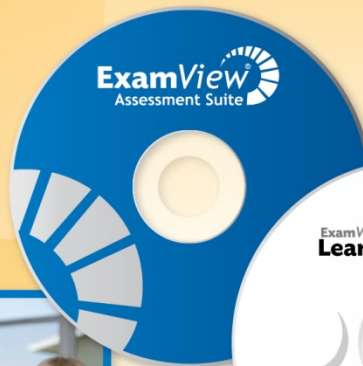


# ExamView Level 1

## Training Workbook



Windows and Mac  
All Users

# ExamView Level 1 Training Workbook

## Contact Information

In addition to this training guide and the **ExamView** software help menu, following are other resources available to support your implementation of **ExamView**.

|                             |  |
|-----------------------------|--|
| Sales Support:              | 800.530.0527                               |
| Technical Support:          | 800.530.0527                               |
| Technical Support Email:    | examview.support@einstruction.com          |
| Customer Support Home Page: | www.fscreations.com/support.php            |
| Downloadable Files/Videos:  | www.fscreations.com/download_center.php    |
| User Community:             | forum.fscreations.com                      |
| User's Guide:               | www.fscreations.com/support_userguides.php |

## Software Versions

This workbook is for the following software:

- **ExamView** 6.2
- CPS 5.4
- Workspace 7.6
- Response 5.0



**eInstruction**

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# Module 1:

## Building Classroom Assessments

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### Overview

Participants will use the **Exam View** Test Generator to build assessments utilizing premade content. They will also format test appearance, create alternate versions of tests and modify the assessments for students with special needs.

### Objectives

After completing this module, participants will be able to do the following:

- Create a test using various question selection options
- Edit the test sections
- Modify test questions by using the Toggle Bimodal, Calculate Values, Adjust Choices / Columns, and Assign Points features
- Format a test using the Reorder, Scramble and Style Gallery features
- Complete the test generation process by saving and printing the test and bubble forms

## What is the ExamView Assessment Suite?

The **ExamView Assessment Suite** is a family of software products that helps create assessment questions and tests for K-12 classrooms, universities, and corporations.

- The **ExamView Assessment Suite** is comprised of the *Test Generator*, *Test Manager*, and *Test Player*.
  - **Test Generator:** Create and manage tests, quizzes, and worksheets using content from question banks.
  - **Test Manager:** View reports of test results and manage a class.
  - **Test Player:** Take tests that have been published on a LAN.
- The **ExamView Assessment Suite** can save you hours of work each week and significantly improve how you create and administer tests, worksheets, and study guides, resulting in improved student learning and more accurate student progress assessment.

## What is the ExamView Learning Series?

The **ExamView Learning Series** is a collection of unique, high-quality questions that can be used for daily monitoring of student achievement and progress in the classroom. The Learning Series works in concert with ExamView Assessment Suite to produce study guides and formative and summative assessments using questions that are organized by discipline and aligned with state academic standards. With the Learning Series, educators can create assessments that measure and promote progress on academic standards at different cognitive levels.

- Includes over 9,500 test questions in math, reading, science, and social studies
- With the added variations from dynamic content (questions that utilize variable ranges rather than static values to automatically produce multiple questions that test the same concept), the **ExamView Learning Series** contains more than 350,000 questions in Math, Science, Social Studies, Reading, and Language Skills.
- All **ExamView Learning Series** questions are high-interest and age- and grade-appropriate.
- Cross-curricular reading selections include questions designed to assess higher-order thinking skills.
- Use the **ExamView Learning Series** with the **ExamView Test Generator** to produce standards-aligned study guides and formative assessments delivered through CPS, on paper, on the LAN, Internet, or with Learning Management Systems such as Blackboard, WebCT, and Angel.
- The **ExamView Learning Series** saves time and helps improve student performance.

Rather than spend valuable time analyzing standards and creating questions aligned to those standards, you can use the **ExamView Learning Series** to focus on addressing specific student and classroom learning needs.

## Question Selection Methods

### QuickTest Wizard

This is the fastest and easiest of the seven methods available for building a test in *Exam View* Test Generator. To create a test, quiz, or worksheet, choose questions from selected question banks according to the question type and they will be randomly selected to create a test.

### Select Randomly

Similar to the QuickTest Wizard in that it randomly chooses questions from the question banks loaded on your computer based on the number of questions you choose for each question type (i.e. multiple choice, numeric, etc.).

### Select From a List

An easy way to select questions if you already know which questions you want to use from a question bank. You need to be familiar with the question bank items or use the sort feature to find the questions best suited to your needs.

### Select While Viewing

Lets you view the questions on the screen and choose which ones you want to include on a test. As a result, you can preview questions easily before you add them to a test.

### Select By Standard

A powerful tool that allows you to quickly create “benchmark tests” to help you determine which objectives students have mastered and which objectives they still need to study and practice. It lets you choose questions based on learning objective, national standard, state standard, or local standard.

### Select By Criteria

Select questions based on data in any of the question information fields. It allows you to create a wide variety of tests quickly – from broad knowledge (using the Difficulty field) to general concepts (using the Topic field) to specific skills mastery (using the State Standard and Keywords fields).

### Select All

Select all questions from the selected question bank.

### Instructional Application

List the two question selection methods that most appeal to your needs.

1. \_\_\_\_\_
2. \_\_\_\_\_

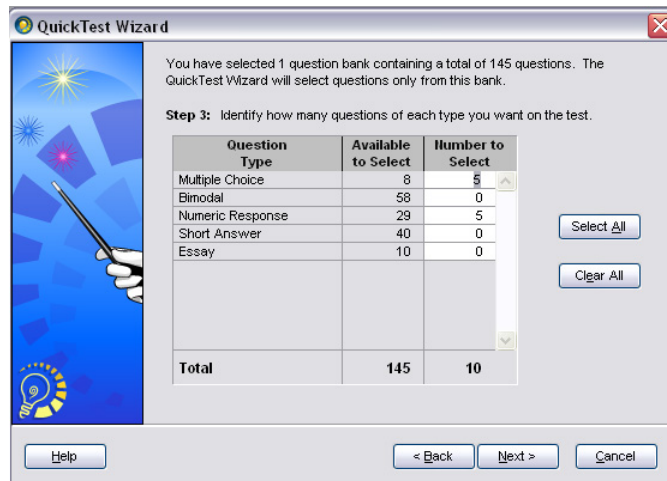
## QuickTest Wizard

The QuickTest Wizard is the fastest and easiest of the seven methods available for building a test in **ExamView** Test Generator. To create a test, quiz, or worksheet, choose questions from selected question banks according to the question type and they will be randomly selected to create a test.

1. **Start ExamView** Test Generator by double-clicking the desktop icon.



2. Select **Create a new test using a wizard**. (Note: If you are already in **ExamView** Test Generator, choose **File > QuickTest Wizard**.)
3. **Enter a test title** and click **Next**.
4. **Select the folder and question banks** from which to choose the test questions by clicking on the question bank and clicking **Select**. (Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.)
5. Click **Next**.
6. **Identify the number of questions** for each question type.



*QuickTest Wizard window*

7. Click **Next** to review the summary.
8. Click **Finish** to build the test.
9. Go to **File > Save As** to save the test.

## Select Randomly

Select Randomly is similar to the QuickTest Wizard in that it randomly chooses questions from the question banks loaded on your computer based on the number of questions you choose for each question type (i.e. multiple choice, numeric, etc.).

1. **Start ExamView** Test Generator by double-clicking the desktop icon.



2. Select **Create a new test from scratch** in **ExamView** Test Generator, choose **File > New Test.** (Note: If you are already in **ExamView** Test Generator, choose **File > New Test.**)

3. **Enter a test title** and click **OK.**

4. Choose **Select > Randomly** from the menu options or click the Select Randomly



button . The Select Questions Randomly window opens.

5. **Select the folder and question banks** from which to choose the test questions by clicking on the question bank and clicking **Select.** (Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.)

6. Click **Next.**

7. **Identify the number of questions** for each question type.

Step 2: You have selected 1 question bank containing a total of 145 questions not already included on the test. Identify how many additional questions of each type you want on the test.

| Question Type    | Already Selected | Number Remaining | Additional Selections | Total    |
|------------------|------------------|------------------|-----------------------|----------|
| Multiple Choice  | 0                | 8                | 4                     | 4        |
| Binomial         | 0                | 58               | 0                     | 0        |
| Numeric Response | 0                | 28               | 4                     | 4        |
| Short Answer     | 0                | 40               | 0                     | 0        |
| Essay            | 0                | 10               | 0                     | 0        |
| <b>Total</b>     | <b>0</b>         | <b>145</b>       | <b>8</b>              | <b>8</b> |

Total questions on test: 8

Buttons: Select All, Clear All, Help, < Back, Finish, Cancel

Select Questions Randomly window

8. Click **Finish** to build the test.
9. Go to **File > Save As** to save the test.

## Select From a List

The Select From a List question selection method is an easy way to select questions if you already know which questions you want to use from a question bank. You need to be familiar with the question bank items or use the sort feature to find the questions best suited to your needs.

1. Start *Exam View* Test Generator by double-clicking the desktop icon.



2. Select **Create a new test from scratch** in *Exam View* Test Generator, choose **File > New Test.** (Note: If you are already in *Exam View* Test Generator, choose **File > New Test.**)

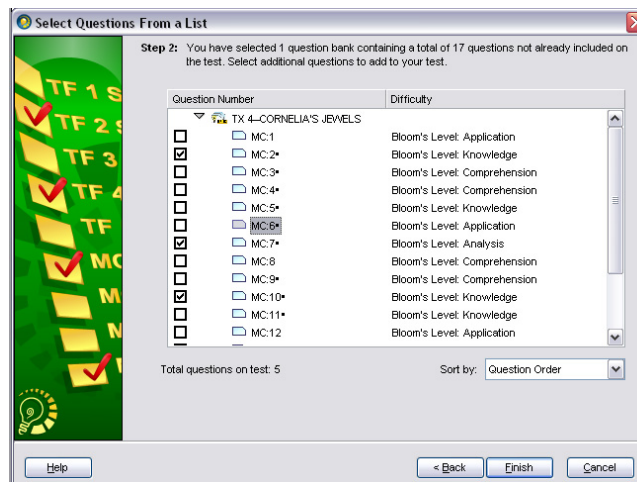
3. Enter a test title and click **OK.**

4. Choose **Select > From a List** from the menu options or click the Select From a List



button . The Select Questions From a List window opens.

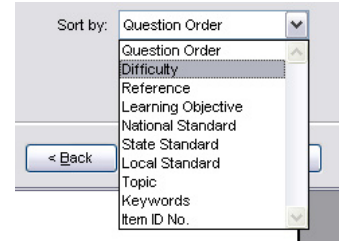
5. Select the folder and question banks from which to choose the test questions by clicking on the question bank and clicking **Select.** (Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.)
6. Click **Next.**
7. Select the questions to include on the test by clicking in the checkbox before each question you want added.



Select Questions From a List window



8. *Optional:* **Sort questions** by any of the following information fields using the Sort by drop-down menu: Question Order, Difficulty (Bloom's Taxonomy), Reference, Learning Objective, National Standard, State Standard, Local Standard, Topic, Keywords, and Item ID No.



*Sort By drop-down box*

*Note:* The second column varies depending on the sort option selected in the Sort box by drop-down list. The availability of question information varies based on what information was entered in the selected question banks.

9. Click **Finish** to build the test.
10. Go to **File > Save As** to save the test.

**Notes**

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## Select While Viewing

The Select While Viewing question selection method lets you view the questions on the screen and choose which ones you want to include on a test. As a result, you can preview questions easily before you add them to a test.

1. **Start ExamView** Test Generator by double-clicking the desktop icon.



2. Select **Create a new test from scratch** in **ExamView** Test Generator, choose **File > New Test.** (Note: If you are already in **ExamView** Test Generator, choose **File > New Test.**)

3. **Enter a test title** and click **OK.**

4. Choose **Select > While Viewing** from the menu options or click the Select While

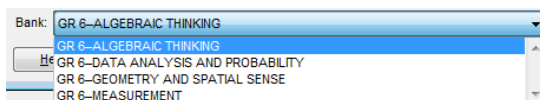
Viewing button . The Select Questions While Viewing window opens.

5. **Select the folder and question banks** from which to choose the test questions by clicking on the question bank and clicking **Select.** (Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.)

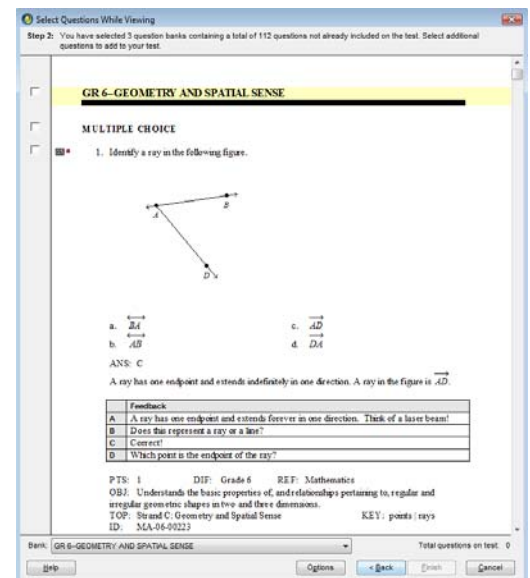
6. Click **Next.**

7. **Select the questions** to include on the test by clicking in the checkbox before each question you want added.
  - a. **Bank Name:** Checking this box selects all of the questions available in the identified question bank.
  - b. **Question Type:** Checking this box selects all of the questions available for the identified question type.
  - c. **Question:** Checking this box selects the question identified.

8. If multiple question banks were selected in the previous step, use the bank drop-down box to view the remaining question banks.



Bank drop-down box



Select While Viewing window

9. Click **Finish** to build the test, and go to **File > Save As** to save the test.

## Select By Standard

The Select By Standard question selection method is a powerful tool that allows you to quickly create “benchmark tests” to help you determine which objectives students have mastered and which objectives they still need to study and practice. If aligned in the question bank, it lets you choose questions based on learning objective, national, state, or local standard.

1. Start **Exam View** Test Generator by double-clicking the desktop icon.



2. Select **Create a new test from scratch** in **Exam View** Test Generator, choose **File > New Test.** (Note: If you are already in **Exam View** Test Generator, choose **File > New Test.**)

3. Enter a test title and click **OK.**

4. Choose **Edit > Preferences** to set the state which corresponds with the standards that are aligned to the question banks, and click **OK.**

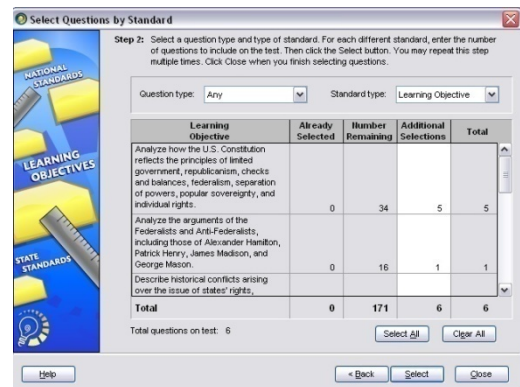
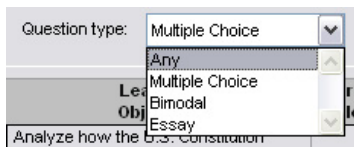
5. Choose **Select > By Standard** from the menu options or click the Select By Standard

button . The Select Questions By Standard window opens.

6. **Select the folder and question banks** from which to choose the test questions by clicking on the question bank and clicking **Select.** (Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.)

7. Click **Next.**

8. **Select the number of questions** for each standard. (Optional: Change the viewing method by selecting an alternate standard from the drop-down menu. Narrow your choices by selecting a question type from the drop-down menu.)



Select Questions by Standard window

9. Click **Select** to add the selected questions to the test.

10. Click **Close** to build the test.

11. Go to **File > Save As** to save the test.

## Select By Criteria

The Select By Criteria question selection method enables you to select questions based on data in any of the question information fields (if these fields have been populated by the question author). It allows you to create a wide variety of tests quickly – from broad knowledge (Difficulty) to general concepts (Topic) to specific skills mastery (State Standards and Keywords).

1. **Start Exam View** Test Generator by double-clicking the desktop icon.



2. Select **Create a new test from scratch** . (Note: If you are already in **Exam View** Test Generator, choose **File > New Test.**)

3. **Enter a test title** and click **OK**.

4. Choose **Select > By Criteria** from the menu options or click the Select By Criteria




button . The Select Questions By Criteria window opens.

5. **Select the folder and question banks** from which to choose the test questions by clicking on the question bank and clicking **Select**. (Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.)

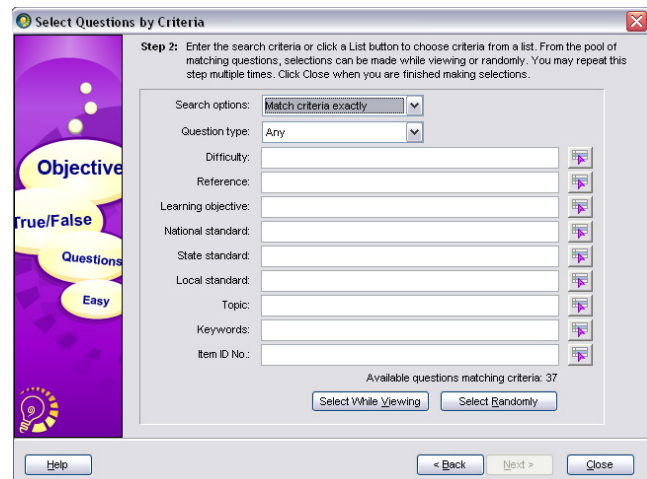
6. Click **Next**.

7. **Select the number of questions** for each criteria by following these steps:

- a. Click the **List button**  to select criteria from a list.
- b. Choose questions either by the **select while viewing** or **select randomly** method.
- c. Click **OK**.
- d. Repeat these steps for each criterion. (Optional: Narrow your choices by selecting a question type from the drop-down menu.)

8. Click **Close** to build the test.

9. Go to **File > Save As** to save the test.



Select Questions by Criteria window

## Select All

The Select All question selection method allows you to select all questions from the selected question bank.

1. **Start ExamView Test Generator** by double-clicking the desktop icon.



2. Select **Create a new test from scratch** in **ExamView Test Generator**, choose **File > New Test.** (*Note: If you are already in ExamView Test Generator, choose File > New Test.*)

3. **Enter a test title** and click **OK.**

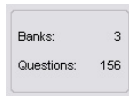
4. Choose **Select > All Questions** from the menu options or click the Select All button



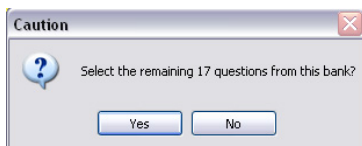
. The Select All Questions window opens.

5. **Select the folder and question banks** from which to choose the test questions by clicking on the question bank and clicking **Select.** (*Note: This process can be repeated several times to add, additional questions to your test. There is a maximum of 250 questions per test.*)

Note the number of banks and corresponding questions that are selected.



6. Click **OK** to build the test.
7. If you have already selected questions from a question bank before using the select all method, you will see a caution window. If no questions from that bank exist on the test, you will not see this caution message.



8. Go to **File > Save As** to save the test.

## Edit Test Sections




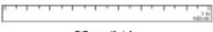
Once you have a test created and saved using one of the seven methods previously highlighted you can use features of the **ExamView** software to edit the test.

### Edit the Test Sections

Each test you create includes these sections: header, footer, test title, question type header and instructions, questions, and answer section.

- **Header:** Appears at the top of each test page. The default header on the first page of a test includes the Name, Class, Date, and the test version ID.
  - To edit, go to **Test > Headers > First Page or Subsequent Pages**
  - Make changes and click **Record**, or click **Save as Default** to save these settings for all future tests created.

The screenshot shows a test page with the following elements:

- Header:** A red arrow points to the top right corner containing the text "ID: A".
- Title Bar:** A yellow bar at the top contains the text "Measurement Homework".
- Section Header:** "Multiple Choice" is centered above the questions.
- Instructions:** "Identify the choice that best completes the statement or answers the question." is centered below the section header.
- Questions:**
  1. Robert and Mr. Smith's class are measuring the length of a math book. Which unit should they use?
    - a. grams
    - b. centime ter
    - c. me ter
    - d. kilo grams
  2. What unit of measure would be most appropriate to determine the height of a ladder?
    - a. kilo me ter
    - b. kilo grams
    - c. centime ter
    - d. me ter
  3. Michelle is replacing a handrail. He needs to buy the right amount of wood. Which tool should Michelle use to measure the handrail?
    - a.  Calculator
    - b.  Measuring Cup
    - c.  Thermometer
    - d.  Meas Stick
  4. Jack was learning about land mammals in science class. He learned that the hippopotamus is the 3rd heaviest land mammal. What is the most possible weight of the hippopotamus?
    - a. 1,999 grams
    - b. 2,000 kg
    - c. 3 grams
    - d. 4 kg
- Footer:** A red arrow points to the bottom center containing the page number "1".

- **Footer:** Appears at the bottom of each test page. The default footer on all test pages includes the page number.
  - To edit, go to **Test > Footers > First Page or Subsequent Pages**
  - Make changes and click **Record**, or click **Save as Default** to save these settings for all future tests created.

