



Version 6.1

# User Guide

# ExamView<sup>®</sup> Assessment Suite 6.1

including

Test Generator, Test Manager,  
& Test Player

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by FSCreations, Inc.  
Cincinnati, Ohio

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## INTRODUCTION

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The ExamView® Assessment Suite v.6.1 (including the Test Generator, Test Manager, and Test Player) is a comprehensive solution for creating, administering, and scoring tests. The software includes many features to save you time and generate information to assess and improve student performance.

*Use the ExamView Test Generator to...*

- Create a paper test in less than five minutes.
- Print multiple versions of the same test.
- Enter your own questions.
- Prepare an online test, study guide, and worksheet.
- Upload question banks and tests to Learning Management Systems such as ANGEL, Blackboard, and WebCT.

*Use the ExamView Test Manager to...*

- Create or import a class roster.
- Automatically score a paper test using a scanner.
- Automatically score an assignment using CPS response pads.
- Administer and score an online test.
- Prepare a variety of useful class and student reports.

Our mission is to enhance the learning process by providing superior products for students and educators. We believe that the ExamView Assessment Suite can truly enhance your classroom experience.

One of the reasons our software is so widely used in classrooms is that we include educators and students in the design process. We invite you to share your experiences and feedback with us so we can make our products even better. Please email your comments to [support@fscreations.com](mailto:support@fscreations.com).

To learn more about our products, visit our website at [www.fscreations.com](http://www.fscreations.com).

## System Requirements

To use the **ExamView Assessment Suite v.6.1**, your computer must meet or exceed the following requirements:

### Windows

- Intel Pentium® II 120 MHz or compatible processor
- Microsoft Windows® 98/ME/2000/XP/Vista (or more recent operating system)
- 32 MB available memory for application (64 MB recommended)
- 32 MB of available hard drive space
- Monitor capable of displaying 16-bit color with 800 x 600 resolution
- Internet connection to access the content updater, Web publishing, and test-hosting features

### Macintosh

- PowerPC® 120 MHz or higher processor
- Mac OS X (10.2 or later)
- 32 MB available memory for application (64 MB recommended)
- 28 MB of available hard drive space
- Monitor capable of displaying 16-bit color with 800 x 600 resolution
- Internet connection to access the content updater, Web publishing, and test-hosting features

### Notes:

- The **ExamView Assessment Suite** includes a separate program called the **ExamView Test Player** that you can use to deliver online tests on your local area network. The system requirements are the same as those shown above except that the application requires a minimum of 16 MB available memory for the application and 8 MB of hard drive space.
- Some **ExamView Assessment Suite** features require hardware devices such as response pads and scanners. These devices may have higher system requirements than those listed here. Check your hardware manufacturer's user guide or website to verify that your system meets these requirements.
- The **ExamView Assessment Suite** may be accompanied by tests or question banks provided by a publisher. All content in these tests/question banks falls under the publisher's copyright. Please refer to the publisher's copyright notice for additional information.

## Installation Instructions

Follow these steps to install the **ExamView Assessment Suite**. If you received the software from a publisher, the installer will automatically copy the publisher-supplied question banks to a new folder within the **Banks** folder and may install an additional **Publish** folder for storing files that are needed for publishing questions to the publisher-hosted server.

1. Insert the **ExamView** disc into the CD-ROM drive of your computer.

**Windows:** If the autorun feature is enabled on your computer, a window will automatically appear on your screen. Click the **Install** button and skip to step 5. If the autorun window does not appear, proceed to step 2.

**Macintosh:** If necessary, open the installer window then double-click the **ExamView Assessment Suite** installer icon. Proceed to step 5.

2. Click the **Start** button and choose **Run**.
3. In the Run window, type **d:\setup.exe**, replacing **d** with the drive letter that corresponds to the drive where the setup file is located.
4. Click the **OK** button.
5. Follow the instructions that appear on your screen.
6. Remove the installation disc when finished.

### Notes:

- FTDI drivers must be installed to use CPS response pads with **ExamView**. An installer for these drivers is automatically copied to the **Extras** sub-folder of the program directory as part of the complete installation of **ExamView**. Navigate to this folder and run the driver installer if they are needed. You may also visit [www.einstruction.com](http://www.einstruction.com) to download the latest version of the required drivers. These drivers are already installed if Classroom Performance System software is installed.
- To uninstall the **ExamView** software for Windows, choose **Control Panel** from the **Start** menu then select **Add or Remove Programs**. Removing the program does not delete any banks or tests. You must manually remove those files. Macintosh users simply delete the program folder to uninstall the software.

## Getting Started

After you complete the installation process, follow the instructions below to start the software. Start the **ExamView Test Generator** if you want to create a test, open an existing test, create new questions, or work with a question bank. Use the **ExamView Test Manager** to create a new class roster, assign an online test to a class, get results from an online test, score a paper test using a scanner, or print a report.



### ExamView Test Generator

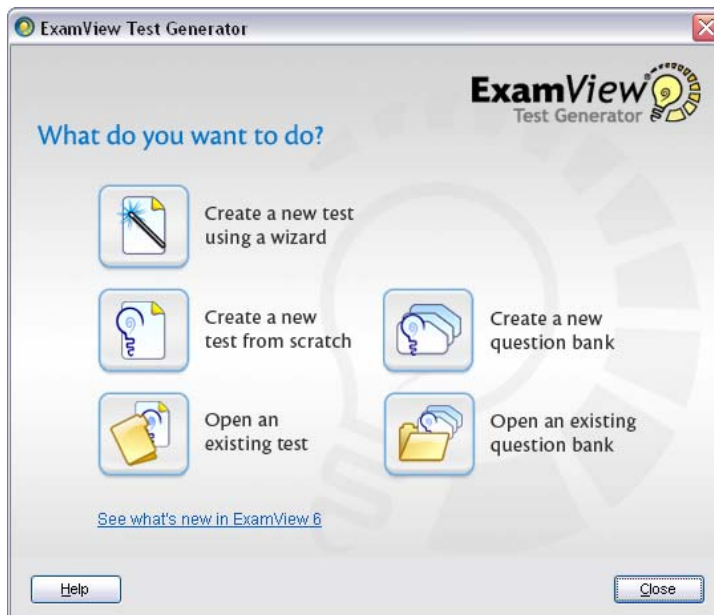
1. **Windows:** Click the **ExamView Test Generator** shortcut on your desktop. If you do not have a shortcut, click the **Start** button. Highlight the **Programs** menu and locate the **ExamView Pro Test Generator** folder. Select the **ExamView Test Generator** option.

**Macintosh:** Locate the **ExamView Pro** folder on your hard drive and double-click the **ExamView Test Generator** icon.

2. The first time you run the software, the program prompts you to enter your name, school/institution name, and city/state. Enter the requested information.
3. Choose one of the options in the **Welcome Screen**.

*Use **ExamView Test Generator** to create a test or work with a question bank.*

Each time you run the **ExamView Test Generator** program, the program displays the **Welcome Screen**. You can choose to create a test using the **Test Builder** or enter your own questions using the **Question Bank Editor**.





## ExamView Test Manager



1. **Windows:** Click the ExamView Test Manager shortcut on your desktop. If you do not have a shortcut, click the Start button. Highlight the Programs menu and locate the ExamView Pro Test Generator folder.

**Macintosh:** Click the ExamView Test Manager icon in the dock. If you do not see this icon, locate the ExamView Pro folder on your hard drive. Double-click the ExamView Test Manager icon.

*Use **ExamView Test Manager** to assign an online test, get results, or print reports.*

2. Choose one of the options from the Welcome Screen.

Each time you run ExamView Test Manager, the program displays the Welcome Screen. You can choose to start a new class or open an existing class.



## Help Topics

Detailed help instructions are always available if you need assistance using the ExamView software. Click the **Help** button or choose the **Help Topics** option from the **Help** menu to view step-by-step instructions. If you have trouble while you are working with the software, you may want to review the troubleshooting tips or visit the online Support Forum ([forum.fscreations.com](http://forum.fscreations.com)).

## CREATE A TEST

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The **ExamView Test Generator** program provides all the tools you need to create a paper test or an online test from your own questions or from those provided by a publisher. You can use the QuickTest Wizard to select the questions for a test, or you can use one or more of the other question selection options.

After you create or build a test, you can change the instructions, reorder the questions, change the layout, print the test, or publish an online test.


### Use the QuickTest Wizard

If you want to create a test quickly with randomly selected questions from one or more question banks, use the QuickTest Wizard. The wizard guides you through the step-by-step process of selecting questions for a new test.

*To create a test with the QuickTest Wizard...*



1. Launch **ExamView Test Generator**. A welcome screen with several options will appear. Choose the **Create a new test using a wizard** option.
2. Name your test.
3. Select the question banks from which you want to choose questions.
4. Identify how many questions of each type you want on your test and click the **Finish** button.

*You can also click the  button in the toolbar to start the QuickTest Wizard.*

That's all there is to it! If you want, you can customize the appearance of your test using the many formatting options or you can select additional questions.


## Build a New Test

The ExamView Test Generator offers several question selection options to create a new test. You can use the QuickTest Wizard or one of the other six options. The option you choose depends on your particular needs. For example, you can select questions by viewing the actual questions and deciding which ones to include on your test. Or, you can select questions by learning objective or standard.

*To build a new test...*



1. Launch the ExamView Test Generator. A welcome screen with several options will appear. Choose the Create a new test from scratch option.
2. Name your test.
3. Choose one of the question selection options from the Select menu, or click the corresponding toolbar button.

*You can also click the  button in the toolbar to create a new test.*



**Select Randomly** - Choose this option if you want to select questions randomly. You can choose how many questions you want for each question type (e.g., multiple choice, true/false, short answer, etc.).



**Select from a List** - If you have a printout of your question banks, you can manually review the questions and choose the ones you want to include on a test by writing down the question numbers. Then, use this option to select the question numbers from a list.



**Select While Viewing** - Use this selection method if you want to view the questions and make your selections one at a time while viewing them.



**Select by Standard** - If your questions include learning objectives, local standards, state standards, or national standards, use this option to easily select questions based on this information.



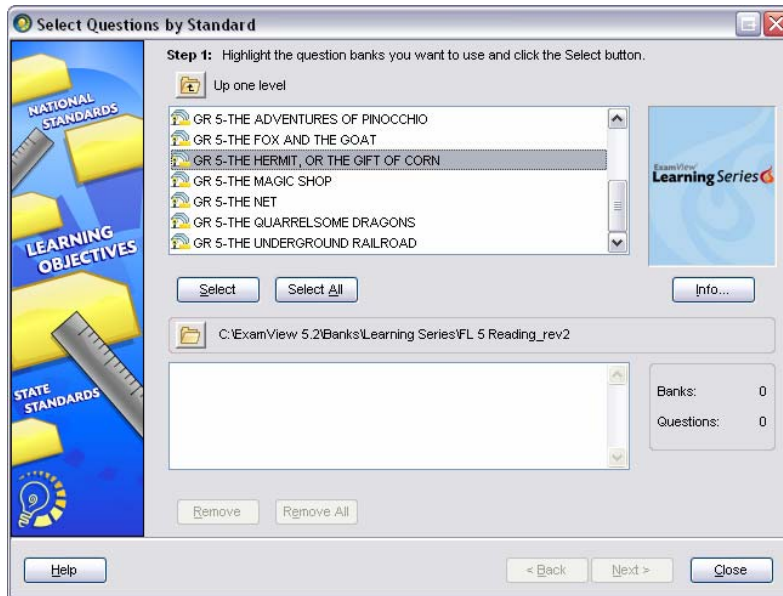
**Select by Criteria** - Choose this option to select questions that match criteria you enter. For example, you can select all of the multiple choice questions that cover a certain topic and include specific keywords.



**Select All** - Choose this option if you want to quickly select all of the questions in a bank or group of banks.

4. After you choose a question selection option, identify which question banks you want to use to create the test.

Highlight one or more question banks and click the **Select** button. The question banks you choose appear in the lower portion of the window. Click the **Next** button to move to the next step.



**Note:** If the question bank(s) you want does not appear in the list, click the **Folder** button to locate the question bank(s).

5. Use the options provided to select the questions that will appear on your test.

Depending on which question selection option you chose, ExamView Test Generator displays a window with the options you need to build a test.

