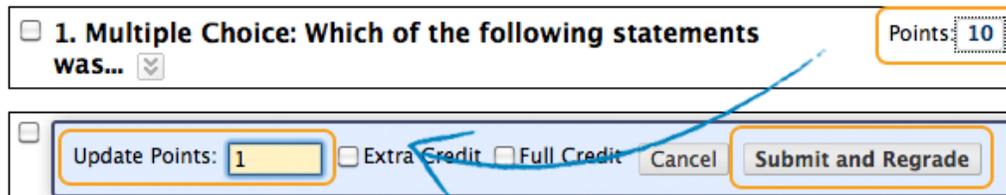
1. On the **Test Canvas**, select the check box for each question requiring a change.
2. On the Action Bar, type a number in the **Points** box.
3. Click **Update** or **Update and Regrade** to make your changes.



The screenshot shows the top of the Test Canvas interface. At the top, there are options to 'Select: All None' and 'Select by Type: - Question Type -'. Below this is an action bar with buttons for 'Delete and Regrade', 'Points 15', 'Update and Regrade', and 'Hide Question Details'. A question is listed below: '1. Multiple Choice: Which of the following statements was...'. The question has a checked checkbox on the left and 'Points: 10' on the right. The 'Points 15' box and the 'Update and Regrade' button are highlighted with orange boxes. A blue arrow points from the 'Update and Regrade' button to the 'Points 15' box.

-OR-

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.



The screenshot shows the 'Update Points' pop-up dialog. At the top, it displays the question title '1. Multiple Choice: Which of the following statements was...' and the current points 'Points: 10'. Below this is a form with 'Update Points: 1' in a text box, followed by checkboxes for 'Extra Credit' and 'Full Credit', a 'Cancel' button, and a 'Submit and Regrade' button. The 'Update Points' text box, the 'Submit and Regrade' button, and the 'Extra Credit' checkbox are highlighted with orange boxes. A blue arrow points from the 'Submit and Regrade' button to the 'Update Points' text box.

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

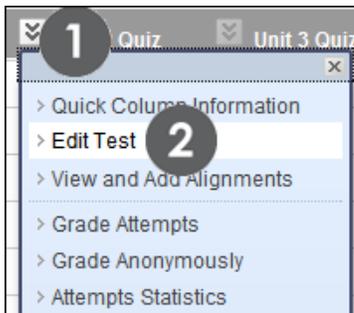
Deleting Questions and Regrading

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.

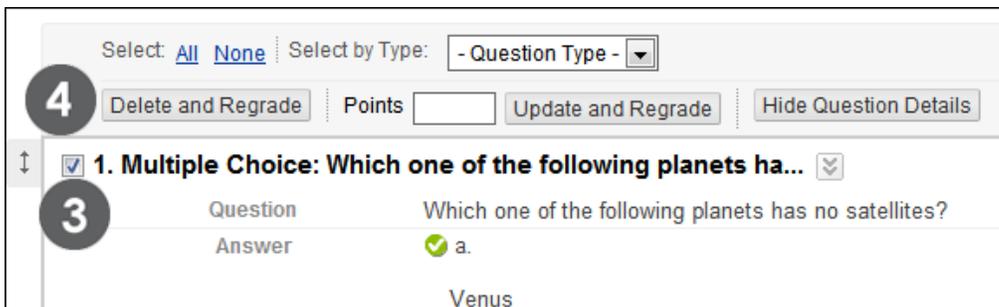
NOTE: If any students are in the process of taking a test, you will not be able to delete questions until they have submitted their work and the test is no longer in progress.

QUICK STEPS: Deleting Questions and Regrading

1. In the **Grade Center**, click a test's Action Link in the column header to access the contextual menu.
2. Select **Edit Test**.