- **Test Title:** Appears just below the header. Every test must have a title.
  - To edit, **double click test title.**
  - Make changes in text box and click **OK.**
- **Question Type Header and Instructions:** Appear at the start of each new question type. Instructions are included for all objective question types except for Matching and Numeric Response.
  - To edit, **double click header and instructions.**
  - Make changes in text box and click **OK.**
- **Questions:** Appear below each corresponding question type header.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ ID: A

**Measurement Homework** ← *Test Title*

**Multiple Choice** ← *Question Type Header and Instructions*  
*Identify the choice that best completes the statement or answers the question.*

- ☐ \_\_\_\_\_ 1. Students in Mr. Smith's class are measuring the length of a math book. Which unit should they use?
  - a. grams
  - b. centimeters
  - c. meters
  - d. kilograms
- ☐ \_\_\_\_\_ 2. What units of measure would be most appropriate to determine the height of a ladder? ← *Questions*
  - a. kilometers
  - b. kilograms
  - c. centimeters
  - d. meters

**Instructional Application**

Describe the standard header you have students put on the top of their papers.

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**Practice**

Change the header on both tests you made to conform to the standard header you use in class.

- **Answer Section:** Includes the answers and other question information.

**Measurement Homework  
Answer Section**

**MULTIPLE CHOICE**

1. ANS: B

The units *grams* and *kilograms* are used to measure weight. So these answer choices can be eliminated. A centimeter is much shorter than a meter. The best answer is centimeters.

|   | Feedback                                     |
|---|--|
| A | Is this unit used to measure length?         |
| B | Correct!                                     |
| C | Is there a smaller unit that you should use? |
| D | This unit measures the weight of an object.  |

PTS: 1                      DIF: Bloom's Level: Comprehension                      REF: Mathematics  
 OBJ: Use linear measurement tools to estimate and measure lengths using standard units.  
 STA: 3: 3.11.A                      TOP: Measurement                      KEY: measurement | length | metric  
 ID: MA-03-00264

- **Question Information:**

**ANS:** The correct *Answer* choice.

**Narrative:** A narrative is a table, descriptive passage, special instruction, picture, or other information that can be attached to (or linked to) one or more questions. All questions linked to the same narrative print together as a group on a test.

**Feedback:** Used for LAN generated tests so students see instant feedback on their answer choice.

**PTS:** The *Points* field indicates how many points are assigned to the test item presented.

**DIF:** The *Difficulty* field contains the Bloom's Taxonomy level. This is the Bloom's level of the item, not the Bloom's level of the standard to which the items is correlated.

**REF:** The *Reference* field contains the situation/scenario/context in which the test item is presented (i.e., the item context).

**OBJ:** The *Learning Objective* field contains the text of the state standard with which the test item is aligned.

**STA:** The *State Standard* field contains the ID code of the state standard with which the test item is aligned.

**TOP:** The *Topic* field contains the strand/course of the state standard in which the test item is aligned.

**KEY:** The *Keywords* field contains significant words, phrases, or concepts associated with the test item.

**ID:** The *Item ID Number* field contains a question identification code for eInstruction's tracking and updating purposes.





## Modify Questions

Questions may be modified without directly editing the text as presented in the previous section. Toggle Bimodal, Calculate Values, Adjust Choices / Columns, and Adjust Points features allow you to modify one or more questions simultaneously without editing the question.


### Toggle Bimodal

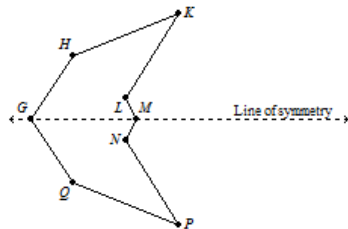
Toggle Bimodal allows you to change a question from multiple choice to short answer or vice-versa. Toggle Bimodal only works on bimodal question types.

1. Highlight the test title, question type header or question with the bimodal tag  to the left of the question number.
2. Click the **Toggle Bimodal** button .
3. The highlighted question(s) will change from multiple choice to short answer or vice-versa.


Here is an example of a bimodal question in both modes.

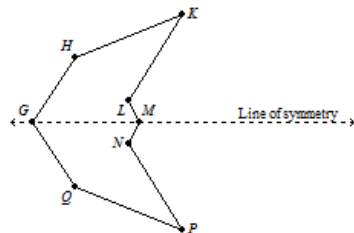
#### Short Answer mode

-  **1** Wasaburo is making different shaped paper airplanes as part of a science project. No matter what their shape, the wings are always symmetric with respect to the body of the airplane. According to this line of symmetry, which segment corresponds to the segment  $\overline{LM}$ ?



#### Multiple Choice mode


-  **1** Wasaburo is making different shaped paper airplanes as part of a science project. No matter what their shape, the wings are always symmetric with respect to the body of the airplane. According to this line of symmetry, which segment corresponds to the segment  $\overline{LM}$ ?



- |                   |                   |
|-------------------|-------------------|
| A $\overline{NM}$ | C $\overline{QP}$ |
| B $\overline{PN}$ | D $\overline{GQ}$ |


## Dynamic Questions

Dynamic questions contain algorithms that use programmed logic and commands to change variables within the question stem, answers, and, in many cases, the rationale.





- A question is dynamic if it has a dynamic tag  to the left of the question number.
- All of the **ExamView Learning Series** math questions are dynamic.
- Approximately 50% of the **ExamView Learning Series** science questions are dynamic.

When you duplicate a dynamic question it automatically recalculates the variables to change the question. The number of times you can duplicate a question with unique values depends on the algorithms programmed into the question.

1. To duplicate a question, select the question you want to duplicate and go to **Questions > Duplicate**.
2. You will see the same question with another value appear under the original question that was selected.
3. To change the variables without creating a new question, select the test title, question

type header, or question and click on the **Calculate Values** button . The variables of the highlighted question(s) change.

**Multiple Choice**  
*Identify the choice that best completes the statement or answers the question.*

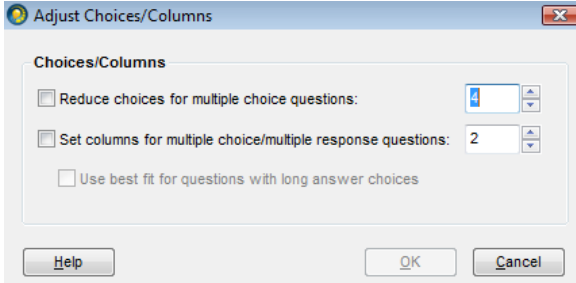
|   |                          |  |
|---|--------------------------|--|
|  | <input type="checkbox"/> | 1. Students in Mr. Smith's class are measuring the length of a math book. Which unit should they use?  |
|   |                          | a. grams    c. meters  |
|   |                          | b. centimeters                                      d. kilograms                                       |
|  | <input type="checkbox"/> | 2. Students in Mrs. Gregory's class are measuring the length of a worm. Which unit should they use?    |
|   |                          | a. centimeters                                      c. grams   |
|   |                          | b. kilograms                                        d. kilometers                                      |
|  | <input type="checkbox"/> | 3. Students in Mrs. Caldwell's class are measuring the length of a crayon. Which unit should they use? |
|   |                          | a. centimeters                                      c. kilograms                                       |
|   |                          | b. grams    d. kilometers                                  |
|  | <input type="checkbox"/> | 4. Students in Mr. Moya's class are measuring the length of a dollar bill. Which unit should they use? |
|   |                          | a. grams    c. centimeters                                 |
|   |                          | b. meters    d. kilograms                                    |

*An example of a question duplicated three times*

## Adjust Choices/Columns

Adjust Choices/Columns lets you alter a multiple choice test for a special-needs student. You can instantly reduce the number of choices in all of your multiple choice questions, or specify how many columns to use to display the answer options.

1. Choose **Question > Adjust Choices/Columns** from the menu options. The Adjust Choices/Columns window appears.
2. If you wish to reduce the number of answer choices, check the **Reduce choices...** check box. Enter the desired number of answer choices.



The screenshot shows the 'Adjust Choices/Columns' dialog box. It has a title bar with a close button. The main area contains three options:

- Reduce choices for multiple choice questions: 4 (spinners show 1 to 5)
- Set columns for multiple choice/multiple response questions: 2 (spinners show 1 to 5)
- Use best fit for questions with long answer choices

At the bottom are 'Help', 'OK', and 'Cancel' buttons.

*Adjust Choices/Columns window*

- If you wish to adjust the number of columns for multiple choice and multiple response answer choices, click the **Set columns...** check box. Enter the desired number of columns.
- Check the **Use best fit...** check box if you want the program to automatically format the number of columns for multiple choice questions with long answer choices.
- Click **OK**. (*Note:* If reducing answer choices, clicking OK permanently deletes the reduced answer choices. You cannot go back to the original number or answer choices without manually entering them or deleting the question and adding the original question from the bank again.)

### Assign Points

If you wish to change the current point values for more than one question, use the **Assign Points** command.

- Choose **Question > Assign Points** from the menu options. The Assign Points window appears.
- The Assign Points window contains a table with three columns. The first column lists each question, the second lists the question type, and the third lists the point value for that question. **Enter/edit** the point value in **the third column** for each question.

| Question  | Type | Points    |
|---|------|-----------|
| 1. Which item has 9 edges? {GRAPH} a. square pyramid c. trian...        | MC   | 1         |
| 2. The roof of the house is 12 feet tall. About how tall is the tree... | MC   | 1         |
| 3. Rabbits like to eat garden vegetables. Alicia is putting a fence...  | MC   | 1         |
| 4. Carmen bought 95 kilograms of rocks for landscaping. She us...       | MC   | 1         |
| 5. The table shows how many goals four teammates have scor...           | MC   | 1         |
| 6. At a picnic, children drank 12 cartons of milk. Of these, 7 cart...  | MC   | 1         |
| 7. Some third grade students walked to raise money for a charit...      | MC   | 1         |
| 8. How many square inches of sheet metal are needed to make ...         | MC   | 1         |
| 9. Students voted for which one of three flowers they like best...      | MC   | 1         |
| 10. Jack played an animal game with his friends. The game cam...        | MC   | 1         |
| <b>Total</b>  |      | <b>10</b> |

*Assign Points window*

- If you want to change the point value for all questions of a certain type or all questions quickly, use the **Fill** command. Click the **Fill** button, choose the question type (or all), and select a point value. Click **OK** and all questions of the chosen type will be changed to the point value you entered.
- Click the **OK** button.

### Instructional Application

List which question modification features you could use in creating your tests and why you would use them.

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## Format a Test

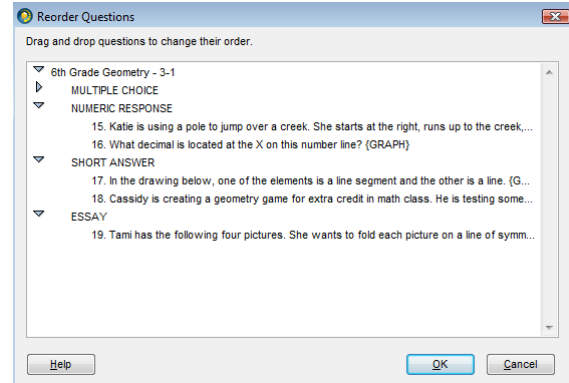
### Reorder

Use the Reorder feature to manually rearrange the questions and question type sections.

1. Choose **Questions > Reorder** from the menu options or click the **Reorder**

**Questions** button . The Reorder Questions window will appear.

2. **Click and drag an item** (individual question, question type group, or narrative group) by holding down the mouse button while moving it to a new location.



*Reorder Questions window*

#### Rules:

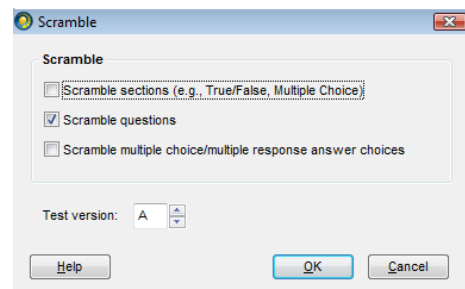
- You can move a question only within the same question type unless **Mix Question Types** feature is set in the preferences. See the help file for more information on mixing question types.
- To move an entire question type group (e.g., multiple choice), click on the question type title and drag it to the desired location.
- You can move a group only to certain places in the list. The insertion bar appears as a thick line to indicate where you may move the question group.
- Questions attached to a narrative can be moved only within the same narrative group.
- A question not a part of a narrative group cannot be moved into that group.
- Likewise, you cannot move a question linked to a narrative outside of the group.
- Matching questions can be moved only within the same matching group.

3. Click **OK** to update the current test.

### Scramble

With the **Scramble** option, the program randomly rearranges the questions.

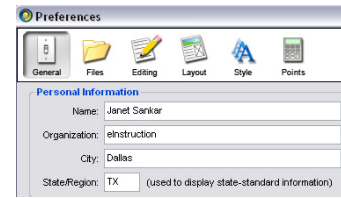
1. Go to **Question > Scramble**.
2. Choose one or more of the scramble options: **sections**, **questions**, and **choices**.
3. You may assign a new test ID (A-Z) each time you scramble the questions.
4. Click **OK** to scramble the current test.



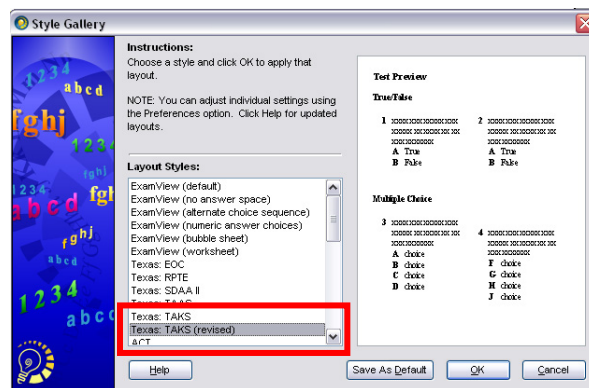
*Scramble window*

## Style Gallery

1. Make sure your state is chosen in general preferences by going to **Edit > Preferences > General** to check.
2. Click **OK** to close the Preferences window.
3. Choose **Test > Style Gallery** from the menu options.
4. **Choose a format** from the Layout Styles list. (*Note:* The list of styles available changes based on what state is listed in your *preferences*.)
5. Click **OK**.



Preferences window



Style Gallery window

## Instructional Application

What layout style would be useful for creating materials to review for your state standardized tests?

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## Save and Print

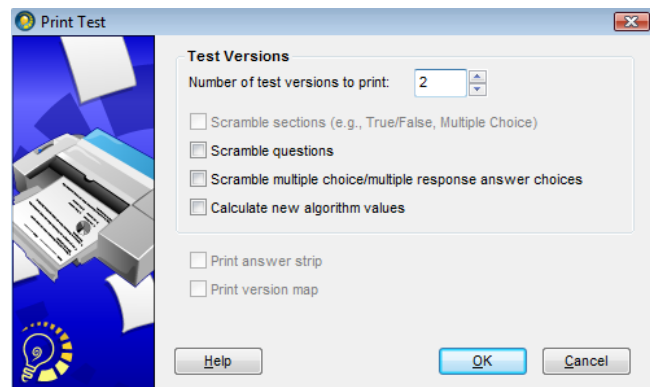
### Save the Test

1. Choose **File > Save** from the menu options.
2. Save the file in the appropriate location.

### Print the Test

1. Choose **File > Print** from the menu options. The Print Test window will appear.
2. Specify the number of test variations to print (1-26) along with the scramble and algorithm modifications per each variation.

*Note:* The test variations are not saved. They are modified on the fly and sent to the printer. If you need to save multiple versions, use the **Save As** command to create multiple versions.



*Print Test window*

*Note:* For information on the purpose of an **answer strip** or **version map**, click the **Help** button.

3. Click **OK** to confirm your responses. Your standard print dialogue box will appear.
4. In your print dialog box, choose to **print the entire test** or **selected pages**.
5. Click **OK** to print the test.

### Print Bubble Forms (Windows only)

Instead of purchasing expensive preprinted bubble forms, you may choose to print your own bubble forms if using a twain complaint scanner. Printed bubble forms do not replace your existing bubble sheets if they are for an existing EOM scanner.

1. Choose **File > Print Bubble Form...** from the menu options. The Print Bubble Form window appears.
2. Select a form from the **Form Name** list that appears on the left. A description of the selected bubble form will display in the area on the right.
3. Click **OK** to confirm your selection.

# Module 2:

## Advanced Test Creation Techniques

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### Overview

Participants will use the **Exam View** Question Bank Editor to create a collection of questions. They will insert pictures and various objects into the questions, along with modify question attributes such as state standards and question keywords.

### Objectives

After completing this module, participants will be able to do the following:

- Create a question bank
- Create a question
- Insert pictures, equations, graphs and tables
- Use spell check and other editing features
- Add question feedback and edit information fields
- Change question types
- Create Narratives
- Use copy and paste shortcuts when converting existing materials

## Create a Question Bank

### Question Bank Basics

A question bank is a collection of questions and all of the related items (pictures, equations, learning objectives, standards, etc.) stored in one file. When you build a test using the **ExamView** Test Generator, you do so by selecting questions from question banks.

*Using the ExamView Test Generator, you can...*

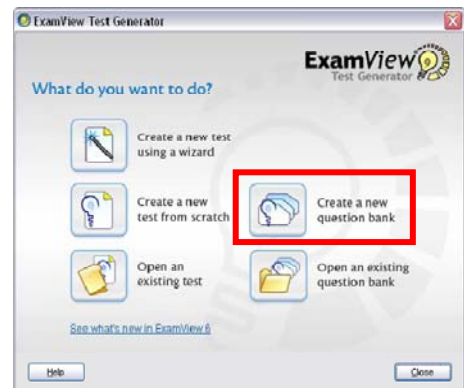
- Enter new questions or edit existing questions.
- Copy and paste questions from another source.
- Using the EV Import Utility, import questions from a Word document or an RTF file (covered in module 6).

*Note:* Editing a question on a test does not change the original question in the question bank.

### Create a Question Bank

Each question bank may contain up to 250 questions, but you can have an unlimited number of banks. Typically, questions are organized into banks by chapter or lesson.

1. Start the **ExamView** Test Generator program.
2. Choose **Create a new question bank** from the **Welcome Screen**.
3. Name the question bank and click the **OK** button. An empty question bank page appears on your screen.



*Welcome Screen window*

### Check for Understanding

Describe the function of an **ExamView** question bank.

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## Create a Question

### Select Question Type

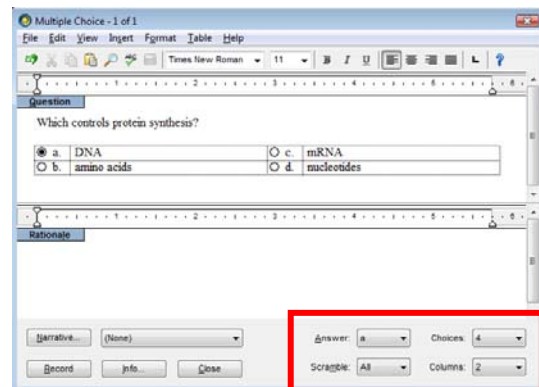
When you create your own questions, you can include one or more of the following question types:

|                     |              |
|---------------------|--------------|
| True/False          | Completion   |
| Modified True/False | Matching     |
| Multiple Choice     | Short Answer |
| Multiple Response   | Problem      |
| Bimodal*            | Essay        |
| Yes/No              | Case         |
| Numeric Response    | Other        |

\*A bimodal question can be used as a short answer or a multiple choice question on a test.

### Question Editor

1. Click the **New** button. The New Question window opens.
2. Select the **multiple choice** question type, and click **OK**. The question editor will appear.
3. *Optional:* Change the answer stem options.
  - **Answer:** Choose the correct answer. The correct answer may also be chosen by selecting the radio button next to the answer option.
  - **Scramble:** Since **Exam View Test Generator** gives you the option to scramble questions, you need to identify any choices that should not be moved.
  - **Choices:** Define the number of answer options.
  - **Columns:** Specify how many columns the answer options will be divided into.



Question editor window

*Note:* If you are copying and pasting questions from another source to a question, you may save time with the **Smart Paste** feature. Smart Paste will automatically format the text when it pastes the text into a new question. The question will go into the question section, the answer stems into the answer stem sections. In order to use Smart Paste **copy the entire question and answer options** from the original document. Create a new question in the question bank and **press F7** on the keyboard instead of the standard paste command.

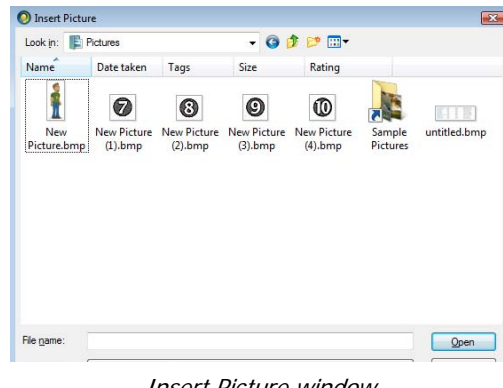
4. Click **Record** to save and close the question.

## Insert Objects

Pictures, equations, graphs and tables can be inserted using the question editor. The steps below cover the basic aspects of these tools. Within each tool, additional information can be found by clicking the **Help** button.

### Insert Pictures

1. If question editor window is not already open double click on the question to open the question editor window.
2. Position the cursor at the location where you want to insert the picture.
3. Choose **Insert > Picture** from the menu options. The Insert Picture window appears.



*Insert Picture window*

4. The default picture type is bitmap (.bmp). Click the **Files of type** drop-down box and choose the type of picture files you want to insert. This program supports most common graphic formats including: bitmap (.bmp), jpeg (.jpg), TIFF (.tif), and PICT (.pct).
5. Change the folder to locate the picture file you want to open. **Double-click** the file you want to open.
6. The program inserts the picture at the current cursor location.
7. After you insert a picture, you can modify its properties by going to **Format > Format Picture...** from the menu options.
8. Click **Record**.