6. Change the appearance of the test, print the test, or publish it online.
7. Save the test.

*If you need help using any of the selection options, click the **Help** button for detailed instructions.*

## Customize the Appearance of a Test

ExamView Test Generator includes numerous features that allow you to customize the appearance of a test to your exact specifications. A few of the more popular options are listed here, but you can refer to the help topic **Customizing the Appearance of a Test** for a complete list.

### Answer Space

Depending on how your students will complete the test, you can turn on or off space for answers. For example, if you want your students to write the answers on the test next to each question, you can provide space to do so. If your students will be using a bubble sheet or a separate piece of paper, you can show only the questions. Choose **Layout** from the **Test** menu. Click the **Answers** tab and set the corresponding options in the **Answer Space** area. (Note: Some answer space options are disabled when tests are set to display in two-column format.)

### Mix Question Types

You can choose to group questions on a test by question type (e.g. multiple choice, true/false, etc.) or mix the question types. When questions are grouped by question type an instruction line describing how to answer questions of this type appears.

Often state tests do not group questions by question type. If you want to create a test that more closely resembles a state test you can mix the question types. Choose **Layout** from the **Test** menu. Click the **Question Types** tab and select **Allow question types to be mixed**. Reorder the questions to mix the question types (see the **Reordering Questions** section in this user guide).

### Two-Column Formatting

You can display tests in one- or two-column format, whichever best fits your testing needs. Choose **Layout** from the **Test** menu. Click the **Page** tab and select **Two Columns**. Choose whether or not you would like vertical and horizontal lines included on your test.

### Reordering Questions

Changing the order of questions is a snap. Just choose **Reorder** from the **Question** menu, and you can drag and drop the questions to your liking. If your test is set to group questions by question type, your questions must remain grouped by question type when reordering. You cannot move a single true/false question to a position after the multiple-choice questions. Instead, you must move the entire group of true/false questions.

*You can manually reorder or scramble questions. Also, when you print a test, there is an option to scramble the questions.*

If your test is set to allow for mixed question types, you can click **Sort** in the **Reorder Questions** dialog box to sort questions by question criteria.

If you want to scramble the questions, choose **Scramble** from the **Question** menu. From there, you can choose to scramble sections, questions, and the answer choices in multiple choice and multiple response questions.

### **Replace Font**

If you want to change the font of your entire test, choose **Replace Font** from the **Edit** menu. Select the fonts and sizes you want to use, and click the **Replace All** button. All questions in your test will instantly update with the newly selected font choices.

**Note:** If you use the **Replace Font** option to replace a font, it is best to replace one font (e.g., Times New Roman) with another (e.g., Arial). Do not choose to replace *all fonts* with another font. This could cause unintended results such as replacing symbols or other special characters (e.g., Symbol).

### **Adjust Multiple Choice**

Do you need to alter a multiple choice test for a special-needs student? Choose **Adjust Choices/Columns** from the **Question** menu to adjust your test. You can instantly reduce the number of choices in all of your multiple choice questions.

## Layout and Style

Several state and national test styles are built into the ExamView Test Generator. Instantly format your test by choosing a style from the Style Gallery. For example, if you want to format your test to look like the PSAT, choose **Style Gallery** from the Test menu. Select the **PSAT** option and click the **OK** button.


If you do not see a style that suits you in the **Style Gallery**, you can customize the test with the **Layout** and **Style** commands. Choose **Layout** from the Test menu, and set the layout options. Then click the **Style** icon and choose your fonts and styles. The figure below shows an example of a test with a customized bubble sheet style.

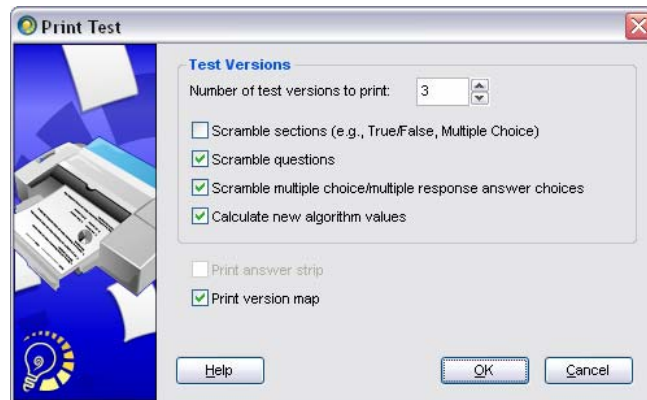
|  |
|--|
| <p>Name: _____ Class: _____ Date: _____ ID: A</p> <p><b>Reading 10</b></p> <p><b>Multiple Choice</b><br/><i>Identify the letter of the choice that best completes the statement or answers the question.</i></p> <p>Read the <a href="#">Alternative Fuel Vehicles</a> passages, and then answer the following question(s).</p> <p>1. Read this sentence from the first passage.</p> <p><b>One of the biggest advantages of the EV is that it runs clean, without harmful emissions.</b></p> <p>What is the best synonym for the word <i>emissions</i>?</p> <p>(A) accidents (C) irritants<br/>(B) pollutants (D) side effects</p> <p>2. Refer to both passages. Which of the following statements about fuel cell technology is NOT true?</p> <p>(F) The fuel cell vehicle is a zero-emission vehicle.<br/>(G) Fuel cells have been used on spacecraft for many years.<br/>(H) In fuel cell vehicles, hydrogen is burned directly in the engine, like gasoline.<br/>(J) The United States, Germany, and Iceland are investing in fuel cell technology.</p> <p>3. Which adjective best describes the author's point of view in the first passage?</p> <p>(A) sincere (C) objective<br/>(B) biased (D) persuasive</p> |
|--|

## Print a Paper Test

After you create or open a test, you can print a paper test in just a few simple steps. When you choose to print a test, the **ExamView Test Generator** prints the test and the answer key exactly how it appears on screen.

*To print a test...*

1. Choose **Print Test** from the **File** menu, or click the  toolbar button.
2. Set the print options.



If you choose two or more versions of the test, you can choose to scramble the questions using several options. If the test includes dynamic questions, the **ExamView Test Generator** can calculate new values for each test.

As part of the test, you can print an answer strip to make it easier to score paper tests and a version map that identifies how questions align on each version of a test.

**Windows only:** To print a bubble answer sheet, select the **Print Bubble Form** option from the **File** menu. Refer to the **Print a Bubble Form** section in this user guide for further details.

3. Click the **OK** button.

**Note:** If you received the software packaged with tests or question banks provided by a publisher, please refer to the publisher's copyright notice for information on the distribution of printed tests.



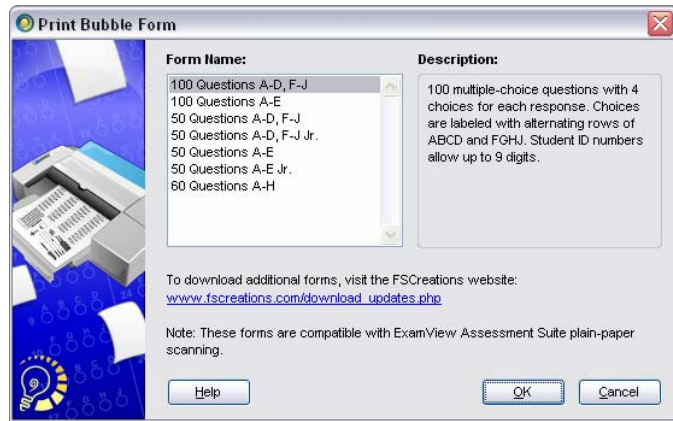
## Print a Bubble Form (WINDOWS ONLY)

Using either the ExamView Test Generator or ExamView Test Manager, you can print bubble forms to accompany your test. These forms are compatible with the plain-paper scanning feature of the ExamView Assessment Suite. Refer to the Plain-Paper Scanning section of the Score Paper Tests with a Scanner section in this user guide.

*(Windows only) To print a bubble form...*

1. Choose Print Bubble Form from the File menu.
2. Select the form that best fits your assessment needs.

When highlighted, a description of the selected form will be displayed on the right.



Note: Visit our website ([www.fscreations.com](http://www.fscreations.com)) to download additional forms.

3. Click the OK button.

## Publish or Export an Online Test

The ExamView Test Generator lets you publish a test in a variety of online formats. Regardless of the online testing option you choose, the steps to build a test are the same as those you use to create a paper test.

*Online testing options...*

- Publish a test for use on your local area network (LAN).
- Publish a test to the ExamView Learning & Test Center or a publisher's website.
- Export a test as an HTML document that you can post to your own website.
- Export a test for use with your ANGEL, Blackboard, or WebCT learning management system (Windows only).
- Publish a test directly to ANGEL or WebCT (Windows only).

The online testing format that you choose depends on your specific needs. Refer to the other sections in this manual for a complete description of the various options. Detailed instructions are available to guide you through the process of publishing an online test.

## Working with Learning Management Systems (WINDOWS ONLY)

The ExamView Assessment Suite works with Learning Management Systems (LMS) including ANGEL, Blackboard and WebCT (Campus Edition and Vista). Tests and question banks can either be published directly to or exported to a file format that can be uploaded to these LMS.



*(Windows only) To publish a test or question bank...*



1. Start the ExamView Test Generator and create or open a test or question bank.
2. On the File menu, point to **Publish To**, and then click the target Learning Management System.
3. Select the LMS server profile and click **OK**.
4. Complete the options in the dialog and click **OK**.
5. Login to your LMS to view the ExamView content.

*(Windows only) To export a test or question bank...*



1. Start the ExamView Test Generator and create or open a test or question bank.
2. On the File menu, point to **Export**, and then click the target Learning Management System.
3. Name the file and click **Save**. Complete the options in the dialog and click **OK**.
4. Login to your LMS and upload the exported test/question bank.

## ENTER YOUR OWN QUESTIONS

---

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

*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 (Windows only).

**IMPORTANT:** You can create a new question or edit a question while building a test. However, editing a question after it is included on a test does *not* change the original question in the question bank. You must edit questions or add new ones in a question bank to make those questions available when you build your tests.

### Question Bank Basics

If you have not used the **ExamView Test Generator** to create your own questions, there are a few things to consider before you get started. For example, you can include more information than just the question (e.g., answer, learning objective or standard, student feedback, etc.). Take a few moments to review the information presented here before you begin the next section.

#### Question Types

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

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


*You can use a bimodal question as a short answer or a multiple choice question on a test.*

## Question Information

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

*Use the pipe ( | ) character to enter more than one data element such as a state standard –  
**MA3-1.2 | MA4-1.***

Question metadata can be directly keyed into the appropriate information field or added using a list. To view the list, place the cursor in the information field of interest then click the  button. The default pick list is composed of question information already present in other questions in the currently open bank or test.

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

*(Windows only) To change the pick list source...*

1. Click the  button 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.

*Common metadata information can be saved in a list file and shared or distributed to standardize the entries by multiple authors.*

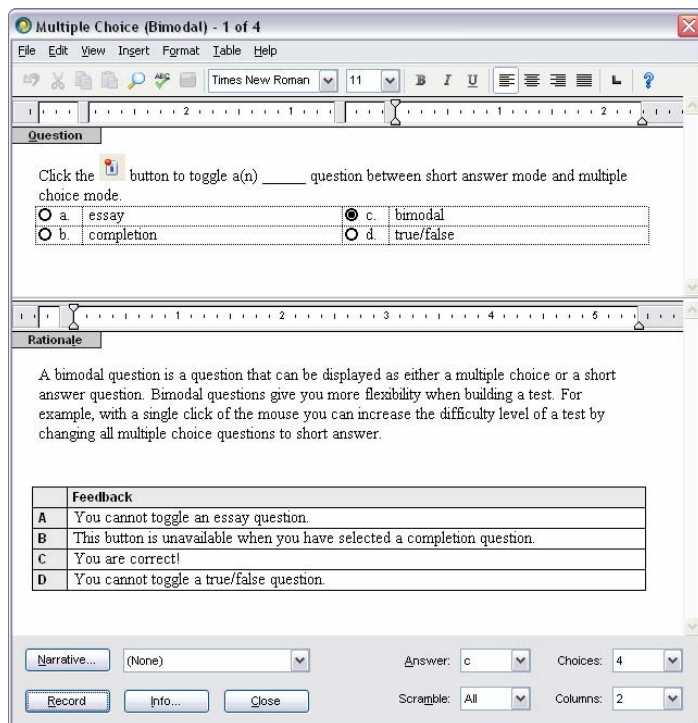
- If the external list file does not contain any entries for a particular category, the list will not appear to change. However, other categories that are contained in the external file will be updated.