3. On the **Test Canvas**, select one or more questions to be deleted.
4. Click **Delete and Regrade**.

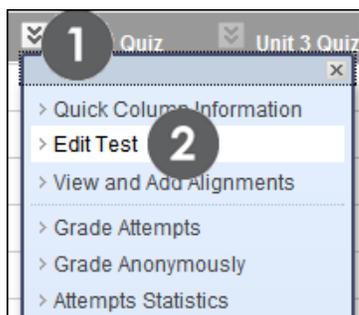


Editing Questions When Test Submissions Exist

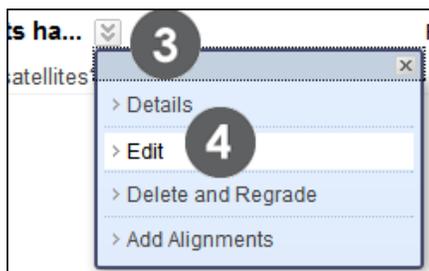
You can edit questions from the **Test Canvas** at any time. After students have submitted test attempts, you can edit the wording of a question or answer, or reorder questions without affecting existing grades. Changing the correct answer choice of a question causes all existing test attempts to be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

QUICK STEPS: Editing Questions When Test Submissions Exist

1. In the **Grade Center**, click a test's Action Link in the column header to access the contextual menu.
2. Select **Edit Test**.



3. On the **Test Canvas**, click the Action Link of the question you want to edit.
4. Select **Edit**.



5. Make your edits and click **Submit and Update Attempts** to save your changes.

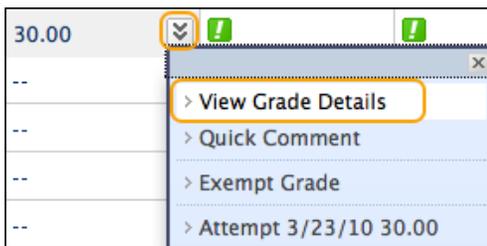
NOTE: You can also edit questions if you are grading by question. Expand the **Question Information** section and click **Edit Question**.

Overriding Grades

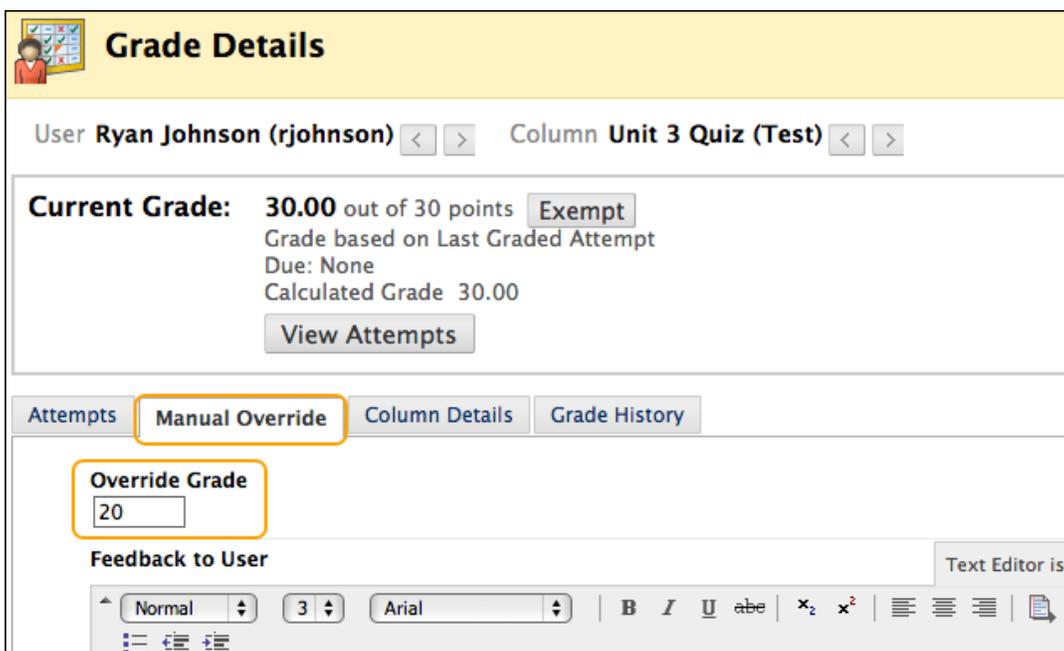
Use the override function to ignore the results of all attempts and display a grade you manually enter. The override grade takes precedence over all other grade entries, including attempts a student submits after the override grade is entered.