*Note:* You cannot move an image in a question by clicking and dragging it. If you need to move an image, click on it, cut the picture, and paste it at the new location.

### Instructional Application

Create a list of materials which you would like to convert to **Exam View** question bank format.

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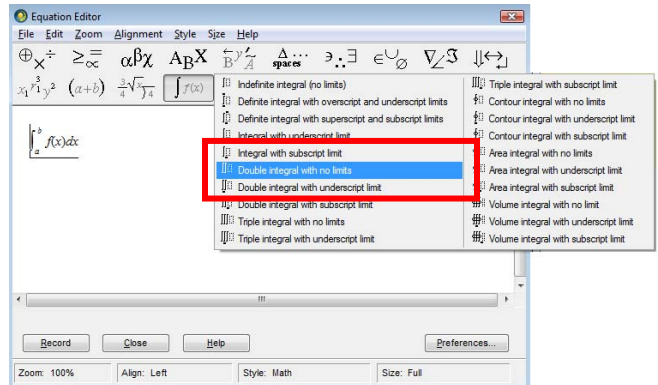


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## Insert Equations

**Exam View** Test Generator includes a full-featured equation editor that is available when you enter/edit questions. The equation editor gives you the ability to lay out complex equations using over one hundred mathematical symbols, dozens of mathematical templates or structures, and multiple formatting options.

1. Click **Insert > Equation** from the menu options. The Equation Toolbar will appear.
2. Use the equation toolbar to insert equations.
3. After the equation is complete, click **Record** to save the equation.
4. Click **Close** to close the Equation Toolbar.



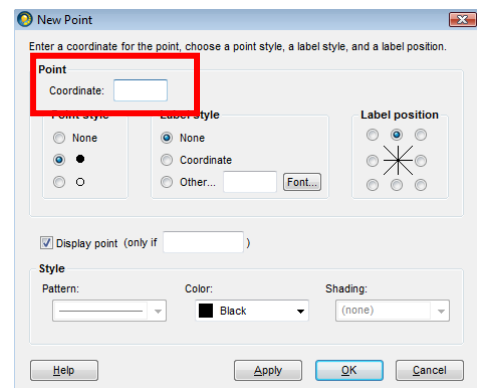
*Insert Equations window*

## Insert Graphs

**Exam View** Test Generator allows you to insert polar, Cartesian, or number line graphs.

*The following is a sample of how to insert a Number Line Graph, for detailed instructions on how to insert and format the various graph options see the help file included with the ExamView program.*

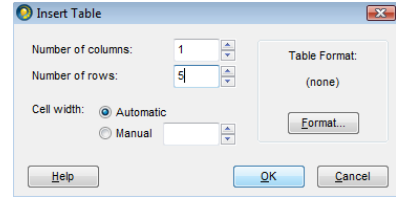
1. Position the cursor at the location where you want to insert the number line.
2. Choose **Insert > Graph > Number Line** from the menu options. A number line with default properties will be inserted, and the **Format Graph – Number Line** dialog will be displayed.
3. Click **New..** to insert a point on the number line. The **New Point** window will appear.
4. Type **"3"** in the **Coordinate** text box.
5. Click **OK**. The number line will be inserted at the current cursor location.



*New Point window*

## Insert Tables

1. Choose **Table > Insert Table** from the menu options. The Insert Table window opens.
2. Indicate the number of columns and rows for the table.
3. Click **OK**. Press **tab** or the **down/up arrow keys** to move among the table cells.



*Insert Table window*

## Notes

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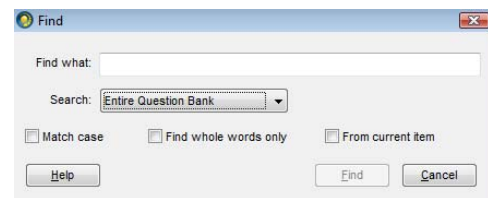
## Editing Features

### Spell Check

1. While viewing a question bank, click the **Spell Check toolbar** button  or choose Spell Check from the Edit menu. The Spell Check window appears.
2. Click **Start** to check the spelling.
3. Click **Done** when you finish using the spell checker.


### Find

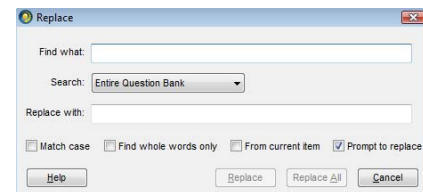
1. Choose **Edit > Find** or click Find  to find specific text in the question bank. The Find window opens.
2. Click the **Search** drop-down box to define which parts of the question bank to search.



*Find window*

### Replace

1. Choose **Edit > Replace** or click **Replace**  to replace specific text in the question bank. The Replace window opens.
2. Click the **Search** drop-down box to define which parts of the question bank to search.



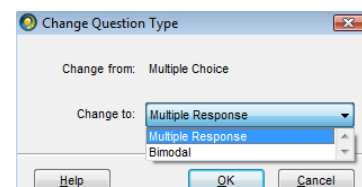
*Replace window*

### Change Question Type

Some question types are interchangeable, converting them from one question type to another.

1. To change a question from one type to another, select the question and choose **Question > Change Type**.
2. To change all questions of a particular question type, select the question type header (for example, Yes/No) and then choose **Question > Change Type**.

- You can change True/False questions to Yes/No questions and vice versa.
- Multiple Choice, Multiple Response, and Bimodal questions are interchangeable in any combination.
- Numeric Response, Completion, Short Answer, Problem, Essay, Case, and Other questions are interchangeable.



*Change Question Type window*

## Question Information

### Feedback

Feedback allows students to receive hints or tips for their responses on LAN tests (see module 4 for more information on LAN testing). You can set up test preferences to allow students to check their responses and receive feedback.

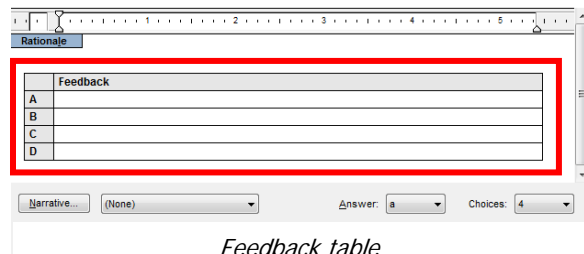
Examples of feedback include learning tips or hints for each response or references for each question. The Multiple Choice, Multiple Response, Yes/No, and True/False question types support feedback. For Multiple Choice questions, you can enter feedback for each answer choice. All other question types are limited to a single feedback.

1. In the question editor, choose **Edit > Add Feedback** from the menu options. A feedback table will appear in the Rationale section.

- Feedback can include almost all the Test Generator features, including font formatting, pictures, equations, etc.
- Feedback cannot include tables.

2. **Enter the feedback** for each answer option.

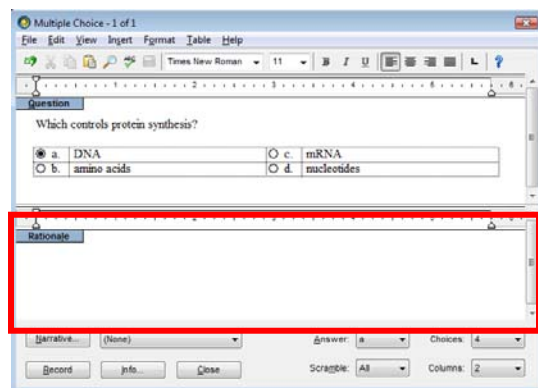
3. Click **Record** and then **Close** to save and close the question.



### Answer Rationale

The rationale is intended for instructor use and is an explanation of the answer (for example, definitions, step-by-step examples, etc.). The rationale provides additional information to help explain or teach the methodology behind the correct answer. The question types that support Rationale are Multiple Choice, Multiple Response, Yes/No, and True/False.

The Rationale can include almost all **ExamView** features, including font formatting, pictures, equations, tables, etc.

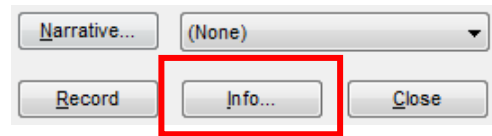


## Question Information Fields

Questions can include optional information that is useful when creating a test. For example, you can include learning objectives (or standards) and then select questions based on those objectives. You can also use this information to generate class and student reports. You can enter any or all of the following information with each question.

|                    |                |
|--------------------|----------------|
| Difficulty         | Local Standard |
| Reference          | Miscellaneous  |
| Learning Objective | Topic          |
| National Standard  | Keywords       |
| State Standard     | Notes          |

1. In the question editor, click **Info....** The Question Information window will appear. The following question attributes may be added.



- **Difficulty:** Difficulty or grade level of the question (easy, medium, difficult; basic, average, advanced; etc.)
- **Reference:** Textbook or other reference information related to a question (chapter number, page number, etc.)
- **Learning Objective:** Statements covering the intended purpose of the question or the target of what the question should assess
- **National Standard:** Nationally recognized academic standard to which the question aligns
- **State Standard:** State standard to which the question aligns.
- **Local Standard:** Local standard to which the question aligns (a district-wide standard)
- **Topic:** Categories in which the question falls (the course or subject strand).
- **Keywords:** Significant words or key concepts associated with the question. Separate multiple keywords by the **pipe character ( | )**.
- **Miscellaneous:** Extra information related to the question
- **Notes:** Special notes regarding the question. These notes allow students to receive hints for their responses on online tests.
- **Multimedia Link:** This is specific to online (LAN-based) testing only. You can link to video (.avi or .mpg), audio (.wav), or animation (.gif) files.
- **Points:** Assign the number of points each question is worth.
- **Don't use questions on test:** Mark questions that will not be used on a test; the questions can be used on a study guide.

 A screenshot of the 'Question Information' dialog box. It contains several text input fields for: Difficulty, Reference, Learning Objective, National Standard, State Standard, Local Standard, Topic, Keywords, Miscellaneous, and Notes. Below these fields are a 'Multimedia link' field with a file icon, a 'Points' field with a spinner, and two checkboxes: 'Always display this question in one-column format in two-column tests' and 'Don't use question on test'. At the bottom are 'Help', 'OK', and 'Cancel' buttons.

*Question Information window*


2. Add information to the fields as needed. Click **OK** when finished.

## Question Information Fields Pick lists

Question metadata can be directly keyed into the appropriate information field or added using a list. The **default pick list** is composed of question information already present in other questions in the currently open bank or test.

For Windows users, the pick list can be changed so that the default list is merged with content from an external list source. List files must conform to a specific formatting convention and be stored in the Extras folder of the **Exam View** directory. Refer to the **List Authoring Guidelines** help topic in the program for details on creating custom pick lists.

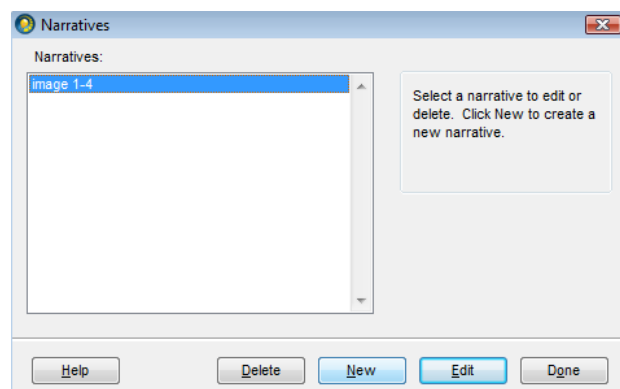
*To change the pick list source...*

1. Click **Pick list**  to reveal a menu with available lists.
2. Select a list file name or choose to **Restore Default**.
  - The name of the List Source is shown above the list. This source will either show "Default" or the name of the list file.
  - The default list contains only unique entries already recorded for questions in the active file.
  - Selecting an external list file merges the entries of that file with the default list, it does not replace it. Entries for the external list file and the default list are combined and sorted together alphabetically.
  - Only one file will be added to the default list at a time.
  - If the external list file does not contain any entries for a particular category, the list will not appear to change. However, other categories that are contained in the external file will be updated.

## Narratives

A narrative is a piece of information that you can attach (or link) to one or more questions in a question bank. Possible uses for a narrative include common text (such as instructions), a reading passage, a map, a chart, a photo, etc. All questions linked to the same narrative are grouped together in a question bank, and you cannot separate questions in a narrative group.

1. Open the question editor, and click the **Narrative** button. The Narrative window will appear.
2. Click **New**. The narrative editor will appear.
3. Type the narrative text, enter a table, or insert a picture. Use the word processor commands as needed to enter the narrative.



*Narrative window*



4. Enter a name for the narrative in the **Narrative name** box, click **Record** and **Done**.
5. In the question editor select the appropriate narrative from the **drop-down** box next to **Narrative**.
6. Click **Record** and then **Close**.

**Instructional Application**

Create a list of features you will use when creating question banks using your existing materials or from scratch.

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## Module 3: Testing on a Local Area Network

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### Overview

Participants will publish tests to the local area network (LAN) to be taken on a computer. They will also learn how to link the LAN test to a specific class roster using **ExamView** Test Manager. Finally, participants will take the test using the **ExamView** Test Player.

### Objectives

After completing this module, participants will be able to do the following:

- Create a test without a class roster
  - Publish a LAN test to the network and configure test settings
  - Take a LAN test using Test Player
- Create a test with a class roster
  - Publish a LAN test to the network
  - Create a class roster in Test Manager
  - Link a LAN test to the Test Manager class roster and configure test settings
  - Take a LAN test using Test Player
  - Get results from a LAN test

## Introduction to LAN Testing

The **ExamView Assessment Suite** includes all of the tools you need to create and administer online tests on your LAN. Use the online testing features to save time grading tests and generate the information to improve student performance.

You can create online tests that anyone can take using your LAN, or you can assign a roster to an online test. For example, you can use **ExamView Test Generator** to create self-grading practice tests (or study guides) that provide feedback for incorrect responses. You can also use this testing option to administer chapter tests, quizzes, benchmark tests, homework, and worksheets. Then, use **ExamView Test Manager** to get results from an online test and produce reports.

### Before You Begin

Before students can take tests using your LAN, you must get ready for online testing.

1. Talk to your network administrator to secure space on your LAN to put the online tests. You and your students both need **read/write (full) access to the network folder and LAN test file**.
2. Ask your network administrator to install the player program on each computer. You may also install the Test Player on a network computer and place a shortcut to the network .exe file on each testing computer.
3. *Advanced:* You can create a shortcut for the program and set the target properties to include the following options.  
For example, set the target to **c:\examview\evpro.exe /nobrowse**.
  - **/nobrowse** This option turns off the option for students to change the path (or location) of the tests.
  - **/noprefs** This option directs the program not to write the preferences to the local computer.
  - **/testpath=** This option allows you to set the default path for the tests.
4. Start **ExamView Test Generator**, choose **Edit > Preferences** from the menu options and click the **Files** icon. Set the default online (LAN) path to the location on the network.

### Instructional Application

Create a list of what needs to be done to prepare for LAN testing.

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## Create a LAN Test without a Class Roster

You can publish an online test with or without a roster for your students to take on your LAN. If you choose to publish a test without a roster, the program automatically scores the test. Anyone may take the test; however, the results are only available immediately after a student completes a test.

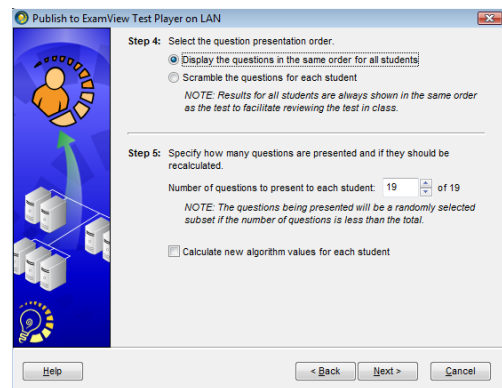
*Note:* No results are stored in **ExamView Test Manager**, and you will not be able to prepare any student/class reports.

*To create and publish an online (LAN) test that anyone can take...*

1. Start **ExamView Test Generator** and **create** or **open** a test.
2. Choose **File > Publish To > ExamView Test Player on LAN** from the menu options. The Publish to Test Player on LAN window appears.
3. Select **Allow access to anyone**.
4. Click **Next**.
5. By default, the test title that the student sees when using the **Test Player** will be the same as the test title of the file. Specify a different test title if desired.
6. Indicate whether a password is required to access the test.
7. Click the **Next** button.
8. Select the question presentation order. Questions may be displayed in the same order for all students or scrambled for each student.
9. Select the number of questions to present to each student. By default, all questions in the test will be presented to the student.
10. Select **Calculate new algorithm values for each student** if your test contains dynamic questions and you want the values for these questions to be recalculated between each attempt. This option is dimmed if there are no dynamic questions in your test.



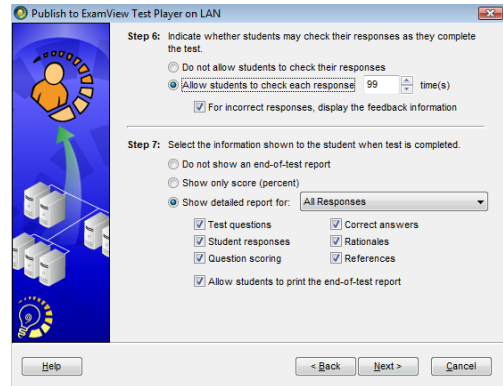
*Step 1 in wizard*



*Steps 4 & 5 in wizard*

11. Click the **Next** button. The following options are available in the next step of the wizard.

- **Allow students to check each response** – Sets up the test as a study guide. Enter the number of times a student may check each response.
- **For incorrect responses, display the feedback information** - Provides feedback for incorrect responses (if available)
- **Do not allow students to check their responses** – Used in a testing versus a study guide environment.



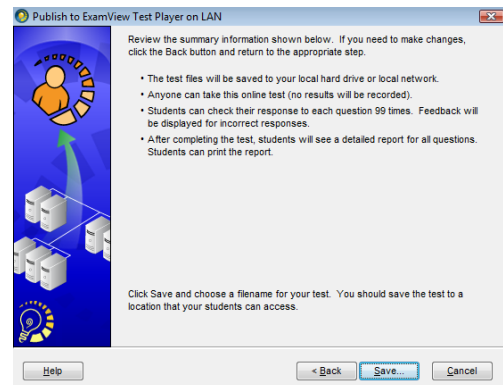
Steps 6 & 7 in wizard

12. Select the information available to students after they complete a test.

13. Click the **Next** button.

14. Review the test summary and then click **Save** to save the test.

*Reminder:* You must save the test to a location that is easily accessible to your students. For example, make sure that your students have read/write access to the folder if you store the test on a network server. If you do not have a network, you must copy the online test to each workstation. By default, the test will be saved to the Default Online (LAN) Test Path that is set in your Preferences.



Wizard summary

15. Students will take the test using the **ExamView** Test Player software. If you wish to see your students' results, instruct them to print a post-test report.

### Instructional Application

Identify which of the above features you would like to use in a LAN test that is not linked to a class roster in Test Manager.

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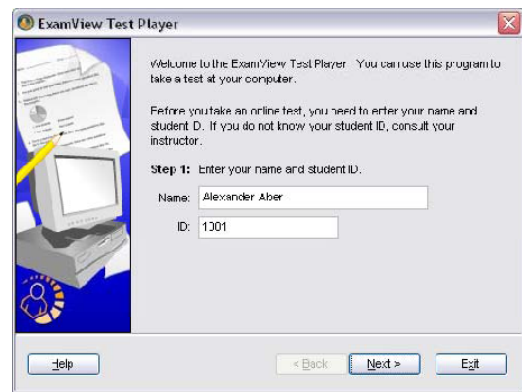
## Take a LAN Test with ExamView Test Player

For tests that you administer on your LAN, students must use the **ExamView** Test Player to take the test. Before your students can take the test, make sure that the program is installed on your network and that students have read/write (full) access to the folder where the test is located.

You can include any question type (multiple choice, true/false, numeric response, completion, essay, etc.) on an online test. The program automatically scores any objective (e.g., multiple choice), completion, or numeric response questions. You must manually score any open-ended (e.g., essay) questions as described in the next section—*Get Results from a LAN Test*.

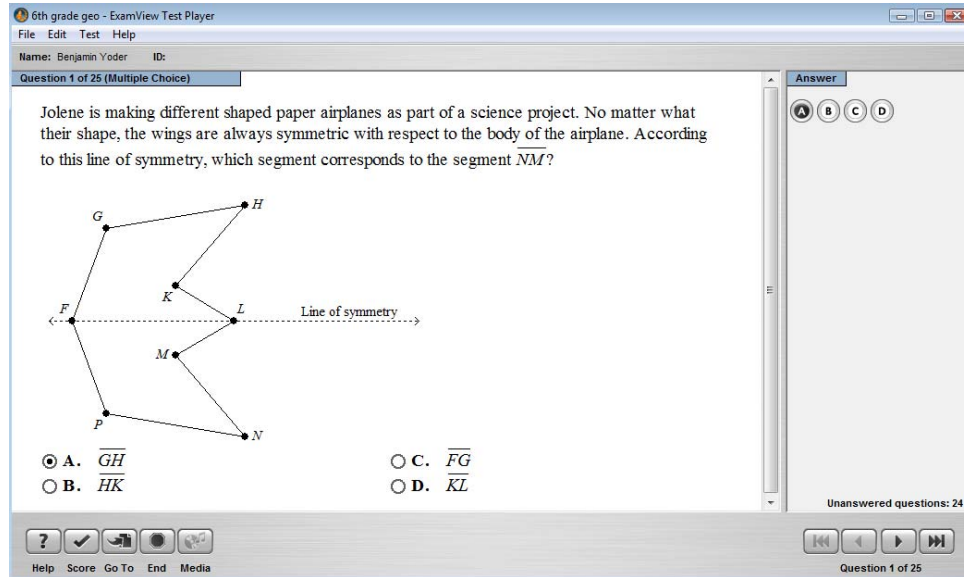
*To take an online test...*

1. Start the **ExamView Test Player** program.
2. Enter the student name and ID. Click the **Next** button to continue.
3. Select the test and click the **Next** button.
4. If you do not see the test listed, click the **Folder** button to change the location. The program will show only those tests that the student may access. For example, if you set a date range when the test is available, you will not see the test if the current date is not in that range.
5. Review the test information and click the **Start** button to begin the test.
6. The **ExamView Test Player** displays one question at a time. Students can answer a question by clicking the radio buttons, clicking the choice buttons, or by typing a response.