### Check for Content Updates

ExamView question banks are periodically updated to keep state standards and question content current. Using the **Check for Content Updates** option in the **Help** menu, you can check for updates as often as you like (requires an Internet connection).

### Student Feedback

If you use the **ExamView Assessment Suite** to deliver online tests, you can include a rationale and student feedback for each objective-based question (e.g., multiple choice). As a result, you can set up your online tests to display feedback for incorrect responses.



*For paper and online tests, you can print a report with the rationale for each item a student answers incorrectly.*

### Narratives

A **narrative** is a table, a descriptive passage, a special instruction, a 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. Possible uses for a narrative include a reading passage, map, chart, or photo.

### Images

You can easily insert an image (e.g., graph, map, photo, etc.) into a question or an answer. Or, you can copy and paste an image from another program. Whichever option you use, be sure to consider the size and readability of the image.

Color images and photos can use a lot of memory that, in turn, increase the size of the test or question bank file. For example, a single color photo can be 1-2 MB. For paper tests, the size of an image is not that critical. However, the image size does affect online tests. Imagine students downloading a test via the Internet that includes three or four photos. If you use color images, use the lowest possible resolution.

*You can edit a question and double-click an image to see how much space it requires. You can also reduce the color setting of the image.*

If you plan to include an image in a question, you should check the image for readability. Can you read the information on your screen and on paper? If you create your own art, use a larger font for text that appears as part of an image. For best results and smaller file sizes, use black and white or 256-color images.

### Other Issues

If you create your own questions or edit existing questions, consider these additional guidelines.

*When you create your own questions...*

- Do not write questions that refer to another question or depend on a particular question order. Remember that you can scramble questions on a test. And, if you randomly choose questions, you may not get all of the questions you need.
- Use tables, not tabs, if you need to create tabular material. Tables work much better, especially for online tests.
- Use standard fonts (e.g., Times New Roman, Arial, etc.). If you use other fonts, you may have difficulty sharing the question banks with someone who does not have the fonts you used. This can be a problem for online tests too.
- For multiple choice and multiple response questions, be sure to set the scramble options for questions that include choices such as *All of the above* or *None of the above*. You would not want one of these choices to appear as choice *a* or *b*.
- Do not worry about entering the instructions for the questions. **ExamView Test Generator** automatically includes instructions for each question type. (**Note:** question type instructions are not shown when tests are set to allow for mixed question types.)
- For questions that require specific instructions add the instruction line to the question stem or within a narrative.
- Questions that contain wide images, tables, or equations will not display in two-column format. If you plan to format your test with two columns, try to keep your images to roughly three inches or smaller in width.

## A Hands-On Tutorial

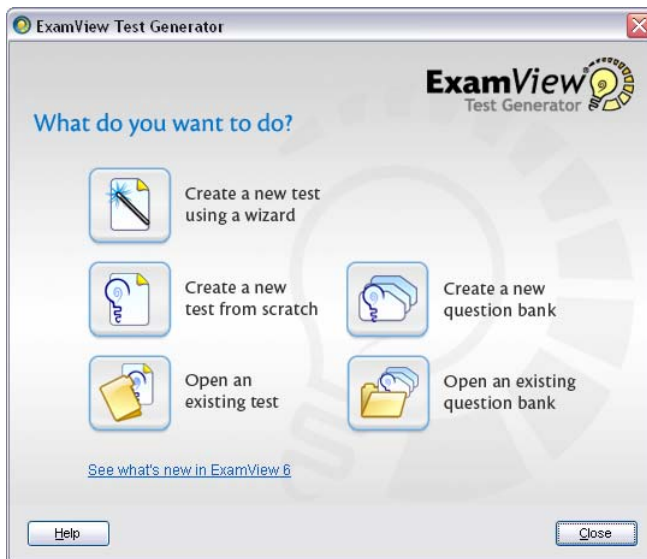
This section provides a tutorial that will guide you step-by-step through the entire process to create a question bank using the **ExamView Test Generator**. You will learn how to create a variety of question types, save the bank, use a narrative, insert art, enter question information, and print a question bank.

### Create a New Question Bank



1. Start the **ExamView Test Generator** program.
2. Choose **Create a new question bank** from the **Welcome Screen**.

If you are currently working in the test builder, choose **Switch to Question Bank Editor** from the **File** menu and then select the option to create a new bank.



3. Name the question bank **ExamView Sample Bank** and click the **OK** button.

An empty question bank page (except for the title) appears on your screen. If you want to edit the title, simply double-click it and change the title.

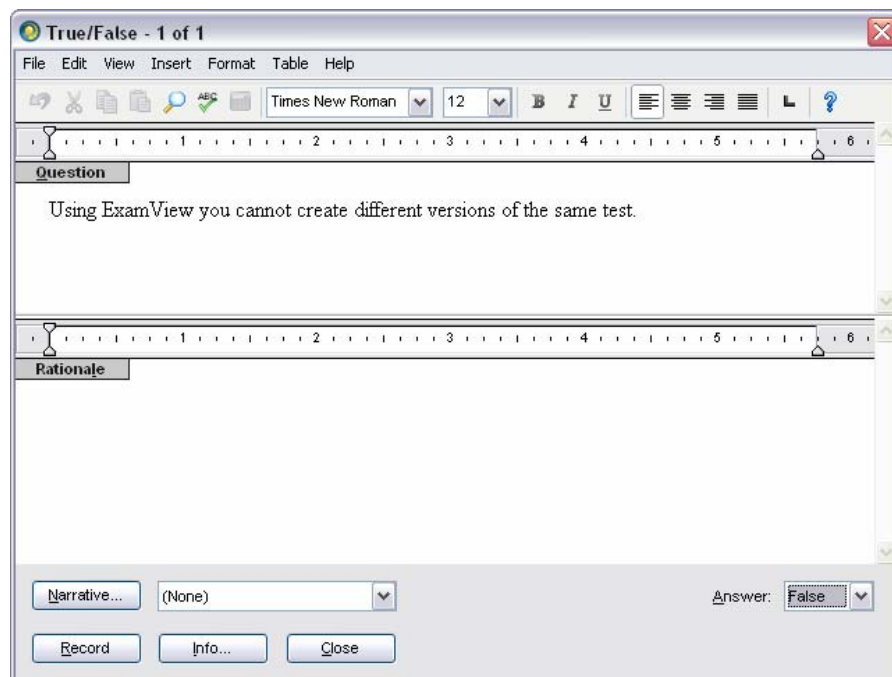
## Enter True/False Questions

1. Click the **New** button at the bottom of the window.
2. Choose **True/False** and click the **OK** button.

The question entry screen for a true/false question will appear. Depending on the question type, the entry screen provides different options. For example, the multiple choice screen includes space to enter each choice.

3. Type the following question in the question entry area.

Using ExamView you cannot create different versions of the same test.



4. Use the **Answer** pull-down menu in the lower right corner of the window to set the answer to **False**.
5. Click the **Info** button at the bottom of the window.
6. Type **Easy** for the difficulty, **221-223** for the reference, and click the **OK** button.
7. Click the **Record** button.

You should see the question you just entered on the question bank page. If you do not see the question information immediately after the question, choose **Preferences** from the **Edit** menu. Click the **Layout**

*By default, all questions are assigned a value of 1 point. You can change the points in the Question Info window.*



icon, and then the **Question Information** tab. Select the options to show difficulty and reference.

8. Proofread the question. If you need to make any changes, double-click the question. Or, highlight it and click the **Edit** button at the bottom of the window.
9. Create two more true/false questions using the following information.

**ExamView gives you almost complete control over the appearance of a test so that you can customize it to meet your testing requirements.**

**ANS: T            DIF: Easy            REF: 245**

**Stylized text, fonts, and special characters cannot be used in a test question.**

**ANS: F            DIF: Challenging            REF: 237**

#### **Save the Question Bank**

1. Proofread your work and make any changes as needed.
2. Choose **Save** from the **File** menu.
3. Enter a question bank file name, and select a location where you want to save the file.
4. Quit the program, or continue with the next part of this tutorial.

*Be sure to save your question bank on a regular basis. From time to time, make a backup of your files.*

#### **Create Multiple Choice Questions with a Narrative**

1. If necessary, start the program and open the question bank you just created for this tutorial.
2. Click the **New** button, and choose to create a multiple choice question.

*You can also press **Ctrl+N** (Windows) or **Cmd+N** (Macintosh) to create a new question. Or, choose **New** from the **Question** menu.*

3. Enter the following question, answer, and question information.

Based on Table 1-1, ExamView 6 includes which feature?

- a. QuickTest Wizard
- b. Two-Column Layout
- c. Select by Standard
- d. All of the above

ANS: D      DIF: Average      REF: 242-245

4. Set the answer to d.
5. Choose a-c in the Scramble box to scramble choices a-c only when you create a test, and set 1 for the columns.
6. Click the Narrative button, click New, and enter the following narrative.

Use the Table menu to insert a table. If you have time, format the table as shown below. Center the information in the last two columns, shade the first row, and make the column labels bold.

|                       | <b>ExamView 5.0</b> | <b>ExamView 6.0</b> |
|-----------------------|---------------------|---------------------|
| QuickTest Wizard      | Yes                 | Yes                 |
| Two-Column Layout     | No                  | Yes                 |
| Internet Test-Hosting | Yes                 | Yes                 |
| Select by Standard    | Yes                 | Yes                 |
| Mixing Question Types | No                  | Yes                 |

Table 1-1

7. Enter EV Table 1-1 for the narrative name and click the Record button.
8. Click the Done button to return to the question entry window.
9. Record the question.

*It is important to use a unique name for each narrative you create.*

When you record the question, both the question and the narrative appear together.

10. Enter the following question, answer, and question information.

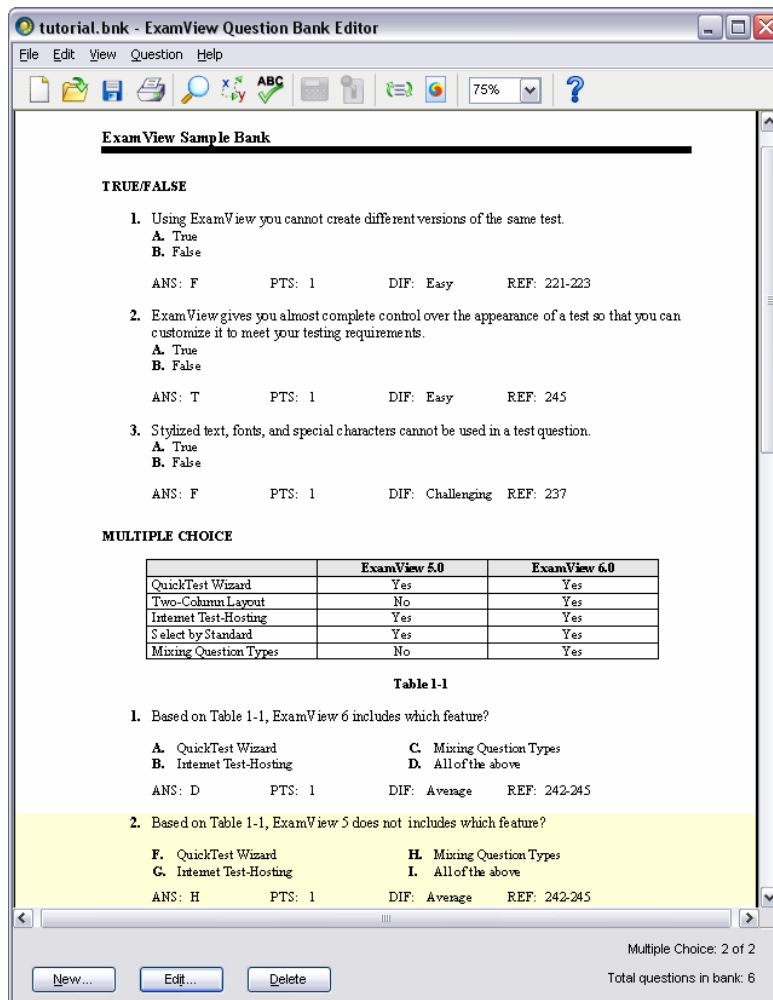
Based on Table 1-1, ExamView 5 does not include which feature?