QUICK STEPS: Overriding Test Grades

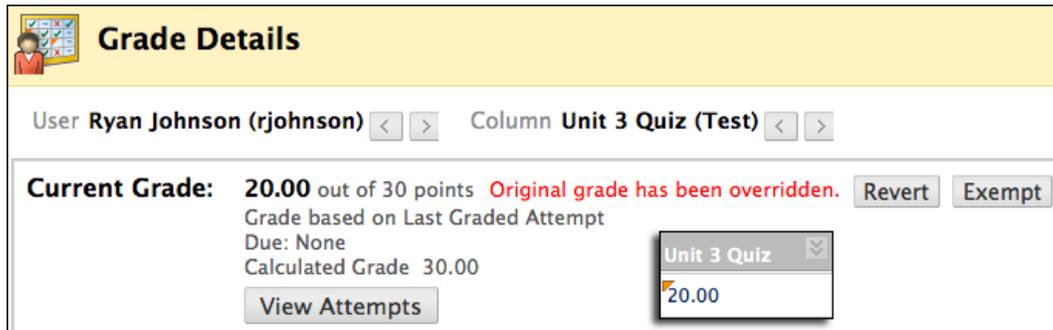
1. In the Grade Center, locate the cell containing the student's graded test to override.
2. Move the mouse pointer over the cell to see the Action Link.
3. Click the Action Link to access the contextual menu.
4. Select **View Grade Details**.



5. On the **Grade Details** page, select the **Manual Override** tab.
6. Type a grade in the **Override Grade** box.



7. Optionally, type **Feedback to User** that explains the grade change and **Grading Notes** to yourself. Use the Text Editor functions to format the text and include files, images, links, multimedia, and Mashups.
8. Click **Save**. The updated **Grade Details** page appears.



Grade Details

User **Ryan Johnson (rjohnson)** < > Column **Unit 3 Quiz (Test)** < >

Current Grade: **20.00** out of 30 points **Original grade has been overridden.** **Revert** **Exempt**

Grade based on Last Graded Attempt
Due: None
Calculated Grade 30.00

View Attempts

Unit 3 Quiz
20.00

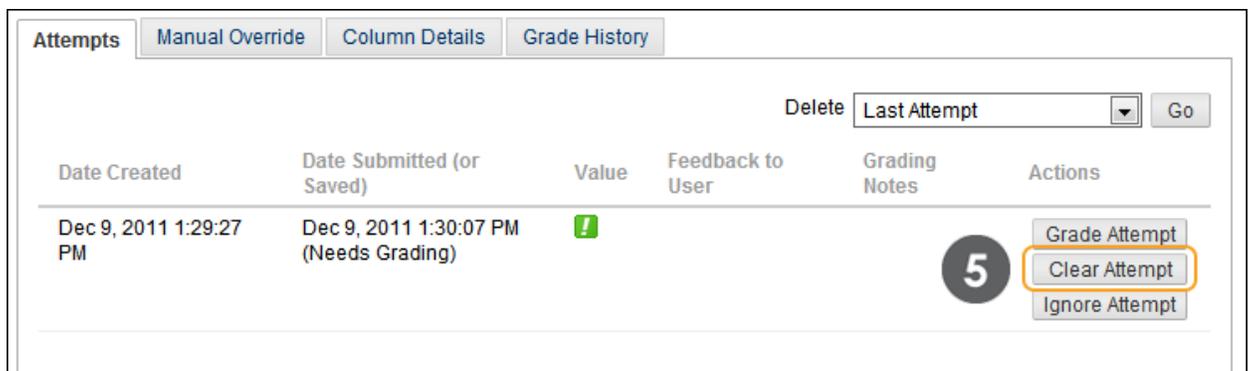
In the Grade Center column for the test, the new grade is shown with an **Override** icon in the cell's corner, indicating the grade has been modified.

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



The screenshot shows the Blackboard Grade Center interface. At the top, there are tabs for 'Attempts', 'Manual Override', 'Column Details', and 'Grade History'. Below the tabs, there is a 'Delete' dropdown menu set to 'Last Attempt' and a 'Go' button. The main table has 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 9, 2011 1:29:27 PM', 'Date Submitted (or Saved)' is 'Dec 9, 2011 1:30:07 PM (Needs Grading)', 'Value' is '5' with a green exclamation mark icon, 'Feedback to User' is empty, 'Grading Notes' is empty, and 'Actions' contains three buttons: 'Grade Attempt', 'Clear Attempt' (highlighted with an orange box), and 'Ignore Attempt'.