*Test Player welcome screen*

## ExamView Test Player Window



ExamView Test Player window

Most of the button functions are also accessible by using menu options or keyboard shortcuts. A summary of the button controls are shown below.



**Help:** Launch the program Help topics.



**Score:** When active, this button allows you to check your answer.



**Go To:** Navigate to a different, specific question.



**End:** End the test.

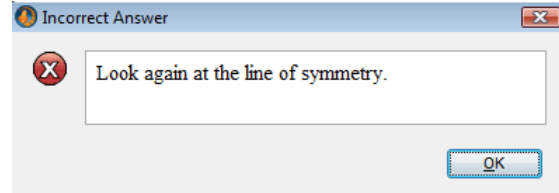


**Media:** Play a multimedia link. This option is only available when media is associated with a question.

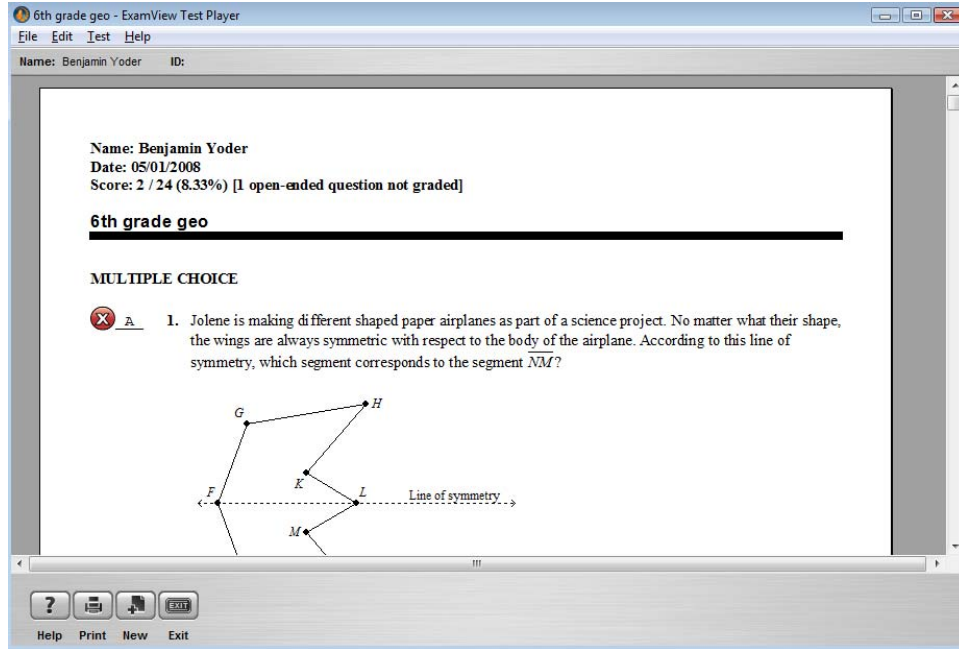


**Question Navigation Strip:** Use this menu to advance to the first, previous, next, or last question on the test.

7. Respond to each question. If enabled, click the **Score** button to display **feedback** for the selected answer (see module 2 for adding feedback to a question).
8. Click the **End** button when you are finished.
9. Depending on the reporting options you set, a report will appear.



Feedback prompt



Test Score window

10. If enabled, click the **Print** button to create a hardcopy of the results.
11. Click the **Exit** button to quit the program, or click the **New** button to start a new test.

**Instructional Application**

List the assessments, quizzes, or individual review materials you would like to administer with the **Exam View** Test Player.

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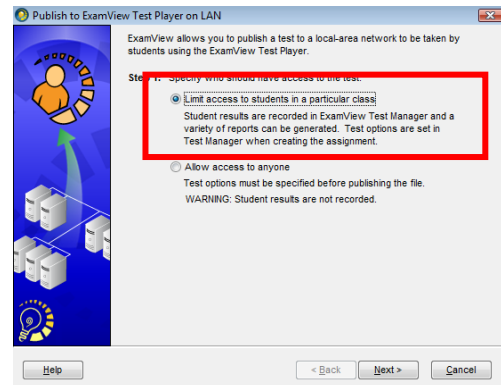
## Create a LAN Test with a Class Roster

With the **ExamView Assessment Suite**, you can easily track student test results. When students take an online test, the program automatically scores the objective questions and stores the information in a database. Then you can produce a variety of reports and/or copy the results to your gradebook.

- To create an online test with a roster, you must first build and publish the online test using the **ExamView Test Generator**.
- Then, you must complete the process by creating an assignment in the **ExamView Test Manager** program.

### Publish a LAN Test to the Network

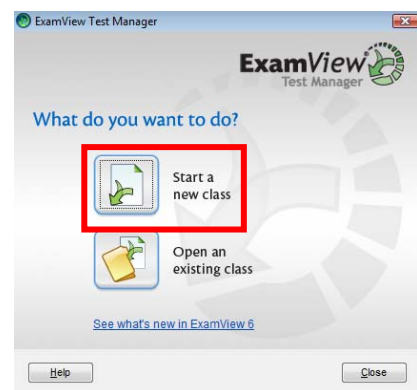
1. Start the **ExamView Test Generator** and create or open a test.
2. On the **File** menu, point to **Publish To**, and then click **ExamView Test Player on LAN**.
3. Choose **Limit access to students in a particular class** and click **Next**.
4. Select the **Launch ExamView Test Manager after publishing online test** checkbox.
5. Click **Save** to save the online test.



*Publish test to ExamView Test Player wizard*

### Create a Class Roster in Test Manager

1. Launch the **ExamView Test Manager**. A startup window with two options will appear. Choose the **Start a new class** option.
2. Enter the **class name** and other fields as needed.
3. Enter **your name**, **school name**, **city**, and **state**. The other fields are optional.
4. Click the **OK** button to record the class information.



*Test Manager Welcome window*

## Add Students to the Class Roster in Test Manager

1. Click the **Add New Student** button or choose **Student > Add New Student** from the menu options.



2. Enter the student's **first name**, **last name**, and **student ID**.

*Student Entry window*

*Note:* The Test Manager will be covered in more detail in module 4.

3. Click the **Next** button. The program records the student and clears the data entry field so that you can enter the next student.
4. Repeat the previous steps to enter all of your students.
5. Click the **OK** button when you are finished entering students.

## Link a LAN Test to the Test Manager Class Roster

Linking the LAN test to the class roster will ensure that the test results will be connected to the appropriate class roster.

1. Click the **New Assignment** button or choose **Assignment > Create New Assignment** from the menu options. The New Assignment window appears.



2. Enter the assignment name, category, term, and date.
3. Choose the **Online test delivered over a LAN** option to identify how you will administer the test. Click the **Next** button.

*New Assignment window*

4. Select the file name that corresponds to the test you published in the **ExamView Test Generator**.
5. You can allow your students to complete the test multiple times or over multiple sessions. Select the appropriate option(s) and click the **Next** button.
6. If you allow students to complete an online test over multiple sessions, the program will save their work and let them continue where they left off in a prior session.
7. Use the wizard to set the remaining options (the options were covered earlier in this module).
8. Review the summary information and click the **Finish** button.

9. After you create the assignment, it appears in the **ExamView** Test Manager work area. Notice the assignment title, date, category, term, and possible points are listed. A placeholder (--) is set for each student's score.

The screenshot shows the ExamView Test Manager interface. The window title is 'Sample Classfile - ExamView Test Manager'. The main area displays a table for 'Washington High School Mathematics 101' by 'Juanita Sanchez'. The table has columns for 'Student ID', 'Score', and 'Score'. A red box highlights the 'Test ID' column, which contains values like '0106', '0107', '0108', etc. Below the table, there is a section for 'Test Manager Assignment list'.

| Student ID | Score | Score |
|------------|-------|-------|
| 0106       | 01.06 | 01.06 |
| 0107       | 01.07 | 01.07 |
| 0108       | 01.08 | 01.08 |
| 0109       | 01.09 | 01.09 |
| 0110       | 01.10 | 01.10 |
| 0111       | 01.11 | 01.11 |
| 0112       | 01.12 | 01.12 |
| 0113       | 01.13 | 01.13 |
| 0114       | 01.14 | 01.14 |
| 0115       | 01.15 | 01.15 |
| 0116       | 01.16 | 01.16 |
| 0117       | 01.17 | 01.17 |
| 0118       | 01.18 | 01.18 |
| 0119       | 01.19 | 01.19 |
| 0120       | 01.20 | 01.20 |
| 0121       | 01.21 | 01.21 |
| 0122       | 01.22 | 01.22 |
| 0123       | 01.23 | 01.23 |
| 0124       | 01.24 | 01.24 |
| 0125       | 01.25 | 01.25 |
| 0126       | 01.26 | 01.26 |
| 0127       | 01.27 | 01.27 |
| 0128       | 01.28 | 01.28 |
| 0129       | 01.29 | 01.29 |
| 0130       | 01.30 | 01.30 |
| 0131       | 01.31 | 01.31 |
| 0132       | 01.32 | 01.32 |
| 0133       | 01.33 | 01.33 |
| 0134       | 01.34 | 01.34 |
| 0135       | 01.35 | 01.35 |
| 0136       | 01.36 | 01.36 |
| 0137       | 01.37 | 01.37 |
| 0138       | 01.38 | 01.38 |
| 0139       | 01.39 | 01.39 |
| 0140       | 01.40 | 01.40 |
| 0141       | 01.41 | 01.41 |
| 0142       | 01.42 | 01.42 |
| 0143       | 01.43 | 01.43 |
| 0144       | 01.44 | 01.44 |
| 0145       | 01.45 | 01.45 |
| 0146       | 01.46 | 01.46 |
| 0147       | 01.47 | 01.47 |
| 0148       | 01.48 | 01.48 |
| 0149       | 01.49 | 01.49 |
| 0150       | 01.50 | 01.50 |
| 0151       | 01.51 | 01.51 |
| 0152       | 01.52 | 01.52 |
| 0153       | 01.53 | 01.53 |
| 0154       | 01.54 | 01.54 |
| 0155       | 01.55 | 01.55 |
| 0156       | 01.56 | 01.56 |
| 0157       | 01.57 | 01.57 |
| 0158       | 01.58 | 01.58 |
| 0159       | 01.59 | 01.59 |
| 0160       | 01.60 | 01.60 |
| 0161       | 01.61 | 01.61 |
| 0162       | 01.62 | 01.62 |
| 0163       | 01.63 | 01.63 |
| 0164       | 01.64 | 01.64 |
| 0165       | 01.65 | 01.65 |
| 0166       | 01.66 | 01.66 |
| 0167       | 01.67 | 01.67 |
| 0168       | 01.68 | 01.68 |
| 0169       | 01.69 | 01.69 |
| 0170       | 01.70 | 01.70 |
| 0171       | 01.71 | 01.71 |
| 0172       | 01.72 | 01.72 |
| 0173       | 01.73 | 01.73 |
| 0174       | 01.74 | 01.74 |
| 0175       | 01.75 | 01.75 |
| 0176       | 01.76 | 01.76 |
| 0177       | 01.77 | 01.77 |
| 0178       | 01.78 | 01.78 |
| 0179       | 01.79 | 01.79 |
| 0180       | 01.80 | 01.80 |
| 0181       | 01.81 | 01.81 |
| 0182       | 01.82 | 01.82 |
| 0183       | 01.83 | 01.83 |
| 0184       | 01.84 | 01.84 |
| 0185       | 01.85 | 01.85 |
| 0186       | 01.86 | 01.86 |
| 0187       | 01.87 | 01.87 |
| 0188       | 01.88 | 01.88 |
| 0189       | 01.89 | 01.89 |
| 0190       | 01.90 | 01.90 |
| 0191       | 01.91 | 01.91 |
| 0192       | 01.92 | 01.92 |
| 0193       | 01.93 | 01.93 |
| 0194       | 01.94 | 01.94 |
| 0195       | 01.95 | 01.95 |
| 0196       | 01.96 | 01.96 |
| 0197       | 01.97 | 01.97 |
| 0198       | 01.98 | 01.98 |
| 0199       | 01.99 | 01.99 |
| 0200       | 02.00 | 02.00 |

Test Manager Assignment list

### Notes:

- You can assign the same online test to multiple classes. Simply open another class file and create an assignment. Point to the same online test when you create the assignment. Make sure that your students' IDs are unique across all classes.
- If you need to make any changes to the online settings (e.g., change the password, edit the reporting options, etc.), choose the **Edit Assignment Information** option from the **Assignment** menu.
- If you notice mistakes in questions, misspelled words, etc. **before** any students take a test, make your changes to the original test and publish it again. **IMPORTANT:** You must **delete** the assignment from the class and then create a new one. Otherwise, the answer key and other information will not match the online test.
- If you notice mistakes in questions, misspelled words, etc. **after** any students take a test, you cannot make changes to the test. However, you can adjust the points earned to adjust students' scores as needed.
- If you identify an incorrect answer or point value, choose the **Edit Assignment Information** option from the **Assignment** menu. Click the **Questions** tab and change the information. You can change an answer or point value anytime without re-publishing the test. These changes are not updated in the actual test, but they are applied to the students' results.

## Take a LAN Test with ExamView Test Player


When taking a test with a class roster, it is important to enter the correct student ID that is listed in the Test Manager. If the student does not enter the correct ID, they will not be able to open the test.

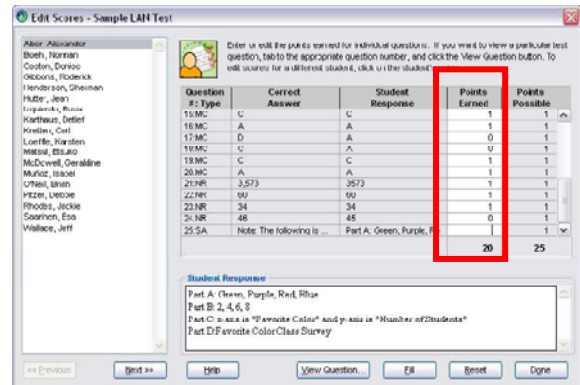
Additionally, tests taken with a class roster do not support the ability to recalculate questions between each attempt. This is done to keep the problems the same for all students. Questions can still be automatically scrambled amongst the students.

Other than these few differences, the process is exactly the same as listed earlier in this module.

## Get Results from a LAN Test

After your students take an online test, the next step is to get the results into the **ExamView Test Manager**. When you perform this step, the program reads the results and stores the data in the class record. If your test includes open-ended questions, you must manually score the questions and record the points earned.

1. Start the **ExamView Test Manager** program.
2. Select (highlight) the assignment for which you want to get results.
3. Click the **Get Results from LAN Test** button  or choose **Assignment > Get Results from LAN Test** from the menu options.
4. The program automatically locates the online test file (with an .eot extension) and reads the results from it. If you moved the file, you must locate it.
5. If your test included open-ended questions or you need to change a student's score, select the assignment and choose **Assignment > Edit Scores** from the menu options. The Edit Scores window appears.
6. The **Edit Scores** window shows you how your students answered each question and the points earned.
7. **Select** a student.
8. For open-ended questions, **select a question**. The student's response appears for your review. Read the response and **enter the points earned**.
9. Click the **Next** button to move to the open-ended question for the next student. You can change the points earned for any other question too.



*Edit Scores window*

### Practice

Use the steps above to practice getting results from a LAN test.

# Module 4: Managing Data and Reports

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## Overview

Participants will use **Exam View** Test Manager to create a class roster, create and score assignments. They will also review the most common class and student reports.

## Objectives

After completing this module, participants will be able to do the following:

- Create a class roster
- Create a new assignment
- Score an assignment
- Create and apply custom filters
- Generate class reports
- Generate student reports

## Create a Class Roster

### Introduction to ExamView Test Manager

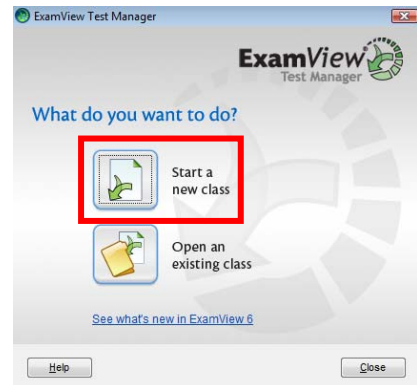
The ExamView Test Manager provides the features you need to track results for paper and online tests. To begin, you must create a new class. Then, you can manually enter the student information or import a roster from another format such as your gradebook.

### Create a New Class

Before you enter student information, you must create a new class. To do so, you must enter information about your class (e.g., class name, class ID, period, and section) and yourself (name, ID, school name, school ID, city, and state). Just a few of the fields are required. Other fields, such as the password and school ID, are optional.


### Create a Class Roster in Test Manager

1. Launch the **ExamView Test Manager**. A startup window with two options will appear. Choose the **Start a new class** option.
2. Enter the **class name** and other fields as needed.
3. Enter **your name, school name, city, and state**. The other fields are optional.
4. Click the **OK** button to record the class information.



*Test Manager Welcome window*

### Add Students to the Class Roster in Test Manager

1. Click the **Add New Student** button  or choose **Student > Add New Student** from the menu options.
2. Enter the student's **first name, last name, and student ID**.
3. Click **More** to display additional student information.

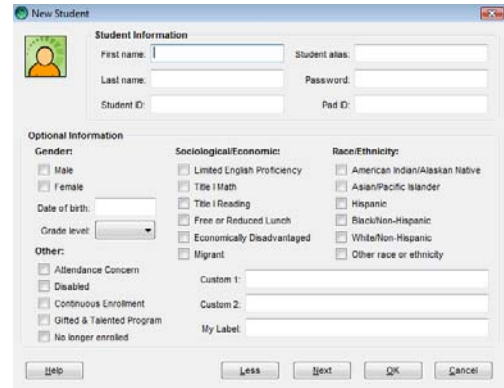
*Basic Student Entry window*

- If desired, you can enter additional information about each student including **gender**, **sociological/economic** information, **race/ethnicity**, and more.

*Tips for entering student data:*

- The more optional information you enter about your students, the more detailed class and individual reports you will be able to generate with the **Exam View Test Manager**.
- You can use the additional information as filters when you create a report.
- If you teach multiple sections of the same class, you can create a separate class file for each class or you can combine all of your students into one class file.

If you combine your students into one file, you can use the Custom fields to differentiate your classes. For example, you could enter "Period 1", "Period 2", etc. into the Custom 1 field. Then, you could print a report using this field as a filter.



*Advanced Student Entry window*

- Click the **Next** button to record the student. When you click the **Next** button the program records the student and clears the data entry field so that you can enter the next student.
- Repeat the previous steps to enter all of your students.
- Click the **OK** button when you are finished entering students.

**Notes**

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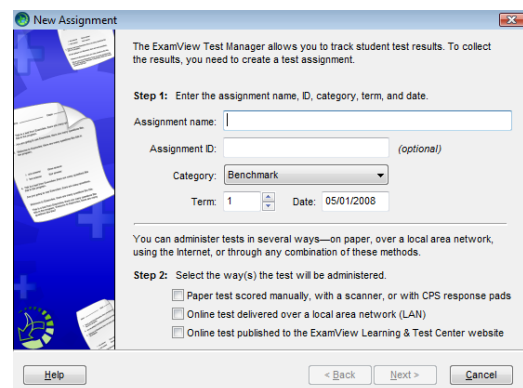
## Create a New Assignment

Before you can score a test, you must first build it using **ExamView** Test Generator and then create an assignment in ExamView Test Manager. When you create the assignment, the ExamView Test Manager automatically opens the test file and reads the following information for each question (if available): answer, reference, learning objective, local standard, state standard, national standard, and points.

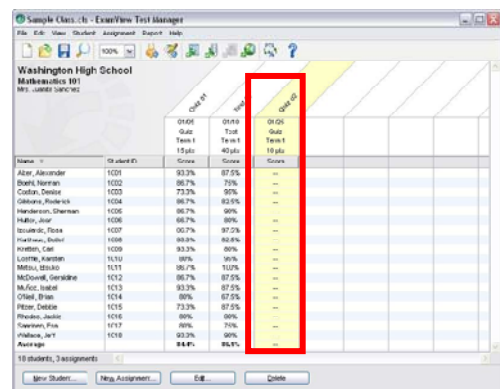
*Note:* If you plan to administer multiple (scrambled) versions of a test, create one version, print it, and then save the file. Scramble the test to create the next version, print it, and save the test. For each unique test, you must create a separate assignment in Test Manager.