- a. QuickTest Wizard
- b. Internet Test-Hosting
- c. Mixing Question Types
- d. Select by Standard

ANS: C      DIF: Average      REF: 242-245

11. Click the Narrative pop-up (not the button) and choose the EV Table 1-1 narrative to link this question to the table you already created.

12. Record the question, and be sure to save your work.



### Enter Completion Questions and Run Spell Check

1. Choose to create a new completion question.
2. Enter the following question, answers, and question information.

Notice that the question has three possible answers. For online tests, students can respond with any one of the answers.

ExamView is a computer \_\_\_\_\_  
that allows you to build paper and online tests.

ANS:  
program  
application  
tool

DIF: Average      REF: 247

*Use the **Shift** key  
and **hyphen** to  
create the space  
to write an  
answer.*

3. Enter the next question, answer, and question information.

Use the online \_\_\_\_\_ whenever you need additional  
instructions to use the ExamView software.

ANS: help      DIF: Easy      REF: 251

4. After you record the question, choose **Spell Check** from the **Edit** menu.
5. Save your work.

### Create a Short Answer Question with a Picture

1. Choose to create a new short answer question.
2. Enter the following question, answer, and question information; but do not record the question.

Describe the picture above. What format is used and how big is it?

ANS: *Student answers will vary depending on the picture used.*

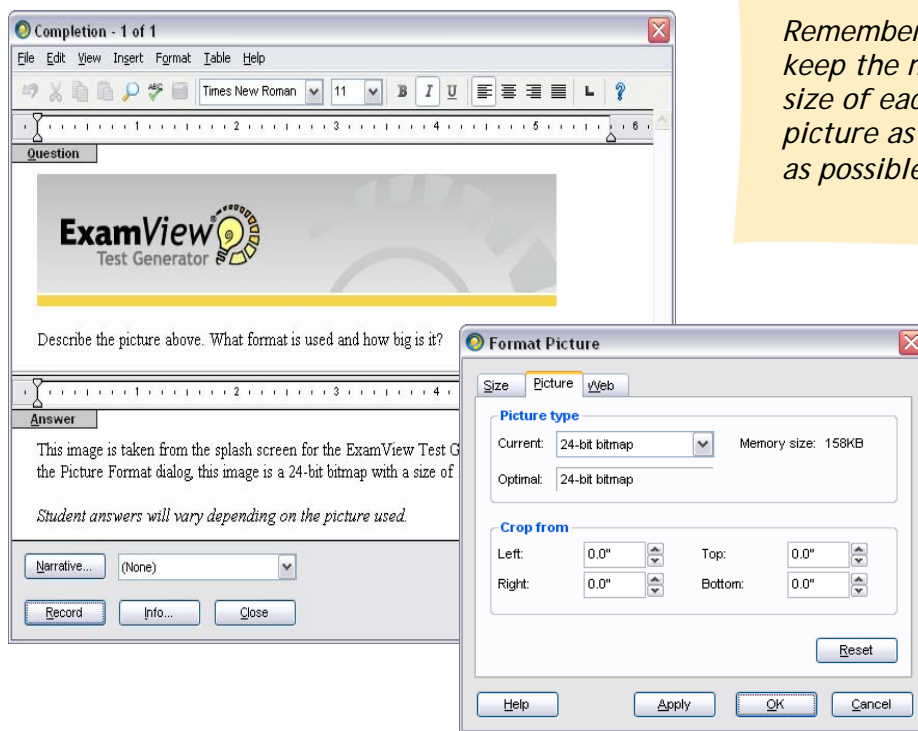
DIF: Average      REF: 277

3. Insert one or two blank lines above the question, and move the cursor to the first line.
4. Choose **Picture** from the **Insert** menu, locate a picture, and insert it into the question.

If you cannot find a picture, start a paint program and create a simple illustration. Then, copy and paste the picture into the question.

5. After you insert a picture, double-click the image and choose the **Picture** tab.

This window shows the memory size for the image. You can also change the color settings here.



*Remember to keep the memory size of each picture as small as possible.*

6. Close the **Format Picture** window and record the question.

## Wrap Things Up

1. Save the question bank.
2. Print a copy of the questions and review them.
3. Make any needed changes.

Remember that you can double-click a question or narrative to edit it. Or, you can highlight an item and click the **Edit** button.

If you want, switch to the Test Builder using the **File** menu and choose to create a new test. Use the questions you just entered to build your test. Notice that as you build the test, the instructions automatically appear (provided that your test is set to group questions by question type).

4. Quit the program.

## Copy and Paste Questions

If you have questions in another format (e.g., word processor, another test generator, database, etc.), you can copy and paste questions from that program into the **ExamView Test Generator**. While this is a simple process, it can be time consuming. Usually, the copy and paste method is best for just a few questions.

**Note:** If you have many questions in a word processor format such as Microsoft Word, you can use the ExamView Import Utility (Windows only) to quickly import your questions. Refer to the next section for instructions.

*To copy and paste questions...*

1. Choose to create a new question in a question bank or a test.
2. Highlight and copy the text (e.g., from your word processor) that you want to paste into a question.
3. Switch to the **ExamView Test Generator** question entry window.
4. Paste the text into the question.

Depending on the question type, you may have to copy and paste the question separately from the answer. However, you can quickly copy/paste multiple choice and multiple response questions. Using the **SmartPaste** option, you can

automatically copy the choices into the appropriate places in the question entry window.

To use **SmartPaste**, highlight an entire multiple choice or multiple response question including the choices (a. b. c. d. e.) in your word processor and select **Copy**. Switch to the question entry window and press **F7** (*not* Ctrl/Cmd+V or Paste).

## Import Questions from a Word Processor (WINDOWS ONLY)



If you have all or most of your questions in a word processor format such as Microsoft Word, you can use the **EV Import Utility** (installed with the other **ExamView Assessment Suite** programs, for Windows only) to import your questions into the **ExamView Test Generator** format very quickly. The program includes step-by-step instructions that explain how to import your questions.

## WORKING WITH CLASSES AND ASSIGNMENTS

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. Follow the steps in the appropriate section to create a new class and enter your roster.

**IMPORTANT:** You do *not* have to create a new class if you do not plan to track student results or give online tests.

### 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.

*To create a new class...*



1. Launch the **ExamView Test Manager**. A startup window with two options will appear. Choose the **Start a new class** option.

If you are already working with the **ExamView Test Manager**, save the current class and choose **New Class** from the **File** menu.

*You can change the information at any time by choosing **Class Information** in the **Edit** menu.*

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.

The screenshot shows the 'New Class' dialog box. It has two main sections: 'Class Information' and 'Instructor / School Information'. The 'Class Information' section includes fields for 'Class name', 'Class ID', 'Period', 'Section', and 'Password', each with a corresponding text input box. The 'Class ID', 'Period', 'Section', and 'Password' fields are marked as '(optional)'. There is a 'Preferences...' button next to the 'Password' field. The 'Instructor / School Information' section includes fields for 'Instructor name', 'Instructor ID', 'Instructor Email', 'School name', 'School ID', 'City', and 'State/Region'. The 'Instructor ID', 'Instructor Email', 'School ID', and 'State/Region' fields are marked as '(optional)'. At the bottom of the dialog box, there are three buttons: 'Help', 'OK', and 'Cancel'.




## Enter Student Names and IDs Manually

After you create a new class, the next step is to enter your students. At a minimum, you must enter each student's name and assign an ID. You may also enter an alias, password, and pad ID. ExamView Test Manager provides an option to show the alias instead of the name and ID on reports. You can assign a unique password to each student to use when taking an online (LAN) test and a pad ID for collect assessment data using eInstruction response pads.

ExamView Test Manager allows you to generate reports using optional demographic information such as gender, socio-economic factors, race, and custom fields (e.g., instructor, location, etc.). Simply click the **More** button in the **New Student** window to display the data entry fields to record this information.

*To enter student information manually...*

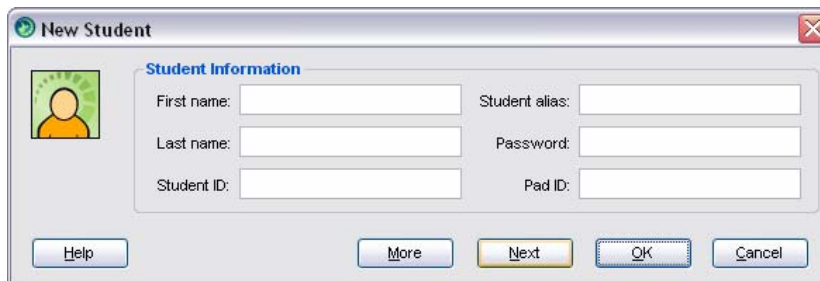


1. Continue from the previous section where you created a new class. Or, start the ExamView Test Manager to begin a new class or open an existing class.
2. Click the  toolbar button or choose **Add New Student** from the **Student** menu.
3. Enter the student's first name, last name, and ID.

**Note:** If you plan to use a scanner, use digits only (e.g., 520403) for the ID. Most scanner forms provide for numeric IDs only. For online testing, use unique student IDs across all of your classes. To use eInstruction response pads, be sure to assign pad ID values (1-1000).

*The Student Alias, Password, and Pad ID fields are optional.*

*Click More to view additional student fields.*



The screenshot shows a window titled "New Student" with a close button in the top right corner. On the left, there is a placeholder icon for a student's profile picture. The main area is titled "Student Information" and contains six text input fields arranged in two columns: "First name:", "Last name:", "Student ID:" on the left; and "Student alias:", "Password:", "Pad ID:" on the right. At the bottom of the window, there are five buttons: "Help", "More", "Next", "OK", and "Cancel". The "Next" button is highlighted with a yellow border.

4. 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.

5. Repeat steps 3 and 4 to enter all of your students.
6. Click the **OK** button when you are finished entering students.

## Import a Class Roster

ExamView Test Manager makes it easy to import your student roster from other file types. At a minimum, the file must include the student's first name, last name, and unique student ID.

### Import Class Roster from Text

The text file can be either comma- or tab-delimited, include the fields in any order, and contain additional information. In just a few steps, you can quickly map the pertinent information and start the import process.

*To import a class roster from a text file...*



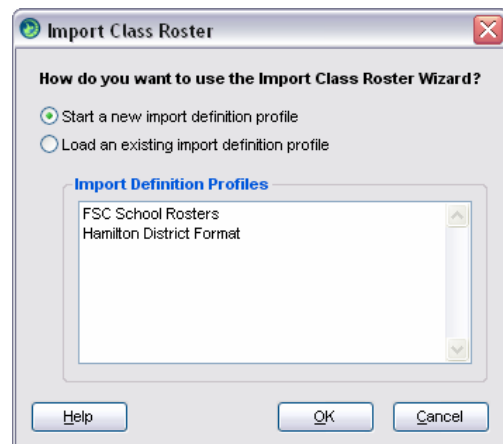
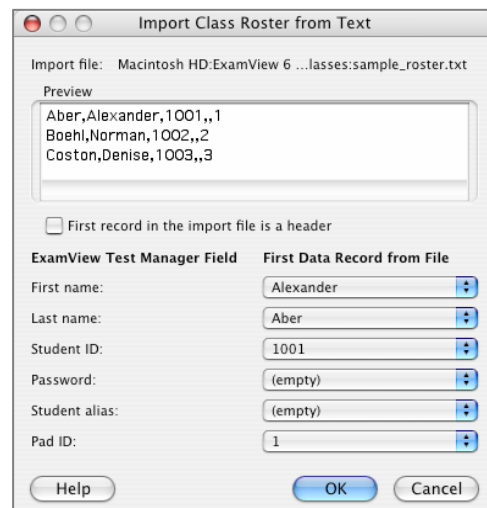
1. Start ExamView Test Manager to begin a new class or open an existing class.
2. From the File menu, select **Import** then the **Class Roster from Text...** option. A file selection window will appear.
  - The text file can contain comma-delimited or tab-delimited data elements.
  - Text files can be ".txt" or ".csv" formats. (Windows also recognizes the ".tsv" file format)

3. **Macintosh:** Select the text file to import and click the **Import** button. The **Import Class Roster from Text** dialog will appear.

**Windows:** Select the text file to import and click the **Open** button. The **Import Class Roster Wizard** start-up screen will appear.