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.

Grading Tests: Clearing Attempts

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

Current Grade: - out of 34 points Exempt
Grade based on Last Graded Attempt
Due: None

[Attempts](#) [Manual Override](#) [Column Details](#) [Grade History](#)

Date	Last Edited by	Value	Comments
Dec 9, 2011 1:32:41 PM	Cathy Chu	Attempt Grade Cleared	
Dec 9, 2011 1:30:07 PM	Chris Casper	Attempt submitted (needs grading).	

Viewing Statistics

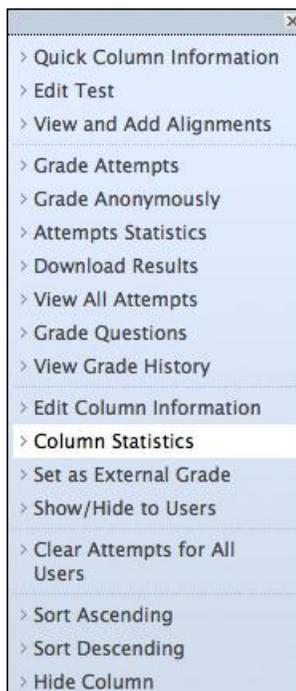
For each test in the Grade Center, you can view column statistics on overall class performance. The statistical information includes the following:

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

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

QUICK STEPS: Viewing Column Statistics

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



Column Statistics

Column: Show Statistics For:

Column **Practice Quiz (Test)**

Column Details

Column	Practice Quiz (Test)
Points Possible	58
Description	3

Statistics	Status Distribution	Grade Distribution
Count	Null	greater than 100
Minimum Value	In Progress	90 - 100
Maximum Value	Needs Grading	80 - 89
Range	Exempt	70 - 79
Average		60 - 69
Median		50 - 59
Standard Deviation		40 - 49
Variance		30 - 39
		20 - 29
		10 - 19
		0 - 9
		less than 0

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

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

Grading Tests: Viewing Statistics

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

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

Viewing Attempts Statistics

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

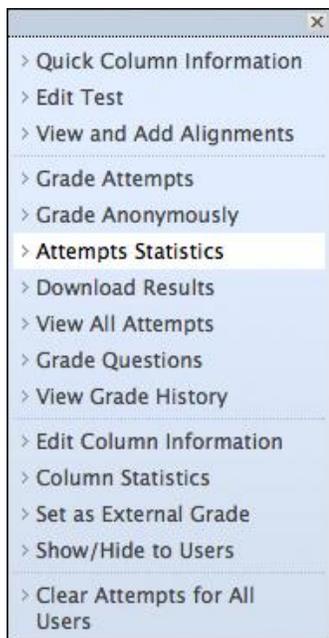
You can also use Attempts Statistics to view survey results.

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



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



Test Statistics: Practice Quiz 2

Name	Practice Quiz 2	3
Score	39.4	
Attempts	4 (Total of 5 attempts for this assessment)	
Graded Attempts	4	
Attempts that Need Grading	0	
Instructions	The test is ungraded and untimed. You may take the test multiple times. If you have any questions about the question format or content, please email me.	

Question 1: Multiple Answer Average Score 1.25 points

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

Correct Answers	Percent Correct	Percent Incorrect
<input checked="" type="checkbox"/> flying	75%	25%
<input checked="" type="checkbox"/> ferry	75%	25%
<input checked="" type="checkbox"/> walking	75%	25%
<input checked="" type="checkbox"/> rail	75%	25%

Question 2: True/False Average Score 5 points

I have previous experience in Oceanography.

Correct Answers	Percent Answered
<input checked="" type="checkbox"/> True	75%
<input type="checkbox"/> False	25%
<i>Unanswered</i>	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.

Ask Dr. C



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

Your question	Dr. C's reply
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**.
- View **Attempt Statistics** for the **Unit 2 Quiz** to see if how the group performed on individual questions.

6.0 Workshop Wrap Up

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

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

- Identify strategies that encourage academic honesty.
- Explain the overall steps for creating a test.
- Create a test and add the following types of questions: true/false, multiple choice, multiple answer, ordering, matching, fill-in-the-blank, and essay.
- Explain the value of adding video to questions.
- Set a test's 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?