1. Click the **New Assignment** button  or choose **Assignment > Create New Assignment** from the menu options. The New Assignment window appears.
2. In the **New Assignment** dialog, enter assignment name, category, term, and date.
3. Choose **Paper test scored manually....**
4. Click the **Next** button.
5. **Select the file** that corresponds to the test you created in **ExamView** Test Generator.
6. Click the **Next** button.
7. Review the summary information, and click the **Finish** button to complete the process.

After you create the assignment, it appears in **ExamView** Test Manager work area. The program shows the assignment title, date, category, term, and possible points. A placeholder (--) appears for each score.



*New Assignment window*



| Student              | Student ID | Score        | Points       |
|----------------------|------------|--------------|--------------|
| Alzar, Alexander     | 1001       | 83.3%        | 87.5%        |
| Bovik, Norman        | 1002       | 86.7%        | 75%          |
| Costa, Daniel        | 1003       | 73.3%        | 90%          |
| Colburn, Frederick   | 1004       | 86.7%        | 83.3%        |
| Henderson, Sherman   | 1005       | 86.7%        | 90%          |
| Huber, John          | 1006       | 86.7%        | 80%          |
| Isaacson, Flora      | 1007       | 80.7%        | 87.5%        |
| Marshall, Robert     | 1008       | 86.7%        | 86.6%        |
| Wardell, Carl        | 1009       | 83.3%        | 80%          |
| Lucas, Karsten       | 1010       | 86%          | 90%          |
| Melino, Ursula       | 1011       | 86.7%        | 100%         |
| McDonnell, Geraldine | 1012       | 86.7%        | 87.5%        |
| McFady, Isabel       | 1013       | 83.3%        | 87.5%        |
| Ortiz, Brian         | 1014       | 86%          | 87.5%        |
| Pfizer, Debbie       | 1015       | 73.3%        | 87.5%        |
| Phelan, Jackie       | 1016       | 86%          | 90%          |
| Townsend, Pina       | 1017       | 86%          | 70%          |
| Whelan, Jeff         | 1018       | 83.3%        | 90%          |
| <b>Average</b>       |            | <b>84.8%</b> | <b>86.1%</b> |

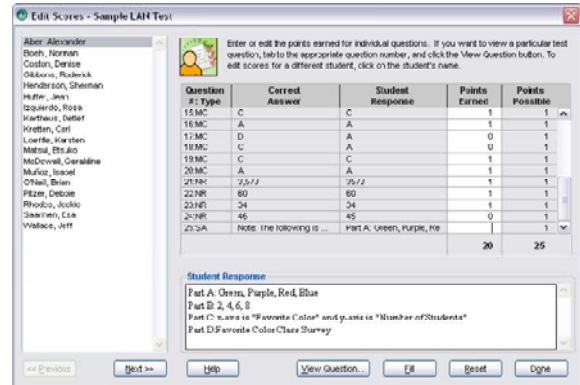
*Test Manager Assignment list*



## Score an Assignment

Using the **ExamView** Test Manager, you can easily score assignments with a scanner, CPS response pads, and LAN. These automated methods are covered in the next module. Use the directions below to score an assignment manually.

- To score an assignment manually, choose **Assignment > Edit Scores** from the menu options. The Edit Scores window appears.
- The **Edit Scores** window shows you how your students answered each question and the points earned.
- Select** a student.
- Read their response on the paper-based test and enter the number of points earned for each question.
- Click the **Next** button to move to the next student.
- Click **OK** when finished.



*Edit Scores window*

## Notes

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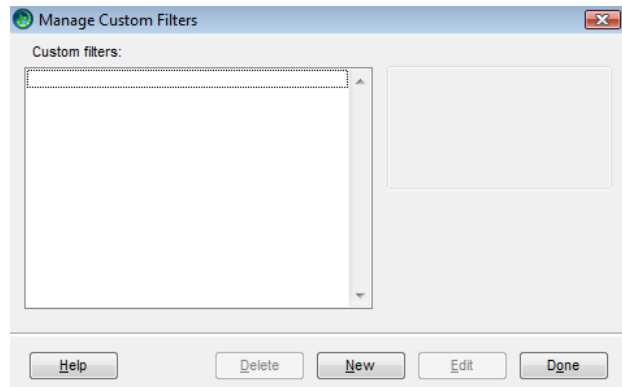
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## Create Custom Filters

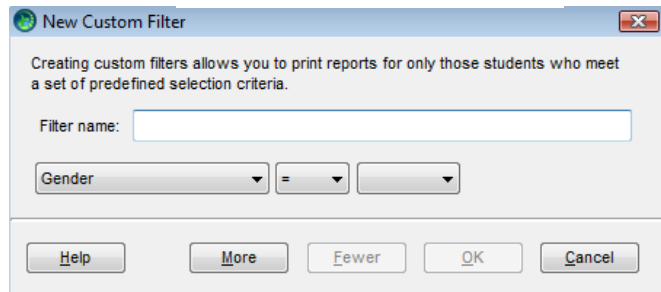
Custom filters let you generate reports for only those students who meet a set of predefined selection criteria, such as gender, date of birth, ethnicity, or other student data. When you apply a filter to a report, the report data, such as a class average, is based on the students that match the filter.

1. Choose **Report** from the menu options.
2. Select any report. The report configuration window will appear.
3. Click **Filters...** The Manage Custom Filters window will appear.
4. From the Manage Custom Filters dialog, click **New** to create a new filter. The New Custom Filter window appears.



*Manage Custom Filters window*

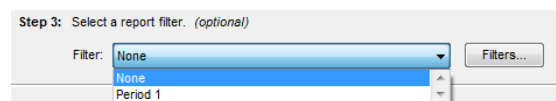
5. Enter/edit the name for your filter (e.g., **4th graders**).
6. Set up your selection criteria (e.g., **Grade Level = 4**).
7. If you wish to include multiple criteria in your filter, click **More** and set up another set of criteria.
8. Select **and** if you want to list students who meet both sets criteria.
9. Select **or** if you want to list students who fit either set of criteria.
10. Click **Fewer** to remove criteria from the filter.
11. Click **OK** to record your changes.



*New Custom Filter window* filter,

## Apply a Filter

Filters are available in most Test Manager reports. A filter will alter a report in different ways depending on the selected report. To apply a filter, simply select the appropriate filter from the drop-down box when creating a report.



*Apply Filter option*

## Generate Class Reports

The **ExamView Test Manager** provides numerous reports to help you understand and evaluate your students' performance. Depending on your needs, you may prepare one or more of the class reports to provide useful performance data that lets you assess your class as a whole and then determine appropriate strategies to achieve the learning objectives/standards. This section includes a brief overview and a sample of each class report.

1. **Assignment Results** - The Assignment Results report provides performance data for each student for a particular assignment. For a LAN test, the report also includes attempts to complete the assignment, the start time (date and time), and the duration of the assignment (i.e., the total time to complete the assignment).

The report also includes a separate page with the assignment statistics for the entire class (i.e., median, mean, low score, high score, range, and standard deviation) and a graph of the frequency distribution.

Using the statistical data in the Assignment Results report, you can see how the majority of the students performed on the assignment. You also might use the Assignment Results report to post the results of an assignment.

| <b>Assignment Results</b>             |                   |                   |                 |                   |                 |                           |
|---------------------------------------|-------------------|-------------------|-----------------|-------------------|-----------------|---------------------------|
| Mr. Robert Abrahms<br>FSC High School |                   |                   |                 |                   |                 |                           |
| <b>Reports</b>                        |                   |                   |                 |                   |                 | <b>Total Students: 25</b> |
| <b>Assignment:</b>                    | Reports           |                   |                 |                   |                 |                           |
| <b>Category:</b>                      | Test              |                   |                 |                   |                 |                           |
| <b>Term:</b>                          | 1                 |                   |                 |                   |                 |                           |
| <b>Date:</b>                          | 06/14/2005        |                   |                 |                   |                 |                           |
| <b>Points:</b>                        | 50 (50 questions) |                   |                 |                   |                 |                           |
| <b>Student</b>                        | <b>ID</b>         | <b>Points (%)</b> | <b>Attempts</b> | <b>Start Time</b> | <b>Duration</b> |                           |
| Alexander Ajer                        | 104681655         | 45 (90%)          | 1               | 06/14 2:38pm      | 0 min., 13 sec. |                           |
| Andy Baba                             | 656526865         | 38 (76%)          | 1               | 06/14 2:38pm      | 0 min., 13 sec. |                           |
| Norman Boehl                          | 379044498         | 35 (70%)          | 1               | 06/14 2:39pm      | 0 min., 21 sec. |                           |
| Manuel Campag                         | 218031585         | 43 (86%)          | 1               | 06/14 2:39pm      | 0 min., 23 sec. |                           |
| Denise Coston                         | 827844811         | 42 (84%)          | 1               | 06/14 2:40pm      | 0 min., 21 sec. |                           |
| Wilbert Dowdy                         | 013105510         | 40 (80%)          | 1               | 06/14 2:40pm      | 0 min., 23 sec. |                           |
| Chris Farwell                         | 346695870         | 39 (78%)          | 1               | 06/14 2:41pm      | 0 min., 13 sec. |                           |
| Michael Gibbons                       | 431603314         | 40 (80%)          | 1               | 06/14 2:41pm      | 0 min., 17 sec. |                           |
| Ken Hamlett                           | 018922988         | 43 (86%)          | 1               | 06/14 2:41pm      | 0 min., 13 sec. |                           |
| Sherman Henderson                     | 452946293         | 38 (76%)          | 1               | 06/14 2:42pm      | 0 min., 13 sec. |                           |
| Jean Hutter                           | 911832166         | 43 (86%)          | 1               | 06/14 2:42pm      | 0 min., 13 sec. |                           |
| Dettlef Karthaus                      | 203996934         | 45 (90%)          | 1               | 06/14 2:43pm      | 0 min., 13 sec. |                           |
| Carl Kretten                          | 114964396         | 43 (86%)          | 1               | 06/14 2:43pm      | 0 min., 13 sec. |                           |
| Karsten Loeffle                       | 677962071         | 35 (70%)          | 1               | 06/14 2:44pm      | 0 min., 13 sec. |                           |
| Geraldine McDowell                    | 467832015         | 37 (74%)          | 1               | 06/14 2:44pm      | 0 min., 23 sec. |                           |

2. **Open-Ended Responses Worksheet** - The Open-Ended Responses Worksheet report allows you to score the open-ended questions that your students complete as part of an online test. Follow these steps to score open-ended questions and enter the scores into the **Exam View** Test Manager.
- After all of your students finish an online test, use the option to get the results into the **Exam View** Test Manager. This process reads all of the student responses for the assignment including the open-ended questions (essay, short answer, etc.).
  - Print the Open-Ended Responses Worksheet. The report includes the open-ended responses for each student and space for you to write the points earned for each question.
  - After you complete the worksheet, use the Edit Scores option to enter the results into the program.

You can use the Open-Ended Responses Worksheet report to work away from your computer. You can score open-ended questions anywhere and then enter the scores into the **Exam View** Test Manager at a convenient time.

| <b>Open-Ended Responses Worksheet</b> |                          |                      |                           |
|---------------------------------------|--------------------------|----------------------|---------------------------|
| Mr. Robert Abrahms<br>FSC High School |                          |                      |                           |
| <b>Reports</b>                        |                          |                      | <b>Total Students: 25</b> |
| <b>Assignment:</b>                    | Chapter 1 - Introduction |                      |                           |
| <b>Category:</b>                      | Test                     |                      |                           |
| <b>Term:</b>                          | 1                        |                      |                           |
| <b>Date:</b>                          | 06/14/2005               |                      |                           |
| <b>Points:</b>                        | 50 (50 questions)        |                      |                           |
| <b>Item #</b>                         | <b>Points Possible</b>   | <b>Points Earned</b> | <b>Response</b>           |
| <i>Alexander Aber</i>                 |                          |                      |                           |
| 46:PR                                 | 1                        | _____                | 1.8                       |
| 47:PR                                 | 1                        | _____                | 72                        |
| 48:PR                                 | 1                        | _____                | 226.2                     |
| 49:PR                                 | 1                        | _____                | 301.8                     |
| 50:PR                                 | 1                        | _____                | 9                         |
| <i>Andy Baba</i>                      |                          |                      |                           |
| 46:PR                                 | 1                        | _____                | 1.8                       |
| 47:PR                                 | 1                        | _____                | 72                        |
| 48:PR                                 | 1                        | _____                | 226.2                     |
| 49:PR                                 | 1                        | _____                | 301.8                     |
| 50:PR                                 | 1                        | _____                | 9                         |
| <i>Norman Boehl</i>                   |                          |                      |                           |
| 46:PR                                 | 1                        | _____                | 1.8                       |
| 47:PR                                 | 1                        | _____                | 72                        |
| 48:PR                                 | 1                        | _____                | 226.2                     |
| 49:PR                                 | 1                        | _____                | 301.8                     |

3. **Item Analysis Summary** - The Item Analysis Summary report provides the percent of the class that answered each question correctly. For multiple choice questions, the report also shows the percent of the class that selected each response (or answer choice).

You can use the response analysis in the Item Analysis Summary to identify areas in which you may want to focus a re-teaching activity so that you can better address particular learning objectives/standards. For questions with a high, correct response rate, you can use the information to validate the question. On the other hand, if students consistently answered a question incorrectly, you can assess whether this points to a problem with the question.

On a question-by-question basis, you should look for similar patterns; such information can provide insight into your students' understanding of the material covered by the assignment.

### Item Analysis Summary

Mr. Robert Abrahms  
FSC High School

#### Math

Total Students: 25

**Assignment:** Quiz 01  
**Category:** Quiz  
**Term:** 1  
**Date:** 01/05/2007  
**Points:** 15 (15 questions)

| Question               | Class Average | Correct Response |  |
|------------------------|---------------|------------------|--|
| <i>Multiple Choice</i> |               |                  |  |
| 1                      | 77.8%         | C                | ( A: 22.2%, <b>C: 77.8%</b> )            |
| 2                      | 100%          | D                | ( <b>D: 100%</b> )                       |
| 3                      | 88.9%         | B                | ( A: 11.1%, <b>B: 88.9%</b> )            |
| 4                      | 94.4%         | A                | ( <b>A: 94.4%</b> , B: 5.6% )            |
| 5                      | 72.2%         | A                | ( <b>A: 72.2%</b> , B: 11.1%, C: 16.7% ) |
| 6                      | 100%          | B                | ( <b>B: 100%</b> )                       |
| ⚠ 7                    | 66.7%         | C                | ( B: 11.1%, <b>C: 66.7%</b> , D: 22.2% ) |
| 8                      | 83.3%         | D                | ( A: 11.1%, C: 5.6%, <b>D: 83.3%</b> )   |
| 9                      | 100%          | D                | ( <b>D: 100%</b> )                       |
| ⚠ 10                   | 66.7%         | D                | ( A: 22.2%, C: 11.1%, <b>D: 66.7%</b> )  |
| 11                     | 94.4%         | C                | ( B: 5.6%, <b>C: 94.4%</b> )             |
| 12                     | 94.4%         | D                | ( A: 5.6%, <b>D: 94.4%</b> )             |
| 13                     | 83.3%         | A                | ( <b>A: 83.3%</b> , B: 5.6%, D: 11.1% )  |
| 14                     | 77.8%         | B                | ( A: 5.6%, <b>B: 77.8%</b> , C: 16.7% )  |
| ⚠ 15                   | 66.7%         | A                | ( <b>A: 66.7%</b> , B: 16.7%, D: 16.7% ) |

⚠ - Indicates that the question was answered incorrectly by more than 30% of the class.

4. **Item Remediation Summary** - The Item Remediation Summary report provides a summary of questions that the class answered incorrectly at a rate higher than the set threshold level. The report pinpoints questions that may require re-teaching. The report also provides links to remedial instruction resources. Look for the globe icon to indicate that content hyperlinks are supported.

*Note:* Remediation hyperlinks are only available for keywords and state standards and require a netTrekker account to access link information. The state standard information must include an alignment code in order to link to remedial instruction. The **Exam View Learning Series** questions include state standard alignment codes.

You can use the Item Remediation Summary to identify problem areas for your class and locate remedial instruction activities to help with re-teaching. The report shows the questions that fall above your set threshold, the question type, class average, state or learning objective, and hyperlinked keywords and state standards associated with the questions.

### Item Remediation Summary

Mr. Robert Abrahms  
FSC High School

**Math**
**Total Students: 25**

**Assignment:** Chapter 2 - Number Operations

**Category:** Test

**Term:** 1

**Date:** 06/13/2006

**Points:** 25 (25 questions)

**Threshold Level:** 20%

Questions listed in this report were incorrectly answered by a percentage higher than the threshold.  
Click a keyword or state standard link to access remediation content. †

| Question Num | Type | Class Average | Learning Objective   | Keywords  | State Standard        |
|--------------|------|---------------|--|---|-----------------------|
| 2            | MC   | 79.2%         | Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., 1/2, 5/10, "five tenths," 0.5, shaded rectangles with half, and five tenths. | <a href="#">fractions,</a><br><a href="#">equivalent form,</a><br><a href="#">division,</a><br><a href="#">number sense</a> | <a href="#">1.1.a</a> |
| 3            | MC   | 78.3%         | Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., 1/2, 5/10, "five tenths," 0.5, shaded rectangles with half, and five tenths. | <a href="#">fractions,</a><br><a href="#">equivalent form,</a><br><a href="#">number sense</a>                              | <a href="#">1.1.a</a> |
| 4            | MC   | 79.2%         | Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., 1/2, 5/10, "five tenths," 0.5, shaded rectangles with half, and five tenths. | <a href="#">decimals,</a><br><a href="#">equivalent form,</a><br><a href="#">number sense</a>                               | <a href="#">1.1.a</a> |

- netTrekker Differentiated Instruction link. Learn more at [www.nettrekker.com](http://www.nettrekker.com).

† - Special formatting is required for state standard links. Therefore, some state standards may not contain a link.

5. **Learning Focus** - The Learning Focus report provides a wealth of information to help you identify areas where your class (as a whole) needs to focus their learning efforts. To use this report effectively, the assignments you create must consistently include data for one or more of the following fields: learning objective, local standard, state standard, or national standard.

One of the key advantages for using the **ExamView** Test Manager is that you can easily gather performance data over multiple assessments. The report shows the number of items for each standard, allowing you to gauge whether a standard was adequately covered. You can select one or more assignments by category or by date. You must also identify a focus range (e.g., 0% - 70%). The program produces a report that shows each standard (or learning objective), the number of questions assessed for that standard, class average, and how many students are in the focus range.



### Learning Focus

Mr. Robert Abrahms  
FSC High School

**Math** **Total Students: 25**

**Category:** Test  
**Term:** All  
**Focus Range:** 0% to 69%  
**Proficiency Target:** at or above 70%

Click an icon or learning objective link to access remediation content. †

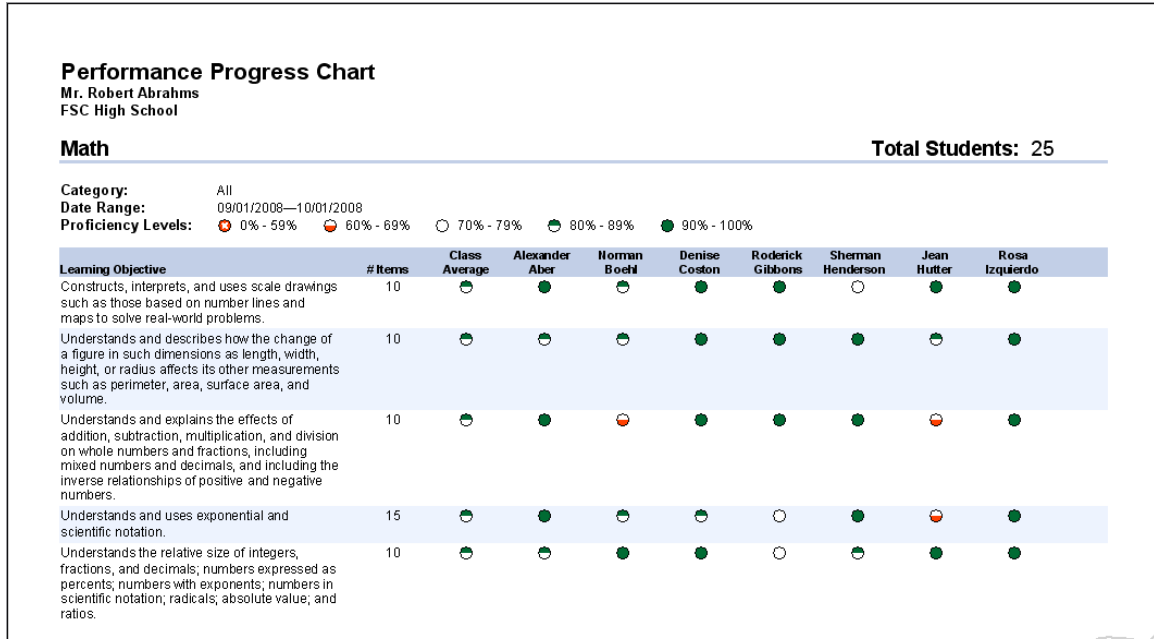
| Learning Objective  | # Items | Progress                          |  |                                   | # Students |               | Class Average |
|---|---------|-----------------------------------|--|-----------------------------------|------------|---------------|---------------|
|   |         | 0%                                | 50%  | 100%                              | In Range   | Proficient    |               |
|  <a href="#">Analyze and solve multi-step problems</a><br>involving addition, subtraction, multiplication and division using an organized approach, and verify and interpret results with respect to the original problem. | 14      | <div style="width: 78.3%;"></div> | <div style="width: 78.3%; text-align: center;">◆</div> | <div style="width: 78.3%;"></div> | 6          | 19            | 78.3%         |
| <b>Students in Focus Range:</b>   |         |                                   |  |                                   |            |               |               |
| Alexander Aber  |         | Manuel Campag                     |  | Jean Hutter                       |            | Brian O'Neill |               |
| Debbie Pitzer   |         | Alex Spurduti                     |  |                                   |            |               |               |
|  <a href="#">Connect physical, verbal and symbolic</a><br>representations of fractions, decimals and whole numbers; e.g., 1/2, 5/10, "five tenths," 0.5, shaded rectangles with half, and five tenths.                     | 4       | <div style="width: 75%;"></div>   | <div style="width: 75%; text-align: center;">◆</div>   | <div style="width: 75%;"></div>   | 8          | 17            | 75%           |
| <b>Students in Focus Range:</b>   |         |                                   |  |                                   |            |               |               |
| Alexander Aber  |         | Andy Baba                         |  | Norman Boehl                      |            | Manuel Campag |               |
| Denise Coston   |         | Jean Hutter                       |  | Detlef Karthaus                   |            | Brian O'Neill |               |

*Note:* The shaded area shows the performance for the median 70% of the students in your class. For example, if there are 20 students in your class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores represents 14 students or 70% of the class. The diamond shows the actual class average. Use the graphs to see how the majority of students performed. If the area is relatively short, students' scores were similar.