4. **Macintosh:** Using the pull-down menus, map each Test Manager field to the data element in the text file. At a minimum, the first name, last name, and student ID must be mapped. Click the **OK** button to complete the import.

**Windows:** Select the option to **Start a new import definition profile** or, if available, **Load an existing import definition profile** then click the **OK** button. The first step of the **Import Class Roster Wizard** will appear. Follow the instructions in the next sections to complete the import process.



*(Windows only) About import definition profiles...*

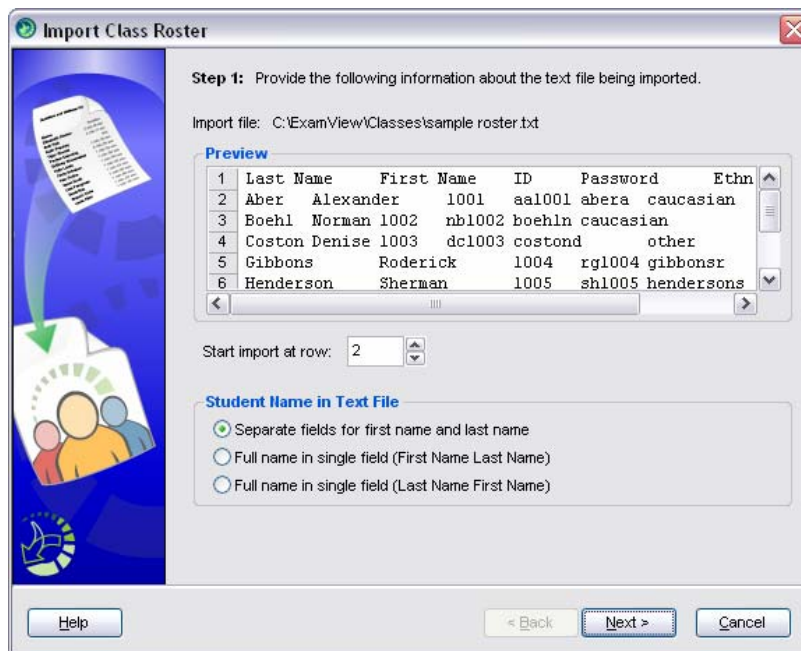
- All settings and mapping choices made while using the **Import Class Roster Wizard** are stored in the import definition profile (".tid" file). If the profile is selected in a future import, these settings are loaded into the wizard dialogs. You must still click through the steps of the wizard. You may choose to use the definition profile without any changes or make adjustments to the import mapping and save the definition as a new profile.
- At the end of the import mapping process, you will be asked if you want to save the import definition profile.
- You can save your progress in the **Import Class Roster Wizard** at any time by closing the window or clicking the **Cancel** button. You will be asked if you want to save the import definition profile.
- The list of available import definition profiles is made from saved ".tid" definition files stored in the **Extras** folder within the **ExamView** program folder.

*Import definition profiles that are common for a school or district can be created and distributed or shared. Simply add the ".tid" file to the Extras folder in your ExamView*

*(Windows only) Completing the Import Class Roster 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.
2. Indicate how the student names are formatted in the text file by selecting the appropriate radio button.
  3. Click the **Next** button.

*(Windows only) Completing the Import Class Roster 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.
  - 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. A status message at the end of the import process will report if any records were skipped and how many were skipped.
  - 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**.

**Import Class Roster**

**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:  | Alexander       | Aber               |
| * Last Name:   | Aber            | Alexander          |
| * Student ID:  | 1001            | 1001               |
| Student Alias: | (drop target)   | aa1001             |
| Password:      | aa1001          | abera              |
| Gender:        | (drop target)   | caucasian          |
| Date of Birth: | (drop target)   |                    |
| Grade Level:   | (drop target)   |                    |
| Socio.Econ.:   | (drop target)   |                    |
| Race/Eth.:     | caucasian       |                    |
| Other:         | (drop target)   |                    |
| Custom 1:      | (drop target)   |                    |
| Custom 2:      | (drop target)   |                    |
| Custom 3:      | (drop target)   |                    |

\* Required fields

Preview: [Left Arrow] [Right Arrow] Row 2 of 19

Buttons: Help, < Back, Next >, Cancel

2. Use the arrow buttons to advance or reverse the contents being previewed.
  - 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.

*(Windows only) Completing the Import Class Roster Wizard, step 3...*



1. Value restricted fields correspond to check boxes in the **Student Information** dialog and require additional mapping to indicate which check box should be selected. Value restricted fields flagged for import will display either a checkmark or warning icon next to their name. To ensure successful import of all the desired data, advanced field mapping should be performed until no warning icons are displayed. Click the **Edit Mapping** button to perform this step.
  - Value restricted fields not flagged for import will have the **Edit Mapping** button disabled.
  - 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.

**Import Class Roster**

**Step 3:** Some Test Manager fields only accept restricted values or formats. Provide the mapping or formatting information for these fields if they have been flagged for import.

**Value Restricted Fields**

Fields with a warning icon next to them indicate that at least one record in the text file contains an entry that does not map to any of the accepted Test Manager values. Unmapped field entries will be ignored for that record when imported.

|  |                       |   |                          |
|--|-----------------------|---|--------------------------|
|  | <b>Gender</b>         | <input type="button" value="Edit Mapping"/> |                          |
|  | Grade Level           | <input type="button" value="Edit Mapping"/> | (not flagged for import) |
|  | Sociological/Economic | <input type="button" value="Edit Mapping"/> | (not flagged for import) |
|  | <b>Race/Ethnicity</b> | <input type="button" value="Edit Mapping"/> |                          |
|  | Other                 | <input type="button" value="Edit Mapping"/> | (not flagged for import) |

**Date of Birth**

The date of birth field is restricted to using numbers to indicate month (M), day (D), and year (Y). Specify the date format used in the text file. Entries not conforming to this convention will be ignored for that record when imported.

Date format:

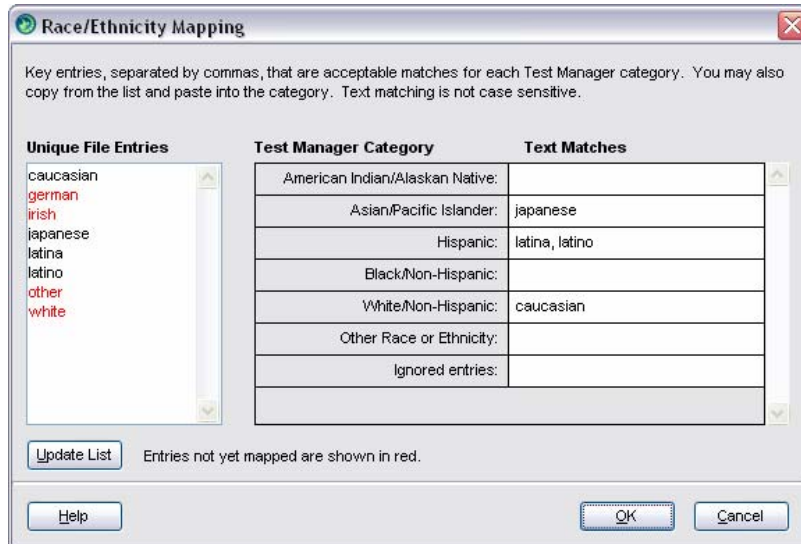
2. If flagged for import, select the format for the date of birth data using the drop-down list.
  - Only digits can be used to indicate month (M), day (D), and year (Y) values. Dates cannot use strings such as "August" or "Aug." for the month.
  - Digits can be contiguous (e.g. MMDDYYYY) or separated by slashes (e.g. MM/DD/YYYY), dashes (e.g. MM-DD-YYYY) or spaces (e.g. MM DD YYYY).
  - Year values can be specified using four digits or just the last two digits
3. Click the **Finish** button. A message will appear asking if you want to save the import definition profile.
4. Save the import definition profile by clicking the **Yes** button, continue to import without saving the profile by clicking the **No** button, or click **Cancel** to return to the wizard.
5. 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.

Much of the student demographic information is presented as a series of check boxes. These value restricted fields include: Gender, Grade Level, Sociological/Economic, Race/Ethnicity, and Other. If any of these categories are flagged for import, additional mapping will need to be performed to associate text terms with each check box.

*(Windows only) To perform advanced import mapping...*



1. Key entries for acceptable matches into the text fields next to the **Test Manager Category**.
  - Separate multiple entries with commas.
  - Text matching is not case-sensitive.
  - You can copy entries from the **Unique File Entries** list and paste them into the **Text Matches** field.
  - Mapping is not limited to the entries present in the current file. To make the import definition profile more generalized, you may key in values not shown in the **Unique File Entries** list but anticipate needing in a future import.



2. Refer to the **Unique File Entries** list to determine if all unique entries have been mapped. Entries not yet mapped will appear in red. Click the **Update List** button to refresh the list. A warning icon will continue to be shown in the import wizard until all entries have been mapped.
  - All value restricted fields have an Ignored entries sub-category. If you do not want a particular entry to be imported, key it into this field. Entries listed here will not be imported, but they will no longer appear unmapped and cause the warning icon to appear in the import wizard.
3. Click the **OK** button to return to the import wizard.

### Import Class Roster from CPS Database/Package

Test Manager allows you to quickly import your class roster from an existing CPS database (Windows only) or CPS Package (Windows/Macintosh). Student last names, first names, pad IDs, student IDs, and other available student information are imported into the Test Manager class file.

*To import a class roster from a CPS database/package...*



1. Start ExamView Test Manager to begin a new class or open an existing class.
2. From the **File** menu, select **Import** then the **Class Roster from CPS...** (Windows) or **Class Roster from CPS Package...** (Macintosh). A file selection window will appear.
3. Select the CPS database (".cps" file) or CPS package (".cxm" file) to import and click the **Open** button.

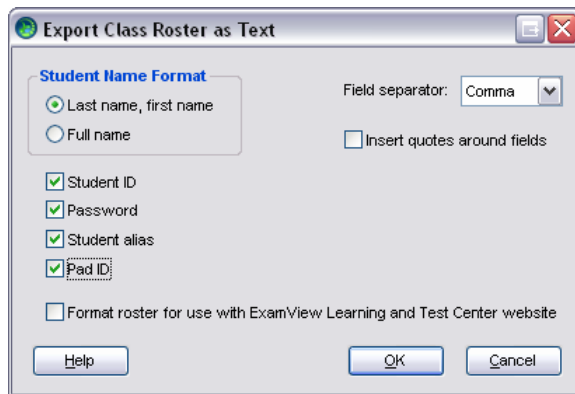
- **Test Manager** requires that a unique student ID is assigned to every student. Either assign student IDs to all students within CPS prior to import or select the option to automatically add student IDs to the imported roster.
  - A maximum of 1000 students can be imported into **Test Manager**. If the CPS database contains more than 1000 students, you will have the option to import just the first 1000 records or cancel the import.
4. If more than one roster is detected in the database file, a list will open showing the roster names and number of students in each roster. Select the roster to import and click the **OK** button.
  5. The roster is imported and a summary of the number of imported student records will appear. Click the **OK** button.

## Export a Class Roster

ExamView Test Manager easily allows you to export your student roster for use in other programs.

### Export Roster as Text

At a minimum, the exported file will include the student names. Other information fields such as student ID, password, student alias, and pad ID may also be included.



*To export a class roster as text...*



1. Start **ExamView Test Manager** to open an existing class.
2. From the **File** menu, choose **Export** then **Class Roster as Text**.
3. Select the desired export options then click the **OK** button.
4. Name the text file and select the save location.



## Export Roster as CPS Database/Package

Test Manager allows you to quickly export your class roster as a CPS database (Windows only) or CPS package. This ability gives you the flexibility to use the best features of ExamView and CPS.

*To export a class roster as a CPS Database/Package...*



1. Open an existing class in ExamView Test Manager.
2. From the File menu, choose Export then Class Roster as CPS Database (Windows only) or Class Roster as CPS Package.
3. Name the database/package file and select the save location.
  - The class information is also exported, including: class name, instructor name, school name, city, state, and other optional class information if provided.
  - The roster exports as much of the student information as possible, including: student name, student ID, pad ID, gender, ethnicity, and economically disadvantaged status.
  - Although an optional field in ExamView, the pad ID assignment is required in CPS. If any student does not have a pad ID assigned, an option to automatically assign pad IDs will be offered.
4. Click Save. The class file is now available as a native CPS database/package.

## Create an 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.

*To build a test and create an assignment...*



1. Start **ExamView Test Generator**, build a test, and save it.


Automated scoring methods such as scanning or response device transmission only work with objective questions such as multiple choice and true/false. If your test includes open-ended questions such as short answer or essay, you must manually score those questions and record the 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.

*If your test includes objective and open-ended questions, place the objective questions (e.g., multiple choice) at the beginning of the test.*



2. Start **ExamView Test Manager** and choose to open a class.

3. Click  from the toolbar, choose **Create New Assignment** from the **Assignment** menu, or click the **New Assignment** button.

4. In the **New Assignment** dialog, enter assignment name, category, term, and date.

**New Assignment**

The ExamView Test Manager allows you to track student test results. To collect the results, you need to create a test assignment.

**Step 1:** Enter the assignment name, ID, category, term, and date.

Assignment name:

Assignment ID:  (optional)

Category:

Term:  Date:

You can administer tests in several ways—on paper, over a local area network, using the Internet, or through any combination of these methods.

**Step 2:** Select the way(s) the test will be administered.

Paper test scored manually, with a scanner, or with CPS response pads

Online test delivered over a local area network (LAN)

Online test published to the ExamView Learning & Test Center website

5. Choose the option(s) to identify how you will administer the test. Click the Next button.

6. Select the file name that corresponds to the test you created in ExamView Test Generator. Click the Next button.

*You can click the Preview Test button to make sure that you are selecting the correct test.*

When you click the Next button, the program reads the answer key and other information that it needs to autoscore the test.

**Note:** If necessary, click the Folder button to locate your test.

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. Notice the highlighted area in the figure below. The program shows the assignment title, date, category, term, and possible points. A placeholder (--) appears for each score.

You will learn how to get results from various sources in the following sections.

| Washington High School<br>Mathematics 101<br>Mrs. Juanita Sanchez |            | Quiz 01                           | Test 01                           | Quiz 02                           |  |  |  |  |
|---|------------|-----------------------------------|-----------------------------------|-----------------------------------|--|--|--|--|
|   |            | 01/05<br>Quiz<br>Term 1<br>15 pts | 01/10<br>Test<br>Term 1<br>40 pts | 01/25<br>Quiz<br>Term 1<br>10 pts |  |  |  |  |
| Name  | Student ID | Score                             | Score                             | Score                             |  |  |  |  |
| Aber, Alexander   | 1001       | 93.3%                             | 87.5%                             | --                                |  |  |  |  |
| Boehl, Norman   | 1002       | 86.7%                             | 75%                               | --                                |  |  |  |  |
| Coston, Denise  | 1003       | 73.3%                             | 95%                               | --                                |  |  |  |  |
| Gibbons, Roderick   | 1004       | 86.7%                             | 82.5%                             | --                                |  |  |  |  |
| Henderson, Sherman  | 1005       | 86.7%                             | 90%                               | --                                |  |  |  |  |
| Hutter, Jean  | 1006       | 66.7%                             | 80%                               | --                                |  |  |  |  |
| Izquierdo, Rosa   | 1007       | 86.7%                             | 97.5%                             | --                                |  |  |  |  |
| Karthaus, Detlef  | 1008       | 93.3%                             | 82.5%                             | --                                |  |  |  |  |
| Kretten, Carl   | 1009       | 93.3%                             | 80%                               | --                                |  |  |  |  |
| Loeffle, Karsten  | 1010       | 80%                               | 95%                               | --                                |  |  |  |  |
| Matsui, Etsuko  | 1011       | 86.7%                             | 100%                              | --                                |  |  |  |  |
| McDowell, Geraldine   | 1012       | 86.7%                             | 87.5%                             | --                                |  |  |  |  |
| Muñoz, Isabel   | 1013       | 93.3%                             | 87.5%                             | --                                |  |  |  |  |
| O'Neill, Brian  | 1014       | 80%                               | 67.5%                             | --                                |  |  |  |  |
| Pitzer, Debbie  | 1015       | 73.3%                             | 87.5%                             | --                                |  |  |  |  |
| Rhodes, Jackie  | 1016       | 80%                               | 90%                               | --                                |  |  |  |  |
| Saarinen, Esa   | 1017       | 80%                               | 75%                               | --                                |  |  |  |  |
| Wallace, Jeff   | 1018       | 93.3%                             | 90%                               | --                                |  |  |  |  |
| <b>Average</b>  |            | <b>84.4%</b>                      | <b>86.1%</b>                      | --                                |  |  |  |  |

18 students, 3 assignments

Buttons: New Student..., New Assignment..., Edit..., Delete

## Import an Assignment

Importing an assignment from another application brings in student responses, points earned, correct answers, and some of the question information. Not all question types or question information are supported for imported assignments and the questions themselves cannot be viewed from within **ExamView Test Manager**. Aside from these limitations, imported assignments appear identical to **ExamView**-created assignments and can be analyzed using **ExamView Test Manager's** powerful reporting tools.

### Importing from a CPS Database/Package

If you use CPS software to collect assessment data, you can import those results and analyze the performance using **ExamView's** reporting tools.

*To import an assignment from a CPS database/package...*

1. Use CPS to collect session data to be used as an **ExamView** assignment. Save the session in a CPS database (".cps" file) or CPS package (".cxm" file).
2. Launch **ExamView Test Manager** and open the class containing the roster that matches the CPS database roster.
2. From the **File** menu, select **Import** then the **Assignments from CPS...** (Windows) or **Assignments from CPS Package...** (Macintosh) option. The import dialog will appear.
3. Navigate to the CPS database/package file and click the **Open** button. The **Import Assignments from CPS** dialog will appear.
4. Complete **Step 1** dialog information, selecting the session data to be imported, and click the **Next** button.
  - A. First select the CPS class roster that corresponds to the **Test Manager** class roster. The session data associated with the roster will automatically be listed below.
  - B. 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** dialog information, assigning point values, and click the **Next** button
6. Review the summary information. Click **Finish** to accept the imported assignments into **Test Manager**.



## Notes:

- CPS assigns equal point values for all questions within a session. By default, this value is 1 point per question. A different point value may be entered for each assignment.
- Individual question point values can be changed after the assignment is imported by editing the assignment information.
- Student records are matched to the **ExamView Test Manager** roster based on Student ID alone. First name, last name, and pad IDs are not compared.
- Each assignment can contain a maximum of 250 questions. CPS session data that exceed this limit will only import the first 250 questions.

## Export Assignment Results (WINDOWS ONLY)

**ExamView Test Manager** allows you to export your assignment data as formatted text files (".csv"). These files may then be read into many popular gradebook or other progress tracking software applications.

### Exporting for Learning Management Systems

Using **ExamView**, you can export student assignment results for ANGEL, Blackboard and WebCT Vista. This export feature gives you the flexibility to collect and analyze assignment results in **ExamView Test Manager** and then post them online to your Learning Management System.



*(Windows only) To export assignment results...*



1. Start the **ExamView Test Manager** and open or create a class file with at least one assignment.
2. Choose **Export** from the **File** menu, and select the target Learning Management System.
3. Complete the export dialog options and click **OK** to export the assignment results. A save dialog will open.

4. Set the location where you want to save the exported file, enter a file name, and click the **Save** button. The results will be saved as a “.csv” file.
5. Login to your LMS and upload the exported assignment results.

### Exporting Detailed Assignment Results

In addition to supporting formats for uploading into various LMS platforms, a **Detailed Results as Text** option allows an assignment to be exported with information about individual questions (not just overall scores) as well as exporting student demographic information (not just name and ID). This export feature is useful for bringing assignments into other grade book or data analysis packages.

*(Windows only) To export detailed assignment results...*



1. Start the **ExamView Test Manager** and open or create a class file with at least one assignment.
2. From the **File** menu, choose **Export** then **Detailed Results as Text**. The export dialog will open.
3. Complete the export dialog options and click **OK** to export the detailed assignment results. A save dialog will open.
4. Set the location where you want to save the exported file, enter a file name, and click the **Save** button. The results will be saved as a “.csv” file.
5. Login to your LMS and upload the exported assignment results.

## SCORE PAPER TESTS WITH A SCANNER

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Using the **ExamView Test Manager**, you can easily score student assignments with a scanner. Currently, the program supports the following dedicated OMR scanners: Apperson Advantage™ 1200 and the Pearson/NCS EZData® scanner.

**Windows Only:** In addition to dedicated OMR scanning, with the Windows version of the **ExamView Assessment Suite** you can also use ordinary image scanners to perform plain paper scanning to score assignments.

*When you use a scanner to score your students' tests, you...*

- Save time.
- Get detailed results data.

Saving time is an obvious advantage. Scanner technology makes it easy to score multiple choice, multiple response, and true/false questions. If a test includes both objective and open-ended questions, you can score the objective questions with a scanner and then manually score the open-ended questions, recording the points earned for those questions.

*A scanner makes scoring assignments quick and easy. And, you get detailed results for your class.*

The primary purpose of the **ExamView Test Manager** is gathering detailed performance data to help you make effective decisions. A scanner provides a means to gather the data from paper tests to score your students' work and generate various reports. If your tests include learning objectives, state standards, etc., you can then use that information to pinpoint areas where individual students need additional help. You can also use that data to identify trends for your entire class.

### IMPORTANT:

- You must use specific forms with the scanners. Go to our website ([www.fscreations.com](http://www.fscreations.com)) for a complete list of supported scanners and forms.
- You can only score objective questions (e.g., multiple choice, multiple response, yes/no, and true/false) using a scanner. However, your test may include open-ended questions that you can score manually using the **Edit Scores** option.

## Using Bubble Forms for Scanning

After you create an assignment, the next step is to administer the test and have the students fill in their responses on bubble forms compatible with your scanner.

For dedicated OMR scanners, **ExamView**-specific bubble forms must be used. These preprinted forms are ordered from the manufacturer. Refer to the **Dedicated OMR Scanning** section of this guide for details on supported scanner models, form numbers, and manufacturer contact information.

**Windows Only:** With plain-paper scanning, forms are printed directly from a laser printer from either the **Test Generator** or **Test Manager**. Refer to the **Print a Bubble Form** section in this guide for additional details.

*(Windows Only) Plain-paper scanning notes...*

- Plain-paper scanning only supports FSCreations bubble forms.
- The bubble form must be installed into the copy of **Test Manager** where the results are being scanned. Verify that the form name appears in the list of forms displayed in the **Print Bubble Form** dialog. If the form name does not appear, visit the FSCreations website ([www.fscreations.com](http://www.fscreations.com)) to download the form installer.
- Forms should be printed on letter sized (8.5" x 11") white paper at 100% scale, in portrait orientation only. Plain paper scanning does not support forms printed on other paper sizes, colored paper, or forms that have been scaled or printed in landscape orientation.
- For best results, a laser printer is recommended for printing the bubble forms.
- Forms must either be printed directly from **ExamView** or photocopied from an original printout. Do not use forms that are photocopied from a photocopy.
- Verify that the forms are placed properly into the scanner ADF or flatbed. Check that the orientation of the image side of the form matches the direction specified by the scanner manufacturer.
- Verify that the bubbles are properly filled in with dark marks and erasures are complete.



## Dedicated OMR Scanning

Dedicated Optical Mark Recognition (OMR) scanners are designed specifically for reading special bubble forms, ordered from the manufacturer. Scanning these forms reads the students' responses for each question, stores this information for each student, and automatically calculates their score based on the point values assigned to the questions.

The following OMR scanners and forms are currently supported by ExamView Test Manager 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)




**EZData™ OMR Scanner**



*To get results from a dedicated OMR scanner...*



1. Launch ExamView Test Manager and open the class.
2. Select (highlight) the assignment that you will be scoring.
3. Click the  toolbar button, or choose **Get Results from Scanner** from the **Assignment** menu.
4. Select the OMR scanner from the drop-down list box. The option to **Print correct answers on scanner sheet** will automatically become enabled if it is a feature supported by the selected scanner model.

5. Select the connection port to which the scanner is connected, or click **Detect Scanner** to automatically set the port.
6. Select the form used from the drop-down list box. The list of available forms will change depending upon the selected scanner model.
7. Set the beginning question number and click **Next**.