6. **Class Performance Progress Chart** - The Class Performance Progress Chart report shows at a glance how each student is performing on each of the learning objectives/standards for all assignments in a category over a specified date range. The report lists a learning objective/standard, the number of items (i.e., questions) that assess that learning objective/standard, and a proficiency indicator for each of the students.

To use the Class Performance Progress Chart report effectively, you must consistently include question information for one or more of the following fields in each of the items you create: learning objective, local standard, state standard, or national standard. (Many publishers include this information for the questions they provide.)

To customize the Class Performance Progress Chart, you can set the category of assignments, the date range of the class assignments, and the proficiency level based on your performance criteria. The report shows one of three to five icons to indicate each student's performance on each of the learning objectives/standards.





## Generate Student Reports

The **ExamView** Test Manager provides many reports that highlight each student's individual performance for one or more assignments. This section includes a brief overview and a sample of each student report.

1. **Assignment Results** - The Assignment Results report reflects a student's performance for one assignment. The report includes the following information: assignment average, points earned for each question, and the student's response for each question.

If you select the option for performance results for learning objectives/standards, the Assignment Results report also includes each learning objective and the following performance data for that learning objective/standard: the average, points earned, the proficiency level, and the specific questions in the class assignment. To use the Assignment Results report effectively, you must consistently include question information for one or more of the following fields in each of the items you create: learning objective, local standard, state standard, or national standard.

You can use this report to identify each student's proficiency level for each of the learning objectives/standards for each assignment. This information may also help you to identify areas in which a student may need remedial work.

| Assignment Results   |                          |        |                          |                             |                          |  |
|--|--------------------------|--------|--------------------------|-----------------------------|--------------------------|--|
| Mr. Robert Abrahms<br>FSC High School<br>American History  |                          |        |                          |                             |                          |  |
| <b>Alexander Aber</b>  |                          |        |                          | <b>Average: 90%</b> (45/50) |                          |  |
| <b>Assignment:</b>   | Chapter 1 - Introduction |        |                          |                             |                          |  |
| <b>Category:</b>   | Test                     |        |                          |                             |                          |  |
| <b>Term:</b>   | 1                        |        |                          |                             |                          |  |
| <b>Date:</b>   | 06/14/2005               |        |                          |                             |                          |  |
| <b>Points:</b>   | 50 (50 questions)        |        |                          |                             |                          |  |
| Learning Objective   | Average                  | Points | 0%                       | 50%                         | 100%                     | Questions                                    |
| Adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.         | 80%                      | 6/10   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | MC:40, 41, 42, 43, 44, 45; PR:47, 48, 49, 50 |
| Analyzes and applies geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).   | 100%                     | 10/10  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | MC:20, 21, 22, 23, 24, 25, 26, 27, 28, 29    |
| Designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.   | 100%                     | 10/10  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | MC:5, 6, 7, 8, 9, 15, 16, 17, 18, 19         |
| Interprets data that have been collected, organized, and displayed in charts, tables, and plots.   | 90%                      | 9/10   | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | MC:1, 2, 3, 4, 10, 11, 12, 13, 14; PR:46     |
| Understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms. | 100%                     | 10/10  | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> | MC:30, 31, 32, 33, 34, 35, 36, 37, 38, 39    |

2. **Assignment Review** - The Assignment Review report provides a tool to help your students understand the mistakes they made on an assignment. For each question answered incorrectly, the report shows the following: points earned, student's response, correct answer, explanation, study tip, and focus area (depending on the information available).

To use the Assignment Review report effectively, you must consistently include extra question information for each of the items you create. (Many publishers include this information for the questions they provide.) Students, in this example, could use the report to refer to the specified pages in their textbook as they review the questions that they answered incorrectly.

Students can use the Assignment Review report to review the completed assignments and to learn from their mistakes.

### Assignment Review

Mr. Robert Abrahms  
FSC High School  
Math

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**Alexander Aber**
**Score: 91%** (45.5/50)

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**Assignment:** Chapter 1  
**Category:** Test  
**Term:** 1  
**Date:** 07/08/2005  
**Points:** 50 (50 questions)

Based on your results for this assignment, review the study tips below.

| Question               | Review  |
|------------------------|---|
| <i>Multiple Choice</i> |   |
| 4 (0/1)                | <p><b>Your Response:</b> C      <b>Correct Answer:</b> D</p> <p><b>Rationale:</b><br/>Saturn has 15 satellites; Neptune has 8</p> <p><b>Reference:</b> Science</p>  |
| <i>Multiple Choice</i> |   |
| 27 (0/1)               | <p><b>Your Response:</b> A      <b>Correct Answer:</b> C</p> <p><b>Rationale:</b><br/>The cross-section is a rectangle with length 19 feet and width <math>2 \times 8.6 = 17.2</math> feet.</p> $A = l \times w$ $A = 19(17.2)$ $A \approx 326.8 \text{ cm}^2$ <p><b>Reference:</b> Mathematics</p> |

3. **Student Progress Report** - The Student Progress Report shows a student's progress for one or more terms. The report organizes the results by term and provides the following information for each assignment: assignment description, date assigned, category, points earned, percent achieved, and class average. A summary shows the term average by listing the total points earned out of the total possible points, the equivalent percent, and the class average.

You can use the Student Progress Report to depict the student's progress over time.

| <b>Student Progress Report</b>                            |            |          |                               |              |               |
|---|------------|----------|-------------------------------|--------------|---------------|
| Mr. Robert Abrahms<br>FSC High School<br>American History |            |          |                               |              |               |
| <b>Alexander Aber</b>                                     |            |          | <b>Overall Average: 86.9%</b> |              |               |
| <b>Category:</b>  | All        |          |                               |              |               |
| <b>Term:</b>  | All        |          |                               |              |               |
| Assignment  | Date       | Category | Points                        | Percent      | Class Average |
| <i>Term 1</i>   |            |          |                               |              |               |
| Math G6 Exam  | 06/08/2005 | Exam     | 50/50                         | 100%         | 87.5%         |
| Math G6 Quiz  | 06/09/2005 | Quiz     | 9/10                          | 90%          | 66.8%         |
| Math G6 Test  | 06/10/2005 | Test     | 20/20                         | 100%         | 76.4%         |
| Reading G3 Exam   | 06/11/2005 | Exam     | 100/100                       | 100%         | 85%           |
| Reading G3 Quiz   | 06/12/2005 | Pop Quiz | 15/15                         | 100%         | 73.9%         |
| Reading G3 Test   | 06/13/2005 | Test     | 38/40                         | 95%          | 80.8%         |
| Reading G9 Exam   | 06/14/2005 | Test     | 78/100                        | 78%          | 80.6%         |
| Reading G9 Quiz   | 06/15/2005 | Homework | 8/10                          | 80%          | 78.4%         |
| <b>Term Average:</b>                                      |            |          | <b>318/345</b>                | <b>92.2%</b> | <b>81.9%</b>  |

4. **Learning Focus** - The Learning Focus report identifies areas where a student needs to focus his/her learning efforts. Based on a proficiency level you set, the report lists the learning objective/standards that a student has not mastered. For each of the learning objectives/standards the student has not yet mastered, the Learning Focus report lists the learning objective/standard, the associated number of items, the points earned on items, and the proficiency level that the student has attained.

You can customize the Learning Focus report to generate the performance data that best meet your needs. You can select one or more class assignments by category and the date range for the assignments. You can set an appropriate focus range (e.g., 0% - 70%) for the class assignments at a particular time in the term. As an example, you might set the focus range at 0% to 70% with the first class assignment that covers a particular learning objective/standard. Then, on a subsequent class assignment on the same learning objectives/standards, you might set the focus range to 0% to 80%.

You can use the Learning Focus report to help a student know exactly what to study in order to attain mastery level on the identified learning objectives/standards.

| <b>Learning Focus</b>  |                                  |                |               |           |            |             |
|--|----------------------------------|----------------|---------------|-----------|------------|-------------|
| <b>Mr. Robert Abrahms</b>  |                                  |                |               |           |            |             |
| <b>FSC High School</b>   |                                  |                |               |           |            |             |
| <b>American History</b>  |                                  |                |               |           |            |             |
| <b>Alexander Aber</b>  |                                  |                |               |           |            |             |
| <b>Category:</b>   | All                              |                |               |           |            |             |
| <b>Date Range:</b>   | September 1, 2004—April 15, 2004 |                |               |           |            |             |
| <b>Focus Range:</b>  | 0% to 70%                        |                |               |           |            |             |
| <b>Learning Objective</b>  | <b># Items</b>                   | <b>Average</b> | <b>Points</b> | <b>0%</b> | <b>50%</b> | <b>100%</b> |
| Adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator. | 10                               | 60%            | 6/10          |           |            |             |
| Designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.   | 10                               | 60%            | 6/10          |           |            |             |
| Interprets data that have been collected, organized, and displayed in charts, tables, and plots.   | 10                               | 70%            | 7/10          |           |            |             |

*Note:* The shaded area ( ) shows the performance for the median 70% of the students in a class. For example, if there are 20 students in a class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores for 14 students (70%) would be represented. The diamond ( ) shows your student's actual performance. Use the graphs to see how a student performed in relation to his/her class. For example, if the diamond appears near or past the right edge of the shaded area, the student's performance is in the upper range for the class. If the shaded area is relatively short, students' scores were similar.

# Module 5: eInstruction Product Suite Integration

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## Overview

This module highlights how **Exam View** files are used in the eInstruction software suite: Classroom Performance System (CPS), Interwrite™ Workspace, and Response. It includes the import, publish and export capabilities of **Exam View** Test Generator and Test Manager. It also covers the **Exam View** Import Utility used to import existing tests that are in Rich Text Format.

## Objectives

After completing this module, participants will be able to do the following:


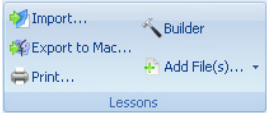
- Add **Exam View** files to CPS
- Import CPS lessons into **Exam View** Test Generator
- Import and export class rosters in **Exam View** Test Manager
- Score **Exam View** Test Manager assignments using CPS response pads
- Import CPS sessions into **Exam View** Test Manager
- View **Exam View** questions in Workspace
- Use **Exam View** in Workspace with CPS or Response
- Start an **Exam View** session in Response

## Add ExamView Files to CPS

You can add **ExamView** question banks and tests into any folder or lesson within your CPS database. CPS cannot be used to edit the question banks and tests. Instead, use the **ExamView** Test Generator to edit these files.

### Add ExamView Files - Windows

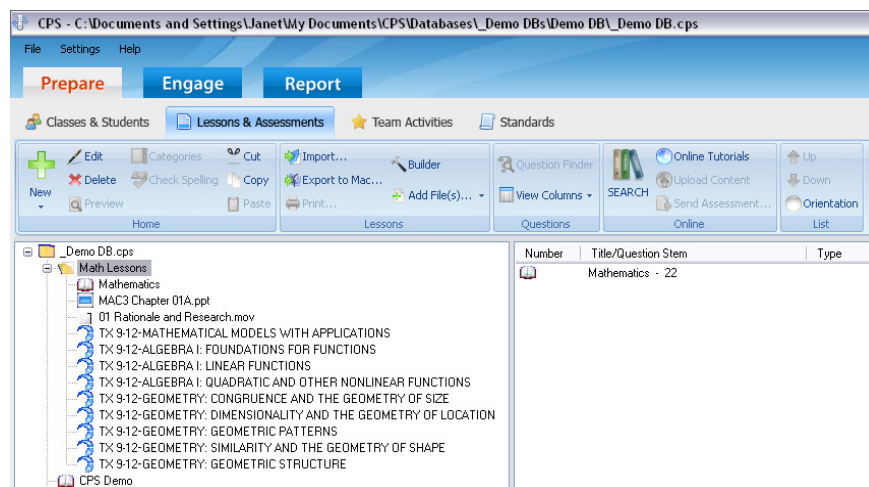
1. **Open CPS** from the desktop icon or start menu.
2. Click the **Prepare > Lessons and Assessments** tab.
3. **Select the folder or lesson** under which you would like to import the **ExamView** lesson.

4. Click **Add Files**  in the Lessons group . The Add Files window opens.

5. Navigate your computer to **select the ExamView file** you want to add. (*Note: To limit which files are displayed, click the arrow in the Files of type: box, and select the ExamView Files option.*)

6. Click **Open**.

7. The **ExamView** file appears in the folder or lesson you selected.



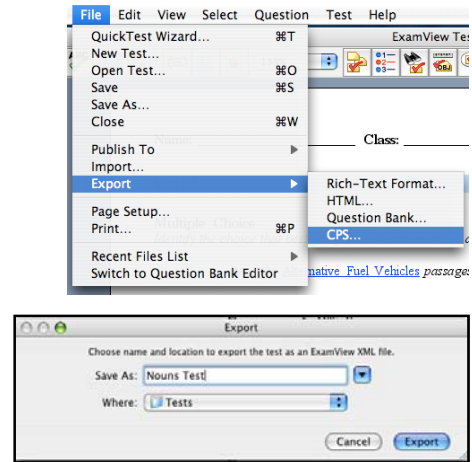
*CPS window*

**Note:** For more information on how to utilize the **ExamView** materials in CPS, consult the CPS training materials.


## Import Exam View Files – Mac

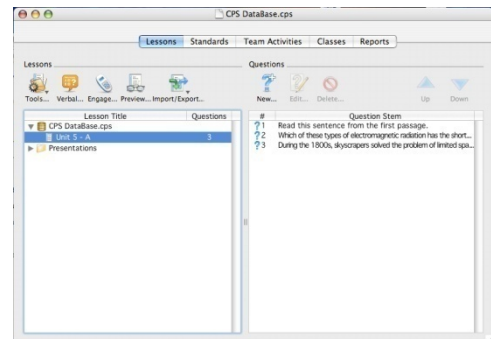
### Save Your ExamView Test as a CPS File

1. Open your test in **ExamView** Test Generator.
2. Click the **File** menu and move your mouse over the **Export** option.
3. Choose **CPS....** The Export window appears.
4. Type a name for the file in the **Save As:** text box.
5. Use the **Where:** pull-down menu to select where to save the file.
6. Click **Export** to export your test.



### Import Exam View Files

1. Click the **Lessons** section.
2. **Select the lesson** under which you would like to import the **ExamView** lesson.
3. Click the **Import/Export** button . A pop-up menu appears.
4. Choose **Import from ExamView XML....** The CPS: Open dialog appears.
5. Navigate your computer to **select the ExamView file** you want to add.
6. Click **Open**.
7. The **ExamView** file appears in the lesson you selected.

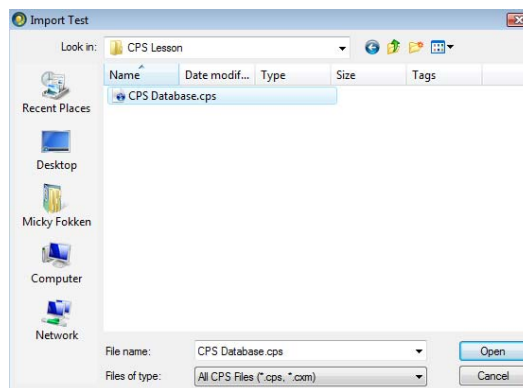


*Note:* For more information on how to utilize the **ExamView** materials in CPS, consult the CPS training materials.

## Import CPS Lessons

Questions authored in CPS can be imported into either the Test Builder or Question Bank Editor. Only a single lesson can be imported at a time.

1. Open **ExamView Test Generator** from your desktop. The welcome screen will appear.
2. Click **close** on the welcome screen.
3. Choose **File > Import > CPS Lesson** from the menu options. The Import Test window appears.
4. Locate the CPS database (both .CPS and .EXM file types are supported) that includes the lesson you want to import. Highlight the file and click the **Open** button.
5. Select the lesson that you want to import from the directory tree and click **OK**.



*Import Test window*

*Note:* Folders and lessons that do not contain questions cannot be imported and are indicated with an icon that includes a minus sign in a red circle.

## Notes

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## Import/Export Class Rosters

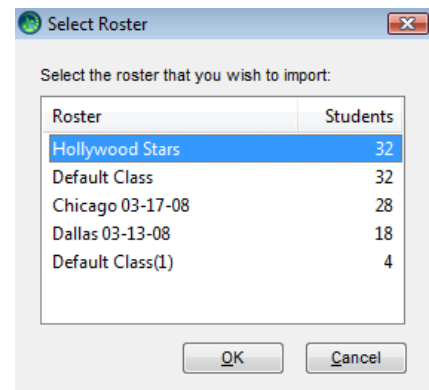
### Import CPS Class Roster

Test Manager allows you to quickly import your class roster from an existing CPS database. Student last names, first names, pad IDs, student IDs and other student information are imported into the Test Manager class file.

1. Open or create a class in **Test Manager**.
2. Select **File > Import > Class Roster from CPS Database** from the menu options. The Select CPS Database window appears.
3. **Select the CPS database** (".cps" file) and click the **Open** button.

4. If more than one roster is detected in the database file, the Select Roster window will appear. The Select Roster window shows the roster names and number of student in each roster. Select the roster to import and click the **OK** button.

*Note:* Test Manager requires that a unique student ID is assigned to every student. Either assign student IDs to all students within CPS prior to import or select the option to automatically add student IDs to the imported roster.



5. Click the **OK** button.

### Export Class Roster as CPS Database

Test Manager allows you to quickly export your class roster for use with the CPS software. Student last names, first names, pad IDs, student IDs, and other student information are exported to a new CPS database file with just a few clicks.

1. From the **File** menu in Test Manager, select **Export > Class Roster as CPS Database**.
2. Enter a file name for your CPS database (".cps" file) and choose a save location.
3. Click **Save**.

*Note:* CPS requires that a pad ID is assigned to every student. Either assign pad IDs manually or select the option to automatically add pad IDs to the exported roster. Automatic pad ID assignments will be made by assigning the lowest number pad available to students alphabetically.

## Score Assignments with CPS

Instantly get student results by using CPS response pads to complete **ExamView** assignments. Test Manager supports getting results from IR and RF pads that are part of numbered sets (K-12), not individual, serial-numbered pads that require activation (Higher Ed.).

### Assign Response Pad IDs


1. Double click the student name you want to edit. The Edit Student Information window appears.

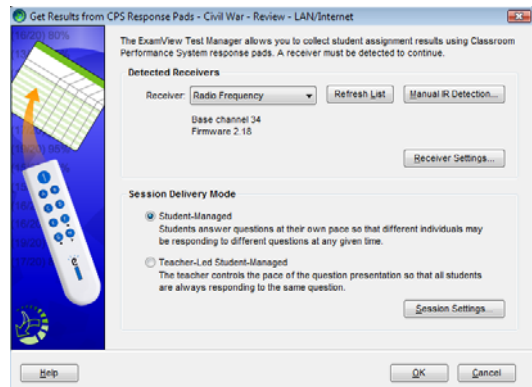
*Basic Student Entry window*

2. Click the **More** button to display the detailed student information.
3. Enter the **Pad ID** in the appropriately labeled field.
4. To assign pad IDs to additional students, choose the student you wish to edit from the list on the left of the dialog or click **Previous** or **Next**.
5. When you are finished assigning pad IDs, click **Done**.

*Advanced Student Entry window*

## Collect Student Responses

1. **Select** (highlight) the assignment.
2. Select **Assignments > Get Results from > CPS Response Pads** from the menu options or click the toolbar icon . The Get Results from CPS Response Pads window appears.
3. **Test Manager** automatically searches for any CPS receiver attached to the computer and lists the detected receivers in the **Connection** pull-down list. Select a receiver from this list. For RF receivers, a description receiver will be displayed below the control.
4. If a receiver does not appear in this list, verify that it is connected to the computer then click the **Refresh List** button.
5. For some older models of the IR receiver, manual detection is required. Search the help file for "Manual Receiver Detection" for more information.



*Get Results from CPS Response Pads window*

6. Select the **Session Delivery Mode** from the set of radio buttons. **Test Manager** supports:
  - **Student-Managed:**  
In this type of session students work at their own pace. At any given time students may be responding to different questions on the test. For IR Student-Managed sessions, a student feedback grid needs to be projected for the class to monitor their progress. For RF Student-Managed sessions, no projection is necessary and an instructor feedback window will open.
  - **Teacher-Led Student-Managed:**  
With this delivery mode the teacher controls the pace of the assessment. The entire class is kept focused on responding to the same question until the teacher navigates to another question. For both IR and RF systems, Teacher-Led Student-Managed sessions require projecting a student feedback grid to the class.

*Note:* For more information on session type, click the **Help** button.

7. Session settings may be verified or adjusted by clicking the **Sessions Settings...** button. See the Sessions Settings topic for details.
8. Click **OK** to accept the dialog settings and initiate a session.

## Import CPS Sessions

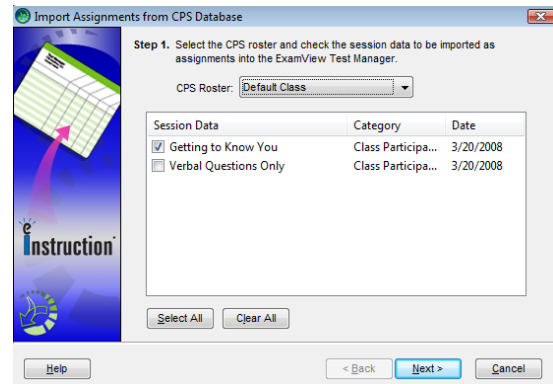
Importing sessions from CPS brings in data that includes student responses, points earned, correct answers, difficulty level, and standards associated with the questions in the CPS session data.

1. Select **File > Import > Assignments from CPS Database...** from the menu options. The Select CPS Database window will appear.

2. Navigate to the CPS database file and click the **Open** button. The Import Assignments from CPS Database window will appear.

3. Complete **Step 1** information, selecting the class and corresponding session data to be imported, and click the **Next** button.

*Note:* The student IDs in the CPS database roster must match the student IDs in the Test Manager class file.



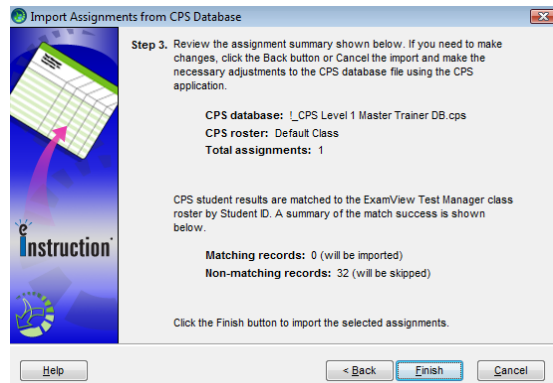
*Import Assignments window*

4. Once the roster is verified, select some or all of the session data listed in the dialog. Each session data listing that is selected will import into **Test Manager** as a separate assignment.

5. Complete **Step 2** information, assigning point values.

6. Click the **Next** button.

7. Review the summary information. Click **Finish** to accept the imported assignments into **Test Manager**.




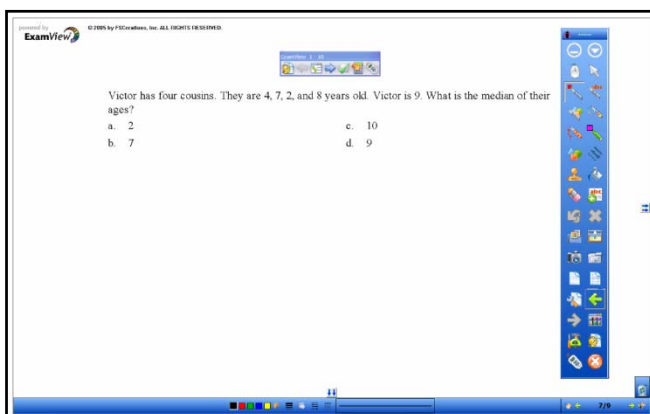
*Import Assignments window, final step*

## View ExamView Questions in Workspace




You may have existing **Exam View** assessment content you have created, received from your textbook publisher, or acquired through the purchase of the **Exam View** Learning Series. You can use this content in Workspace to enhance your lessons. When you import **Exam View** .bnk or .tst files into Workspace, you can view the question by title, show the correct answer, or recalculate values if it is a dynamic question.

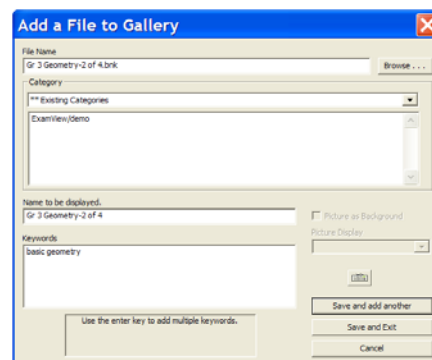
### Import Exam View Files into a Workspace Page

1. From the **Toolbar or Toolbox**, choose **Open Exam View File** .
2. Browse to the **Exam View** .bnk or .tst file you wish to use, then click **OK**.
3. The **Exam View** question and **Exam View** Workspace toolbar will appear on the screen.



### Import Exam View Files into the Workspace Gallery

1. From the **Workspace toolbar**, click on the **Gallery**  button.
2. Click on the **Gallery menu button** , select **Add File to Gallery**.
3. **Browse** to the **Exam View** file (.tst or .bnk) you want to add to the Gallery.
4. Under the **Category** drop down, choose the **Exam View** folder. You can also add keywords so your **Exam View** files will appear when using the Gallery search feature.
5. **To access your Exam View files**, open the **Gallery** , go to the **Exam View** category.
6. **Drag** the **Exam View** file you want to use to a **blank Workspace page**.
7. The **Exam View** **Workspace toolbar** and the **question** will appear on the screen.



## Engage Exam *View* Questions in Workspace

### Exam *View* Buttons

When you engage an **Exam *View*** lesson in Workspace, you have access to six special **Exam *View*** buttons in the **Exam *View*** Workspace toolbar. (*Note:* All buttons will not be available on all questions.)



**Open Exam *View* File:** Allows you at any time to select a different question bank or test file.



**Previous and Next Question:** Scroll to various questions within the file. The questions will appear on your active Workspace page.



**Select Question by Title:** Pulls up a thumbnail view of a question, and allows you to scroll to a different question you would like to use.





**Show Correct Response:** Enables a check mark to appear next to the correct answer.

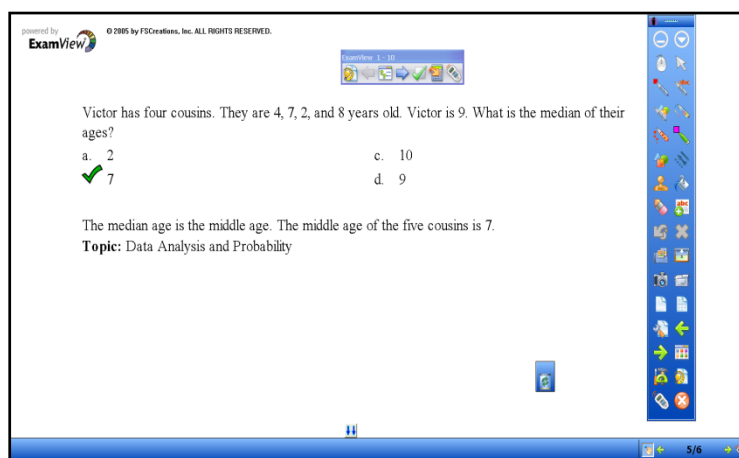






**Recalculate Button:** Change the answer to a question and deliver that one question multiple times.



**Start Response System:** Allows for integration with CPS or PRS hardware.

1. If you do not have the **Exam *View*** Workspace toolbar on your screen, then from the **Toolbar or Toolbox**, choose **Open Exam *View* File** .
2. When finished solving the question, click on the **Show Answer** . A green check mark will appear next to the correct answer. Some questions may also have an explanation for the correct answer.



3. Click on the **Recalculate**  button to change the answer to a question and deliver that one question multiple times.
4. When finished with the question, click on the **Previous**  or **Next**  question buttons to navigate to another question. Alternatively, you could also use the **Select Question by Title**  button to browse to another question.

**Notes**

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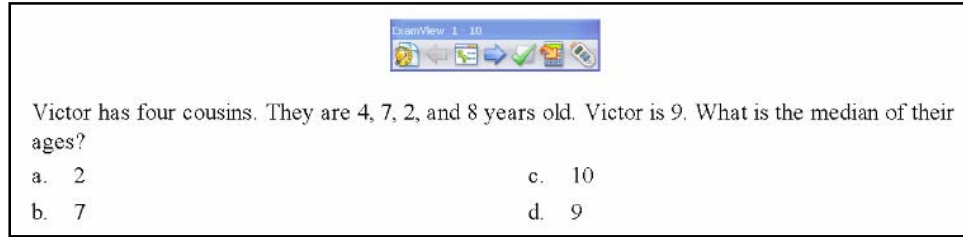
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## Use ExamView in Workspace with CPS or Response

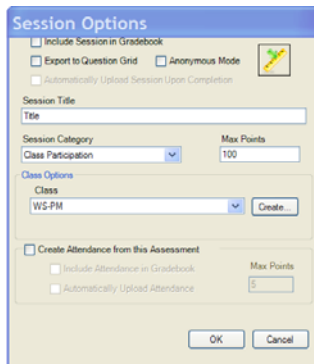
1. From the **Toolbar or Toolbox**, choose **Open Exam View File** . Alternatively, if you have placed **Exam View** files in the Gallery, you may also access questions that way.
2. Browse to the **Exam View** .bnk or .tst file you wish to use, then click **OK**.
3. The **Exam View** question and **Exam View** Workspace toolbar will appear on the screen.



4. From the **Exam View** Workspace toolbar, click on the **SRS button**  to start **CPS or Response** depending on which system was chosen when SRS was enabled.



5. **CPS:** If a session is not already started, the Sessions Options dialog box will appear. Select the desired **Session Options**, and then click **OK**.

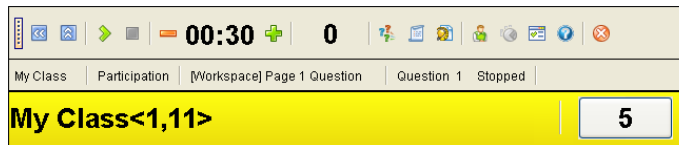




6. The **Engage toolbar** will appear so you can ask your question. Click **Start** to collect responses.



CPS

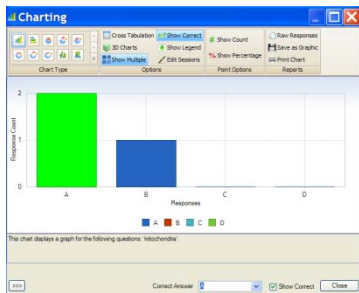


Response

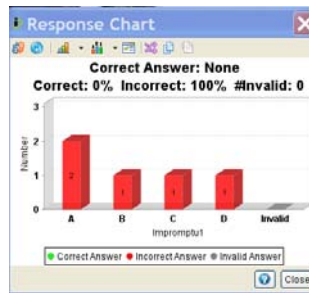
7. **CPS:** When you are finished with your question, click the **End** button.

**Response:** When you are finished with your question, click the **Stop** button.

8. When the question is over, a chart will appear showing student response data. Click **Close** when you are done reviewing the chart.

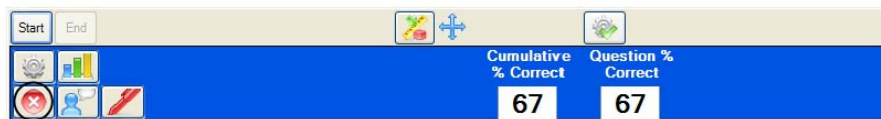


CPS

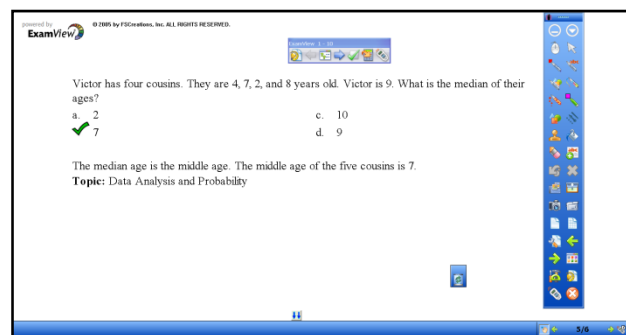


Response



9. **CPS:** Click the Close button to exit from the Engage toolbar.

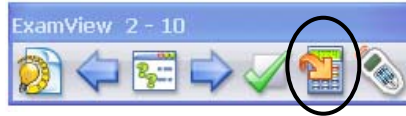





10. Once the chart is closed, to view the correct answer in Workspace, click on the **Show Answer button** . A green check mark will appear next to the correct answer. Some questions may also have an explanation for the correct answer; this will appear just below the question.




11. If you would like to ask another similar question but change the values, click on the


**Recalculate**  button **before** clicking the **Start CPS button**  from the **Exam View** Workspace toolbar.



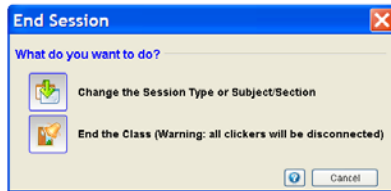
12. When finished with the question, click on the **Previous**  or **Next**  question buttons to navigate to another question. Alternatively, you could also use the **Select Question by Title**  button to browse to another question.

13. Use the Workspace **navigation tools** to go onto another page.

**Response:** The Response  or toolbar will minimize until another question is polled.

14. **CPS:** When you are done with your lesson, click on the SRS button , and select End Session.

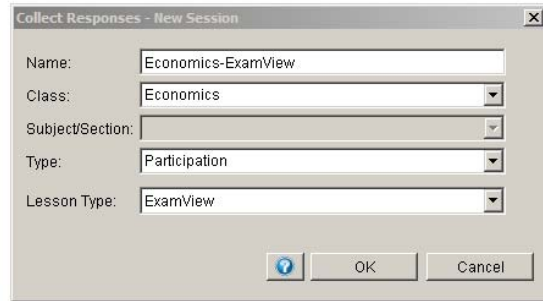
**Response:** When you are done with your lesson, click on the exit button from the Response toolbar and follow the prompts in the End Session dialog box.




15. You can view your session data in CPS, Response, or PRS depending on which system was chosen when SRS was enabled.


## Start an ExamView Session in Response

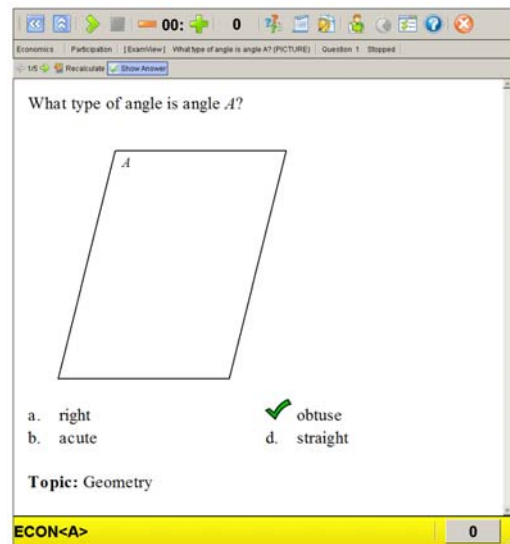
1. Open **Response**.
2. Click on the **Collect Responses** button to display the **Collect Responses - New Session** dialog.
3. Select the **Class**.
4. Select the **Subject** or **Section**, if appropriate.
5. Select **Participation** as the **Type** of Session you are going to run.
6. Select **Exam View** as the **Lesson Type** to select a Question Bank or Test to display. When the Open ExamView File window appears, click on the Banks or Tests folder and select the file you would like to display for students.
7. Click **Open** to display the ExamView Test or Questions in Response.
8. You can see, to the right hand side, how the questions are displayed in Response.



*Note:* You may notice a small calculator button  **Recalculate** on some questions. This means that the question is a Dynamic one. View Page 81 for more details on these types of questions.

9. **Exam View** questions work the same way in Response as any other session. You can use the same options and properties in the Session toolbar.

*Note:* To display the correct answer for each question, click on the  **Show Answer** button.



10. Following the session you can view the session data under the Manage My Data tab.

## Module 6: ExamView and 3rd Party Applications

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### Overview

This module is a reference for users who integrate the power of **ExamView** with 3<sup>rd</sup> party applications. It includes the import, publish and export capabilities of **ExamView** Test Generator and Test Manager. It also covers the **ExamView** Import Utility used to import existing tests that are in Rich Text Format.

### Objectives

After completing this module, participants will be able to do the following:

- Publish tests to ANGEL using **ExamView** Test Generator (Windows Only)
- Publish tests to EduSoft using **ExamView** Test Generator
- Export tests to RTF, **ExamView** question bank, HTML or other 3<sup>rd</sup>-party applications
- Create question banks from existing RTF tests using the **ExamView** import utility
- Export and import text class rosters in the **ExamView** Test Manager
- Score **ExamView** Test Manager assignments using a scanner (Windows Only)

## Publishing Options

Though publishing to EduSoft and ANGEL are the two methods included in this module, please note that other publishing options are available. Please consult with your publisher or learning management system representative to determine if alternate options are available.

## Publish Tests to ANGEL Using Test Generator (Windows Only)

Using *Exam View* you can publish or export tests to ANGEL.

*Publishing* allows you to push content from *Exam View* directly to the server. Use with Angel 6.3. *Exporting* involves saving a file and uploading it to ANGEL through the browser. Use the export feature with ANGEL 7.1 or newer.

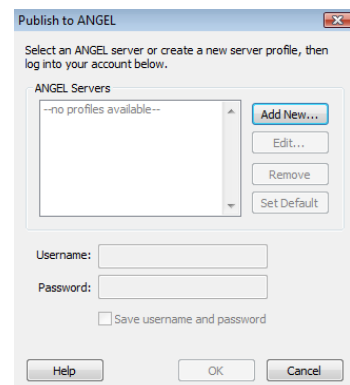
These two options give you the flexibility to create tests in *Exam View* and then deliver them online using ANGEL.

### Create ANGEL Server Profile

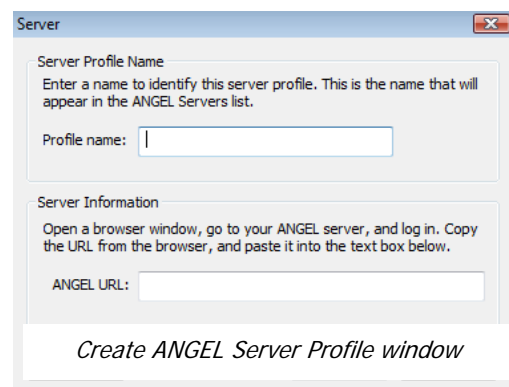
1. Build or open a test in *Exam View* Test Generator.

*Note:* ANGEL does not support all of the *Exam View* question types. For details, look up "ANGEL question support" in the Test Generator help file.

2. Choose **File > Publish To > ANGEL**. The Publish to ANGEL window appears.
3. Click **Add New...** to create a server new profile. The server profile will remember the ANGEL site URL. The Create ANGEL Server Profile window appears.
4. **Type your profile name** into the Profile name text box.
5. Copy and Paste the **ANGEL URL** in the ANGEL URL text box.
6. Click the **OK** button. *Note:* If necessary, enter your **username** and **password**.
7. Check the **Save username and password** check box to automatically fill in the username and password the next time a test is published.
8. Click the **OK** button. The Publish to Angel window will appear.



*ANGEL Server Profile window*

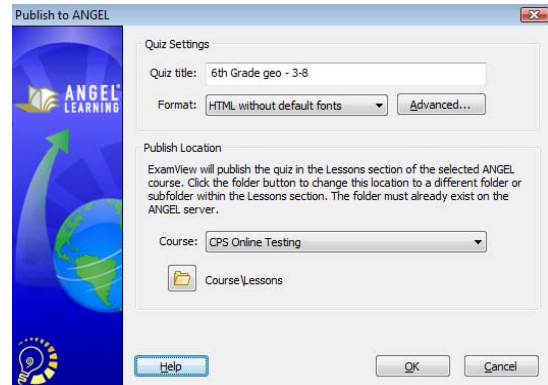


*Create ANGEL Server Profile window*

## Publish to ANGEL

1. Enter a quiz title for the content.
2. Choose one of three formatting options for the HTML that is uploaded to the ANGEL server. The best option to choose will depend on the type of formatting required by the questions in your test or question bank. The three options are:

- **HTML** -- Maintains as much formatting as possible. Supports fonts, tables, images, etc.
- **HTML without any fonts** -- Maintains all formatting except font face and size settings. The font used to display each question will depend on the settings specified by ANGEL and/or your browser.
- **HTML without default fonts** -- This is a combination of the first two options. With this option, *ExamView* does not set the initial font unless you set a new font other than the default font.

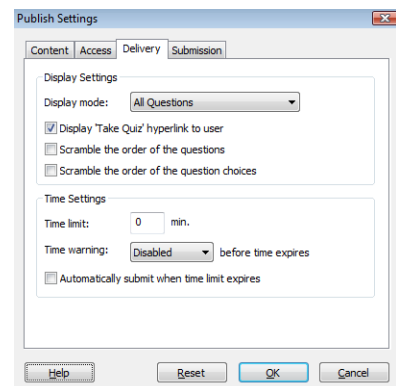


*Publish to ANGEL window*

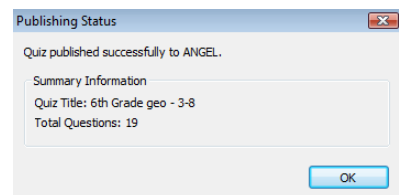
3. Using the pull-down list, specify the ANGEL course where the content should be published.