**Tip:** To save paper, you can reuse 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.

8. Click **Start Scanning** to activate the scanning session.
9. Scan the forms.

If the student ID on the form does not match an ID in your class roster, the program will give you the option to select the student from your roster.

10. Click **Finish** to accept the scores and return to the gradebook.

#### General Notes:

- Verify that the scanner is connected properly before you try to scan the forms. If you have trouble with the scanner, contact the manufacturer for support.
- You may include up to 100 objective questions on a test. If you have more than 100 questions, divide the test into two parts and create separate assignments.
- Place the objective questions at the beginning of the test and number the questions consecutively (e.g., multiple choice 1-25, true/false 26-40, etc.).
- If you have a problem with a form, you can make corrections and then re-scan it. If necessary, you can manually enter the points earned.
- You can include matching questions, but the choices are limited to the number of choices available on the selected bubble form. Check the form that you intend to use to be sure that the number of answer choices matches your test questions. Or, you can include matching questions and score the questions manually.
- The software allows you to get results for an assignment from multiple sources. For example, you could administer a paper test to part of the class and an online test to other students.
- You can scan forms in multiple sessions.

- If there are problems with a student's form—missing responses, multiple responses, out of range (e.g., entering an E if only A-D valid), etc.—an asterisk (\*) will appear next to that student's name. Click the **Stop Scanning** button, highlight the student's name, and click the **Edit** button. You can change the response for any item. Click the **Start Scanning** button to continue.

#### **Apperson Advantage 1200 Notes:**

- If the scanner becomes unresponsive, click the **Stop Scanning** button, press the **Reset Options** button (located on the scanner), and then click the **Start Scanning** button. If that does not solve the problem, cancel the scanning process. Turn the scanner off; turn the scanner on; and try to scan the forms again.
- The Apperson scanner prints the percentage score on the scanner form. For tests with only objective questions all set to 1 point, the score will be correct. If your test includes open-ended questions, the score printed on the form will not reflect the open-ended questions. Unfortunately, there is no way to turn off printing. However, you can remove the print cartridges.

#### **Pearson/NCS EZData Notes:**

- If the status light turns an orange color, contact the manufacturer for assistance. A problem may occur if there is a conflict between the scanner and another hardware device.
- If you notice that the information is regularly misreading student responses, follow the manufacturer's guidelines for cleaning the scanner.

## Plain-Paper Scanning (WINDOWS ONLY)

Plain-paper scanning allows you to print bubble forms using an ordinary laser printer and scan the results using a TWAIN-compliant image scanner. Because forms can be printed on-demand on standard sheets of paper, plain-paper scanning provides great flexibility, convenience, and cost savings over dedicated OMR scanning. Additionally, the hardware required for plain-paper scanning can be used for other purposes.


Plain-paper scanning reads the students' responses for each question, stores this information for each student, and automatically calculates their score based on the point values assigned to the questions.

### IMPORTANT:

- See our website ([www.fscreations.com](http://www.fscreations.com)) for a list of image scanners that have been validated for compatibility with the plain-paper scanning feature.
- Although not required, it is strongly recommended that the scanner is equipped with an automatic document feeder (ADF) in order to be an effective tool for plain paper scanning.

*(Windows only) To get results from a plain-paper scanner...*



1. Launch ExamView Test Manager and open the class.
2. Select (highlight) the assignment that you will be scoring.
3. Click the  toolbar button, or choose **Get Results from Scanner** from the **Assignment** menu.
4. Select the desired scanner from the drop-down list box.  

A separate entry will appear for every imaging device with TWAIN drivers installed on the computer. Some scanner manufacturers will install multiple drivers for a scanner, so multiple entries will appear in the list for a single scanner. Try to select the entry for the scanner that is most appropriate for the model and connection of your scanner.

**Tip:** 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 FSC50AE, but give students with special needs form FSC50AE Jr. There is no need to sort the forms or specify which forms are being used. The form information is automatically read in from each sheet as it is scanned.
5. Set the beginning question number and click **Next**.

**Tip:** To save paper, you can reuse 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.

6. 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.

7. Click **Start Scanning** to initiate session.

8. Scan the forms.

If the student ID on the form does not match an ID in your class roster, the program will give you the option to select the student from your roster.

9. Click **Finish** to accept the scores and return to the gradebook.

#### Notes:

- Verify that the scanner is connected properly before you try to scan the forms. If you have trouble with the scanner, contact the manufacturer for support.
- If you have more questions than can be accommodated on a form, divide the test into two parts and create separate assignments.
- Place the objective questions at the beginning of the test and number the questions consecutively (e.g., multiple choice 1-25, true/false 26-40, etc.).
- If you have problem with a form, you can make corrections and then re-scan it. If necessary, you can manually enter the points earned.
- You can include matching questions, but the choices are limited to the number of choices available on the selected bubble form. Check the form that you intend to use to be sure that the number of answer choices matches your test questions. Or, you can include matching questions and score the questions manually.
- The software allows you to get results for an assignment from multiple sources. For example, you could administer a paper test to part of the class and an online test to other students.
- You can scan forms in multiple sessions.
- If there are problems with a student's form—missing responses, multiple responses, out of range (e.g., entering an E if only A-D valid), etc.—an asterisk (\*) will appear next to that student's name. Click the **Stop Scanning** button, highlight the student's name, and click the **Edit** button. You can change the response for any item. Click the **Start Scanning** button to continue.

## SCORE PAPER TESTS WITH CPS RESPONSE PADS

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Using **ExamView Test Manager**, you can easily administer paper tests and score them with Classroom Performance System (CPS) response pads.

*When you use response devices to score your students' tests, you...*

- Get instant, real-time results.
- Engage students with technology.

Similar to scanning results, response pad technology makes it easy to automatically grade most objective questions (e.g., multiple choice, yes/no, and true/false). If a test includes both objective and open-ended questions, you can score the objective questions with the response pads and then manually grade and record the points for the open-ended questions later. Using response pads has the added advantage of engaging students with technology. Entering and transmitting answers with response pads is fun and easy!

### About the Hardware

#### Supported Response Pads

Test Manager supports using CPS response pads to transmit student results directly into the gradebook. Supported response pads include both the infrared and Gen2 radio frequency systems. Currently, only numbered sets of pads (K-12) can be used with **ExamView**. Individual, serial numbered pads (Higher Ed.) are not supported at this time.



#### About the IR System

Each IR receiver unit supports up to 60 pads and under optimal conditions can accept signals up to 60 feet away. Students must have a direct line-of-sight to successfully transmit to a receiver and when under heavy use, may experience signal interference that requires re-sending their response.

Students transmit their responses by simply pressing a button on the pad. A feedback grid should be projected to the class to allow students to verify that their results have been successfully received.

## About the Gen2 RF System

Each RF receiver unit supports up to 300 pads in K-12 mode and has a range of 200 feet. Unlike the IR system, RF pads are not limited to line-of-sight transmission. Because of its large range, it is important that each classroom use a different channel number to prevent communication problems. Pads and receivers are programmed by instruction to a specific channel number and care should be taken not to mix the pads from different sets. The channel number is displayed on the receiver in bright red when powered by a USB connection. Access the summary screen to display the channel number programmed for the pad.



For example, this summary screen shows that pad ID 3 (0003) is programmed to communicate on channel number 15 (CH:15). Notice that the lower right of the screen must show K12 (not HE) to work with ExamView.

Students may enter responses up to 12 characters in length which include letters A-J, numbers, and symbols (+, -, \*, /, X, Y, parentheses, decimal, space). Because of its multi-character support, students must always press the **Send** button on the pad when they are ready to transmit their answer. It is important that students verify that all of their answers have been received. In Teacher-Led Student-Managed sessions, the projected feedback grid changes color when responses are received. For Student-Managed sessions, the pad's LCD screen displays a **RECV'D** message.

*To check the channel number on the Gen2 RF pad...*

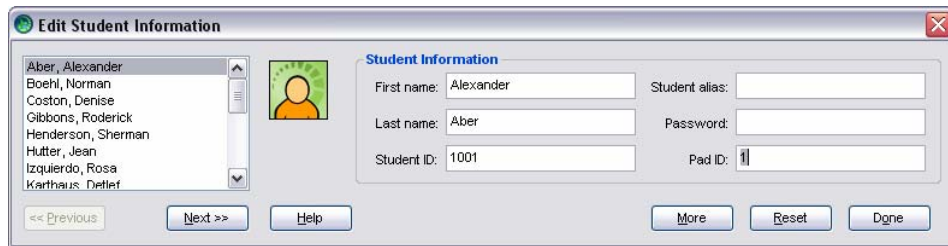
1. Start with the pad powered off.
2. Press and hold down the **Power/Join** button. The pad and serial numbers will be displayed.
3. While continuing to hold the **Power/Join** button down, press and hold down the right arrow (>) button.
4. Continue to hold both buttons down for several seconds then release both buttons.
5. Press the left arrow (<) button. The summary screen should now appear.
6. Note the channel number (CH:#). Press the **Send** button to return the pad to normal function.

## Assigning CPS Response Pad IDs

In order to correlate the transmitted data with student records, response pad IDs must be assigned to students.

*To assign a response pad ID...*

1. If the **Student Information** window is not already open, double-click the student you want to edit. Or, highlight the student and choose **Edit Student Information** from the **Student** menu.
2. Enter the response pad ID number in the field labeled **Pad ID**. To assign pad IDs to additional students, choose the student you wish to edit from the list on the left or click the **Previous** or **Next** buttons.



3. When you are finished assigning pad IDs to students, click **Done**.

### Notes:

- Pad ID values are limited to numbers ranging from 1 to 1000.
- Although pad IDs are an optional student information field, values must be unique within the class file. In other words, the same pad ID cannot be assigned to more than one student in the same class.




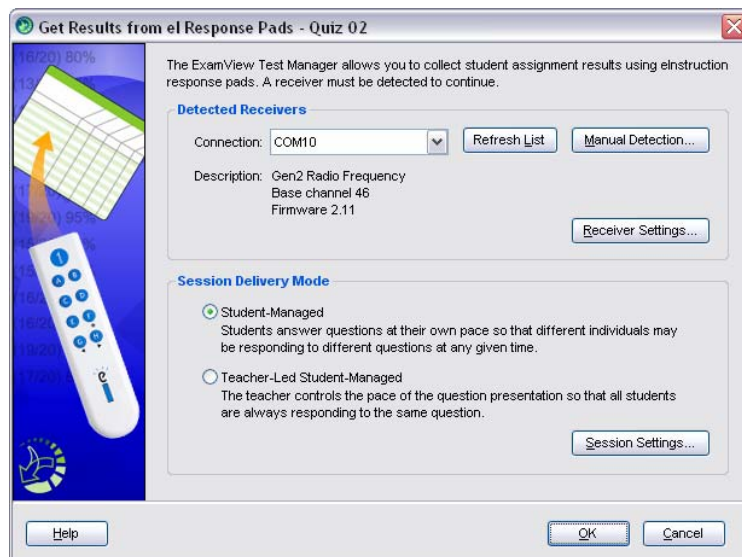
## Get Results from CPS Response Pads

After you create the assignment, hand out the paper test and response pads and start the response pad session to get the student results directly into **ExamView Test Manager**.

*To get results from CPS response pads...*



1. Launch ExamView Test Manager and open the class.
2. Select (highlight) the assignment that will be used in the response pad session.
3. Click the  toolbar button, or choose **Get Results from then CPS Response Pads** from the **Assignment** menu.
4. **Test Manager** searches for eInstruction receivers attached to the computer then opens the **Get Results from CPS Response Pads** dialog. All detected receivers are automatically shown by their COM port in the **Connection** pull-down list.



5. Select the **Session Delivery Mode** using the pair of radio buttons.

**Student-Managed:** Students work in a self-paced mode. At any given time students may be responding to different questions on the test. Depending on the hardware system, the session will either open with a student feedback grid that must be projected (IR) or an instructor feedback window that shows transmitted results in real-time (RF).

**Teacher-Led Student-Managed:** The instructor controls the pace of the assessment and leads the class through each question. For both IR and RF systems, a student feedback grid must be projected for the session.

6. Session settings may be verified or adjusted by clicking the **Sessions Settings** button.
7. Click the **OK** button to close the dialog and open the response pad session window.