*Note:* If you do not see your course in the list, verify that the server and user account information is correct and active.

4. (Optional) Specify a publish location within the Lessons area of the ANGEL server. Click the folder icon button to change this location.
5. (Optional) Complete additional ANGEL publishing settings by clicking the **Advanced...** button. The Publish Settings window will appear. Use these tabs to set advanced options such as scrambling, time limits, max number of attempts, etc. To learn more about the available settings, click the **Help** button in the Publish Settings window.
6. Click the **OK** button. The Publish Status window will appear after the test has been successfully published to ANGEL.



*Publish Setup window*



*Publishing Status window*

*Note:* You can also publish just the test results from Test Manager directly to ANGEL.

## Publish Tests to EduSoft Using Test Generator

### Publish to EduSoft

If you currently use the *Exam View* test generator to create assessments, you can publish those assessments to your Edusoft Assessment Management System (Edusoft) Benchmarks or Teacher Tools Assessment Locker.

When you publish the test to Edusoft, you can immediately log in to Edusoft and specify information about the new test, including which standards category it's aligned to and where to place the new test.

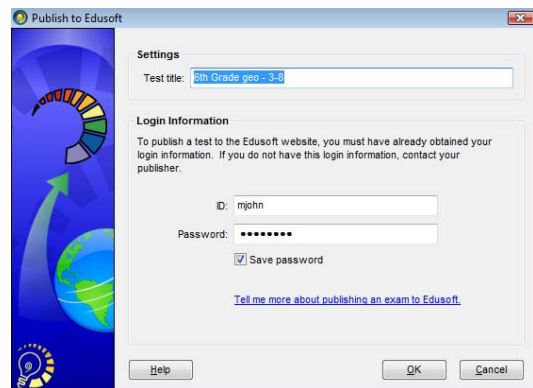
When a test is published to EduSoft, the following information is published:

- Question type
- Number of answer choices
- Correct answer
- Question points
- Question state standard (standard information must be configured in EduSoft first)

*Note:* The actual question and answer options are not sent to EduSoft.

You can administer an exam from *Exam View* the same way you administer any other exam created or aligned in Edusoft. For more information on using *Exam View* with EduSoft, contact your EduSoft representative.

1. Install **Exam View Test Generator for Edusoft**. Contact your Edusoft administrator for information on how to obtain this special version of *Exam View* software.
2. **Create** or **open** a test using the *Exam View Test Generator* for Edusoft.
3. Choose **File > Publish To > Edusoft...** from the menu options. The Publish to Edusoft window appears.
4. Enter the **test title**.
5. Enter your Edusoft **username** and **password**.
6. Click **OK** to connect to the Edusoft server and publish the test.



*ANGEL Server Profile window*

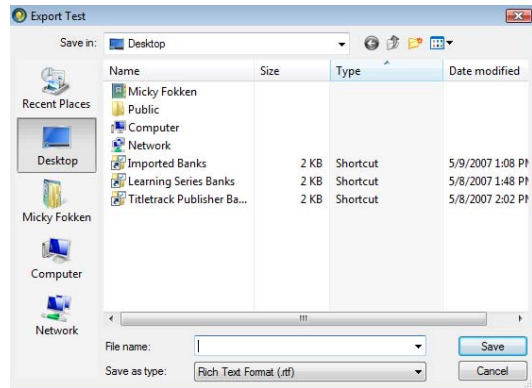
*Note:* For information on how to manage the test in Edusoft click on the link **“Tell me more about publishing an exam to Edusoft”**

## Export ExamView Tests

### Export to RTF, Question Bank and Other 3<sup>rd</sup>-Party Applications

Except for HTML, all the above export options simply prompt you where to save the file. In some cases formatting settings may change during the export process.

1. Select **File > Export** from the menu options. Choose the export option. The Export Test window will appear.
2. Choose a location to save the exported file.
3. Enter a name for the file.
4. Click **Save**.



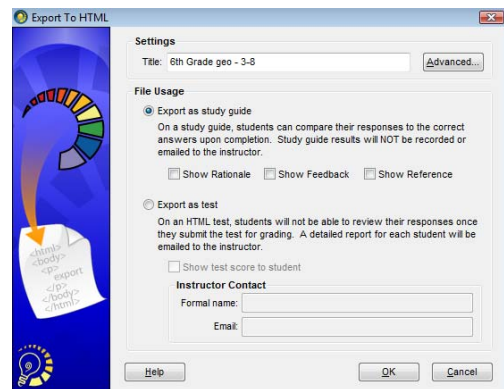
*Export Test window*

When exporting for use in a 3<sup>rd</sup>-party application, the file must be then imported using their respective import utility. Consult with your systems administrator for more information on the import process.

### Export to HTML

You can publish tests/study guides to your own website. You must save the tests/study guides to your hard drive, upload the files to your website, and then provide access to your students.

1. Select **File > Export > HTML** from the menu options. The Export to HTML window will appear.
2. Name the test.
3. Choose an export option.
  - **Export as study guide** – You can decide whether or not to display the rationale, feedback and a reference for the students after the test is completed. In study guide mode, students can see the right answers after they finish.
  - **Export as test** – Students may only see their total test score. Results are e-mailed to the provided e-mail address.
4. Click the **OK** button. The Save As window will appear.
5. Select a location to save the test.
6. Click the **Save** button.



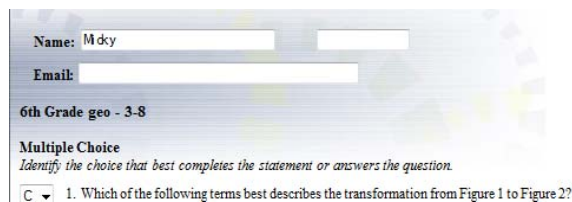
*Export to HTML window*



*Note:* When you choose to save an Internet test to your hard drive, the program creates an HTML file and an accompanying folder with all of the necessary image files. This makes it easier for you to post the files to a web server. For more information on creating a web site, contact your network administrator.

### Take an HTML Test

1. **Navigate** to the test file using your **internet browser**.
2. Enter your name.
3. Answer the test questions.
4. Click **Grade and Submit**.
5. The test will be graded and if configured, the results will be displayed and e-mailed to the instructor.



*Sample HTML Test*

### Notes

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## ExamView Import Utility

The import tool is the quickest way to convert multiple tests in RTF format (rich-text format used by Microsoft Word and other compatible word processors) to ExamView question bank format.

### Format the RTF File

1. Navigate to your **ExamView** folder on your hard drive. This is typically at the root of the hard drive or C: drive.
2. Open **Sample Bank.pdf** to see how the RTF file should be formatted.

|  |   |
|--|---|
| CHAPTER 2—SCIENTIFIC METHODS IN BIOLOGY  | ←Bank title on line by itself                 |
| TRUE/FALSE   | ←Question type section name on line by itself |
| Question   |   |
| # → 1. Arthropods do not have a well-developed excretory system consisting of nephridia. |   |
| Answer → ANS: T  | DIF: B  |
|  | OBJ: 2-1                                      |

and question info tags

*Sample Bank.PDF document*

#### Formatting Tips:

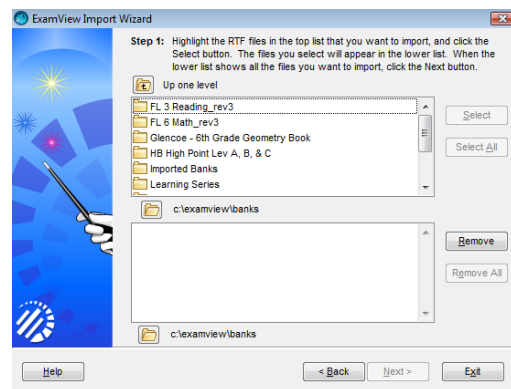
- The basic required sections are the test title, question type header, question number, question, answer options (if multiple choice), and correct answer ( ANS: ).
- Create a simple test using just true / false questions. After successfully importing a simple test, try adding more features such as images, tables, narratives, etc.

### Import the RTF File

1. Run the **Exam View Import Utility** program, located in the start menu. The import utility welcome screen will appear.
2. Click **Next**.
3. Select the RTF file you want to import.

*Note:* For practice, you may import the **Sample Bank.rtf** file located in the **Exam View** installation folder.

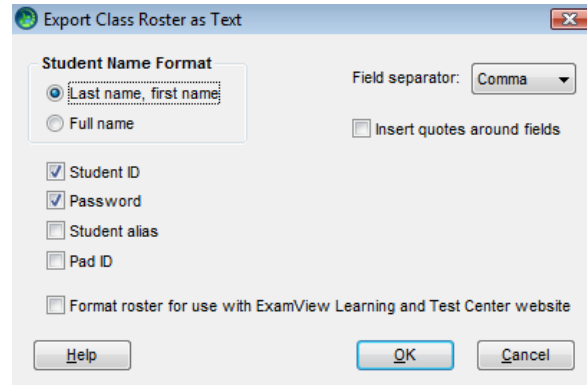
4. Click **Next**.
5. The rest of the import wizard controls features such as columns, what question information to import, answer option formatting, etc. For more information on any of the wizard options, click the **Help** button in the bottom, left-hand corner.



*ExamView Import Utility*

## Export Text Class Rosters

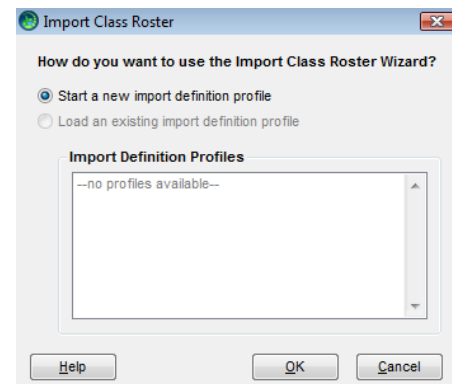
1. Select **Export > Class Roster as Text** from the **File** menu. The Export Class Roster as Text window appears.
2. Depending on the requirements of the program into which you wish to import the file, select the appropriate name format, data, field separator, and quote option.
3. Click **OK**.
4. Enter a file name for your text file and choose an appropriate save location.
5. Click the **Save** button.



*Export Class Roster as Text window*

## Import Text Class Rosters

1. Select **File > Import > Class Roster from Text...** from the menu options. A file selection window will appear.
2. Select the text file to import and click the **Open** button. The Import Class Roster Wizard start-up screen will appear.
3. Select the option to **Start a new import definition profile**.
4. Click the **OK** button. The first step of the Import Class Roster Wizard will appear.

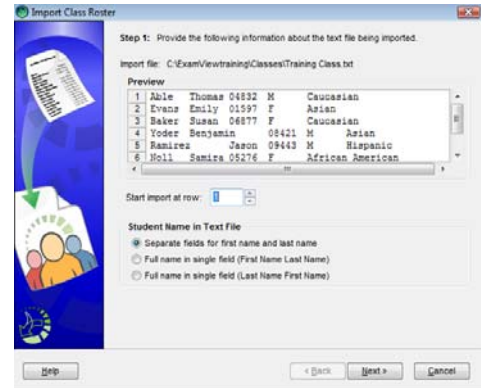


*Import Class Roster window*

The Import Class Roster Wizard is a three-step process that allows advanced import mapping of a text file (.txt, .csv, or .tsv) to the Test Manager's Student Information.

To use the wizard, step 1:

1. Set the row number to start importing student roster records.
  - Use the **Preview** window to view the first 10 rows of the text file. The row numbers are included in the preview.
  - Many text rosters contain header information, a row of labels for each data column. You should not import the header row.
  - If the desired import starting point is more than 10 rows into file, it is recommended that you delete the unnecessary rows from the file prior to import.



Import Class Roster window

2. Indicate how the student names are formatted in the text file by selecting the appropriate radio button.
3. Click the **Next** button.

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## To use the wizard, step 2:

1. Drag the names of field that you want to import from the text file to the target boxes next to the corresponding Test Manager field name. Field names not dragged into a target box will not be imported.

**Step 2:** Drag the text fields to be imported and drop them into the box to map the data to the Test Manager. Drag and drop outside the target box to remove the field association. Student name and student ID are the only required fields.

| Test Manager   | Imported Fields | Source Text Fields |
|----------------|-----------------|--------------------|
| * First Name:  | (drop target)   | Able               |
| * Last Name:   | (drop target)   | Thomas             |
| * Student ID:  | (drop target)   | 04832              |
| Student Alias: | (drop target)   | M                  |
| Password:      | (drop target)   | Caucasian          |
| Pad ID:        | (drop target)   |                    |
| Gender:        | (drop target)   |                    |
| Date of Birth: | (drop target)   |                    |
| Grade Level:   | (drop target)   |                    |
| Socio./Econ.:  | (drop target)   |                    |
| Race/Eth.:     | (drop target)   |                    |
| Other:         | (drop target)   |                    |
| Custom 1:      | (drop target)   |                    |
| Custom 2:      | (drop target)   |                    |
| Custom 3:      | (drop target)   |                    |

\* Required fields

Preview: [Left Arrow] [Right Arrow] Row 1 of 8

[Help] [ < Back ] [ Next > ] [ Cancel ]

*Import Class Roster window, data mapping*

- Student name and Student ID fields are required for import, all other fields are optional.
  - Student IDs must be unique for the record to successfully import. If a duplicate ID is found in the existing class or within the text file, that record will not be imported.
  - Field names can be dragged to more than one target box. For example, the student's last name can be mapped to both Last Name and Password.
  - Use the arrow buttons to advance or reverse the contents being previewed.
2. The **preview** will be updated in both the Source Text Fields list and in the import target boxes. This is a useful tool for verifying that the desired import data is mapped to the proper Test Manager category.
  3. Click the **Next** button.

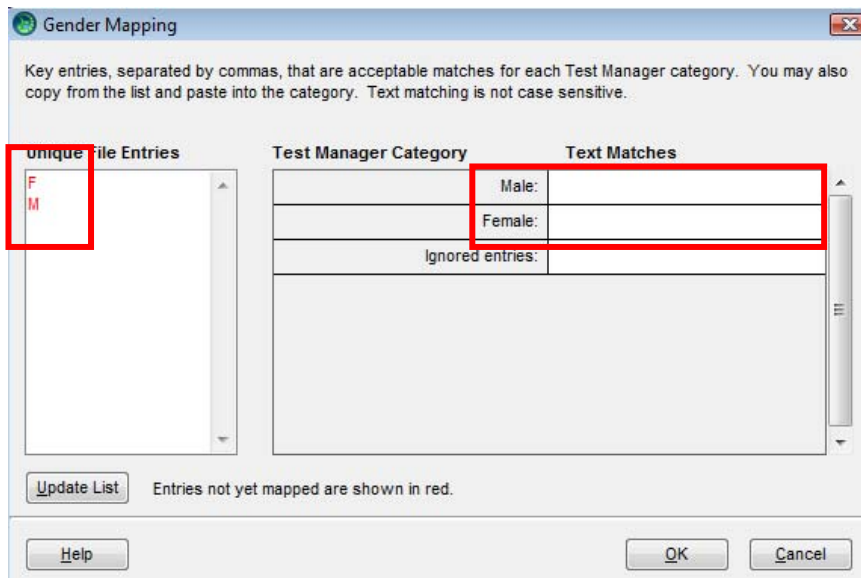
**To use the wizard, step 3:**

Some data requires additional text mapping, denoted with either a checkmark or warning icon next to their name. For example, Test Manager needs to know if *M means male* and *F means female*.

1. Click **Edit Mapping** next to the field with the exclamation point. The advanced mapping window will appear.
2. In the example below, the text file contains the values of "M" and "F". You would type M next to the Male category and F next to the Female category.

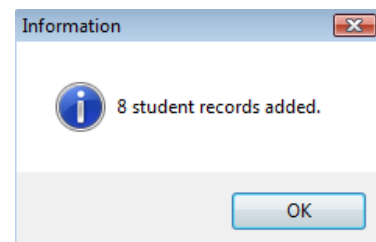


*Import Assignments window, advanced field mapping*



*Gender Mapping window*


- You may continue with the import process and ignore the warnings, but values that are not mapped to a check box will be ignored when imported.
3. When finished with the advanced mapping, click the **OK** button.
  4. Click the **Finish** button. A message will appear asking if you want to save the import definition profile.
  5. Click the **Yes** button.
  6. After the import process is complete, a message will appear showing the number of student records successfully added and the number of records that were skipped. Click the **OK** button.



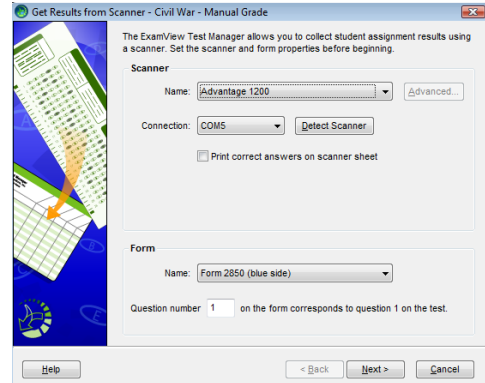
*Completion window*

## Score Assignments Using a Scanner (Windows Only)

After your students complete an assignment on bubble forms, the next step is to scan the forms to get the results into the ExamView Test Manager. When you perform this step, the program reads the results and stores the data in the class record.

1. **Select** (highlight) the assignment for which you want to get results.
2. Choose **Assignment > Get Results from Scanner** from the menu options or click the toolbar icon .

From this dialog, results can be collected from either dedicated OMR scanning or plain-paper scanning.



*Get Results from Scanner window*

### Dedicated OMR Scanning

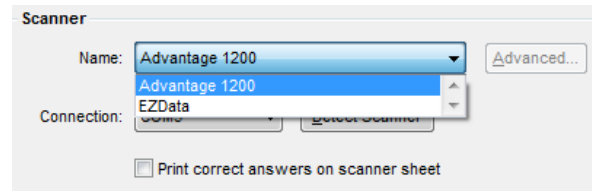
The following OMR scanners and forms are currently supported and appear as options in the Get Results from Scanner dialog even if the hardware is not available.

#### Apperson

Scanner: Advantage 1200  
Forms: 2850, 2851, 2854  
Website: [www.appersonedu.com](http://www.appersonedu.com)

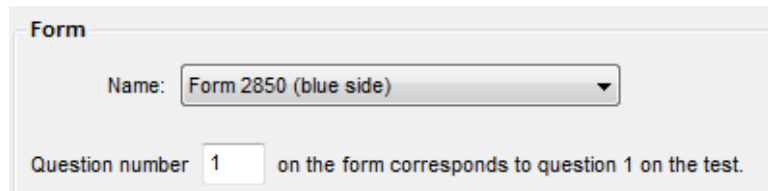
#### Pearson/NCS

Scanner: EZData  
Forms: 258936, 258937, 259402, 259404, 259405  
Website: [www.pearsonncs.com](http://www.pearsonncs.com)



*Select OMR scanner option*

1. Select the **OMR scanner** from the drop-down list box.
2. Select the connection port to which the scanner is connected, or click **Detect Scanner** to automatically set the port.
3. Select the form used from the drop-down list box. The list of available forms will change depending upon the selected scanner model.



*Select form option*

- Set the beginning question number and click **Next**.

*Note:* You can use the same forms for several assignments. For example, you can administer and scan a quiz with 10 questions. For the next quiz, set the beginning question number to 11 and have your students fill in the bubbles for questions 11-20.

- Click **Start Scanning** to activate the scanning session.
- Scan the forms.
- Click **Finish** to accept the scores and return to the Test Manager.

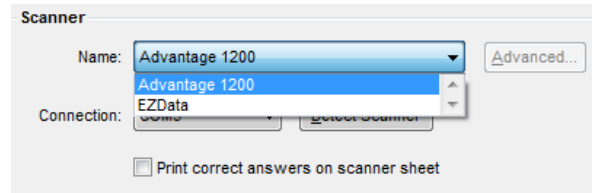
### Plain Paper Scanning

Properly installed image scanners that are TWAIN compliant will automatically populate the list of available scanners in the Get Results from Scanner dialog. You may create your own forms from within Test Generator or Test Manager by selecting **File > Print Bubble Form**.

- From the Get Results from Scanner dialog, select the desired scanner.

*Note:* With plain-paper scanning, there is no need to specify a form and an

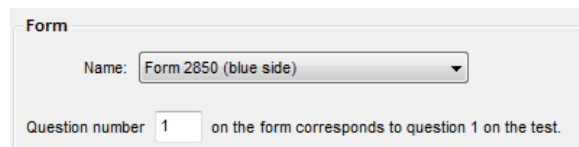
assignment does not have to be answered using the same form for all students. For example, you can administer a 50 question multiple choice test with most of the class using form ei50AE, but give students with special needs form ei50AE Jr. The form information is automatically read in from each sheet as it is scanned.



*Select scanner option*

- Set the beginning question number and click **Next**.

**Tip:** You can use the same forms for several assignments. For example, you can administer and scan a quiz with 10 questions. For the next quiz, set the beginning question number to 11 and have your students fill in the bubbles for questions 11-20.



*Select form option*

- Load the forms into the scanner ADF tray or flatbed.

Forms may be rotated 180° from each other but must be placed with the image sides properly facing the scanning surface. Check that the orientation of the image face of the forms matches the direction specified by the scanner manufacturer.

- Click **Start Scanning** to initiate scanning.
- Click **Finish** to accept the scores and return to the Test Manager.