**Notes:**

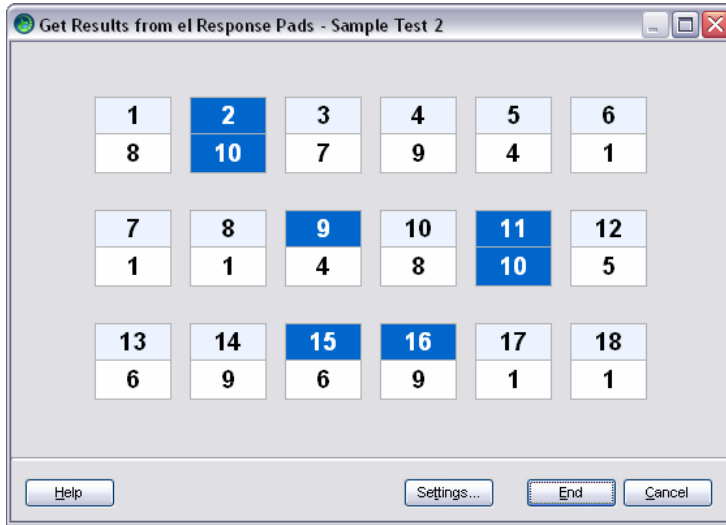
- Verify that the receiver is connected properly before opening the **Get Results from e1 Response Pads** dialog. Click the **Refresh List** button if the receiver does not appear in the Connection pull-down list.
- Some older models of the IR receiver require manual detection. Click the **Manual Detection** button and follow the dialog instructions.
- Although CPS is not required for the pads and receivers to work with **ExamView**, a USB-to-serial driver needs to be installed. If the receiver continues to fail detection, try to reinstall this driver. Visit the einstruction website ([www.einstruction.com](http://www.einstruction.com)) to download the latest version of this driver.

## **Student-Managed Sessions with IR Pads**

Student-Managed IR sessions allow students to work at their own pace. Unlike Student-Managed RF sessions, these sessions require that a projector is used to display a feedback grid. When the feedback grid opens, the main gradebook window is hidden from view to prevent scores from being projected to the class.

The feedback grid includes a box for each student, the top half of each box shows the pad ID number and the bottom half shows the current question number for that pad. The numbers combined with color changes allow students to monitor their progress.

## IR Student-Managed feedback grid:



Feedback grid top numbers correspond to pad IDs, bottom numbers show the current question number for that pad. Notice how each student works at their own pace.

A summary of the feedback grid color meaning is shown below.



**Dark Gray/Gray = Disabled**  
Session has not yet begun. All pads are completely disabled. This example shows the box for pad ID 3 waiting to answer question 1.



**Blue/Gray = Unsupported Question**  
If the option to show unsupported questions is selected in the session settings, questions that cannot be answered with the response pads will appear with the blue/gray color combination. Student must use the arrow buttons to navigate past this question.



**Light Blue/White = Ready for Response**  
Session is active. In this example, student with pad ID 3 should answer question 1.



**Blinks Green = Same Response**  
The green color flash indicates that a new response has been received for the question, but it is the same as the previously recorded response.



**Blue/White = Question Answered**  
The top half (pad ID) turns blue when a question (bottom number) is answered. In this example, question 1 has been answered by pad ID 3.



**Blinks Yellow = Different Response**  
The yellow color flash indicates that a new response has been received for the question and it is different from the previously recorded response.



**Blue/Blue = All Questions Answered**  
The bottom half (question number) turns blue when all questions are answered for a particular pad ID. In this example, pad ID 3 has answered all questions and is currently on question 10.



**Blinks Red = Out of Range Response**  
The red color flash and "X" display indicates that a response is out of range for the question. For example, "E" is answered for a multiple choice question with choices A-D. Out of range responses are ignored and the question number is not advanced.

## Student-Managed Sessions with RF Pads

Student-Managed RF sessions allow students to work at their own pace and do not require a projector to display a feedback grid. Students use the pad LCD to track which question they are on and when a response has been received. Because answers may include multiple characters, students need to press the **Send** button at the end of every response to signify that the answer is complete. Questions that have been sent will display a **RECV'D** message on the LCD. See the example screens below.



While students use their pad LCD to track their individual progress, instructors monitor the class progress through the **Get Results from CPS Response Pads** session dialog. The session dialog is not projected and shows the student results in real-time as they are transmitted to the receiver.

The screenshot shows a dialog box titled "Get Results from e1 Response Pads - Sample Test". It contains a table with the following data:

| Pad ID | Name                | Score | Attempted | Not Attempted |
|--------|---------------------|-------|-----------|---------------|
| 1      | Aber, Alexander     | 60%   | 7         | 3             |
| 2      | Boehl, Norman       | 40%   | 4         | 6             |
| 3      | Coston, Denise      | 70%   | 8         | 2             |
| 4      | Gibbons, Roderick   | 40%   | 4         | 6             |
| 5      | Henderson, Sherman  | 30%   | 4         | 6             |
| 6      | Hutter, Jean        | 30%   | 5         | 5             |
| 7      | Izquierdo, Rosa     | 50%   | 5         | 5             |
| 8      | Karthaus, Detlef    | 40%   | 4         | 6             |
| 9      | Kretten, Carl       | 30%   | 5         | 5             |
| 10     | Loeffle, Karsten    | 10%   | 2         | 8             |
| 11     | Matsui, Etsuko      | 20%   | 2         | 8             |
| 12     | McDowell, Geraldine | 30%   | 3         | 7             |
| 13     | Muñoz, Isabel       | 40%   | 4         | 6             |
| 14     | O'Neill, Brian      | 40%   | 5         | 5             |
| 15     | Pitzer, Debbie      | 60%   | 6         | 4             |
| 16     | Rhodes, Jackie      | 80%   | 8         | 2             |
| 17     | Saarinén, Esa       | --    | 0         | 10            |
| 18     | Wallace, Jeff       | 30%   | 5         | 5             |

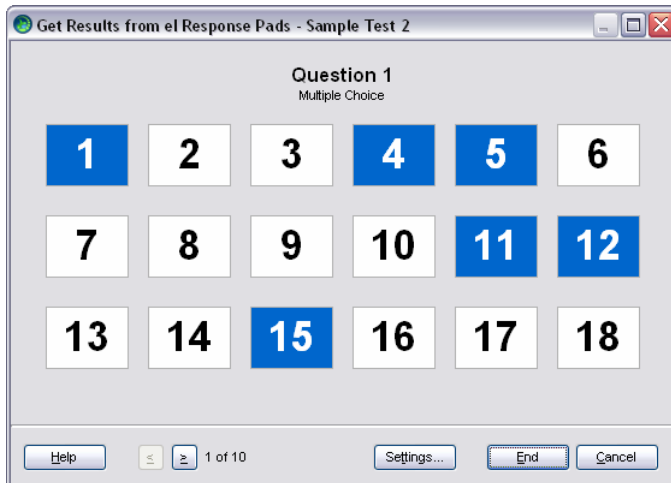
Below the table, it shows "Average: 41.2%" and "Total Questions: 10". At the bottom, there are buttons for "Help", "Settings...", "End", and "Cancel".

Scores are shown in either points or percentages, depending on the display settings for the main gradebook.

## Teacher-Led Student-Managed Sessions

Teacher-Led Student-Managed mode has the teacher set the pace of the response pad session and is especially appropriate for younger grades. The mechanics of this session are the same for both IR and RF pads. A typical scenario for this mode would be to administer an assessment in the traditional fashion using paper and pencil. At the end of the test period, the teacher starts the response pad session, projecting the feedback grid and leading the class through the process of transmitting their results. The feedback grid displays each pad ID in a box that changes color when the student transmits a response.

## Teacher-Led Student-Managed feedback grid:



Feedback grid numbers correspond to pad IDs. Notice how all students are responding to the same question. The instructor uses the arrow buttons (or arrow keys on the keyboard) to change the question number.

Click the arrow buttons or use the arrows on the keyboard to change the question number displayed to the class.

A summary of the feedback grid color meaning is shown below.

- |   |  |
|---|--|
| <b>3</b> Gray = Disabled<br>Session has not yet begun. All pads are completely disabled. This example shows the box for pad ID 3 waiting to answer question 1.                | <b>3</b> Blinks Green = Same Response<br>The green color flash indicates that a new response has been received for the question, but it is the same as the previously recorded response.   |
| <b>3</b> White = Ready for Response<br>Session is active. In this example, student with pad ID 3 should answer question 1.  | <b>3</b> Blinks Yellow = Different Response<br>The yellow color flash indicates that a new response has been received for the question and it is different from the previously recorded response.  |
| <b>3</b> Blue = Question Answered<br>The top half (pad ID) turns blue when a question (bottom number) is answered. In this example, question 1 has been answered by pad ID 3. | <b>X</b> Blinks Red = Out of Range Response<br>The red color flash and "X" display indicates that a response is out of range for the question. For example, "E" is answered for a multiple choice question with choices A-D. Out of range responses are ignored and the question number is not advanced. |

## ADMINISTER ONLINE TESTS ON YOUR LOCAL AREA NETWORK

The **ExamView Assessment Suite** includes all of the tools you need to create and administer online tests on your local area network (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 local area network (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 local area network (LAN), you must get ready for online testing.

1. Talk to your network administrator to secure space on your local area network to put the online tests.

You and your students both need read/write (full) access to the network folder.

2. Ask your network administrator to install the **ExamView Test Player** on your network and to place a shortcut on each workstation to access the program. Or, you can install the player program on each computer.

*Talk to your network administrator to get everything set up before you publish an online test.*

**(Windows only) 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.

3. Start **ExamView Test Generator**, choose **Preferences** from the **Edit** menu and click the **Files** icon. Set the default online (LAN) path to the location on the network.

## Create an Online (LAN) Test without a Roster

You can publish an online test with or without a roster for your students to take on your local area network (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. 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. On the File menu, point to **Publish To**, and then click **ExamView Test Player on LAN**.
3. Select **Allow access to anyone** and click **Next**.

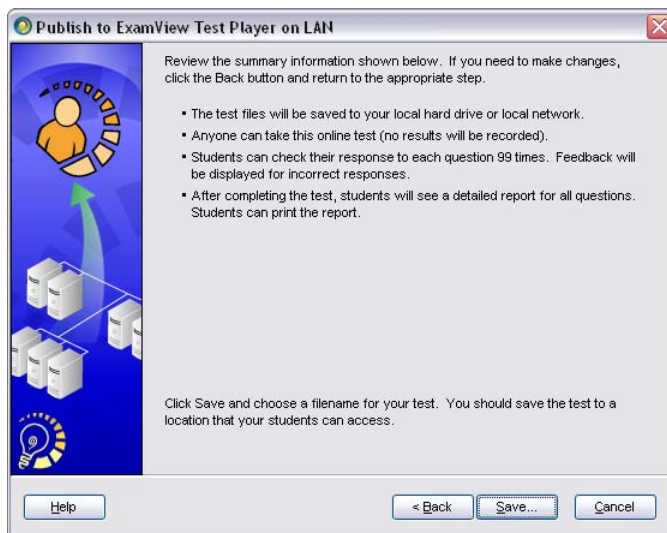
*Results are not stored for online tests without a roster. These tests are great for practice tests and homework.*



4. Enter a test title and follow the steps to set the remaining options (i.e., password, question order, number of questions, student feedback, and reports) for the online test.

The program provides numerous options that allow you to customize the online testing experience for your students' needs. Click the **Help** button to view detailed information about the online testing options.

5. Review the test summary information and click the **Save** button to save the online test to your local area network (LAN).



*You can set the default folder using the Preferences option in the Edit menu.*

**Note:** When you save the online test, the program saves a specially formatted copy of the test (with an “.eot” extension) to the location you specified. Remember that your students must access the test file on the local area network (LAN). If you saved the test to your hard drive, you must copy the online test (“.eot”, not “.tst”) to your network.

6. If your test includes links to any multimedia files, you must copy those files manually to the same location as the online test.

Students can now take the online test. See the **Take a Test with the Test Player** section.

**IMPORTANT:** Preview the online test to make sure that everything is working. If you notice an error, make changes to the original test and publish it again.



## Create an Online (LAN) Test with a 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.

*To create a test, publish the test, and track results for selected students...*



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**.



*If you include open-ended questions, it is easy to score student responses manually.*

4. Select the **Launch ExamView Test Manager after publishing online test** checkbox and click **Save** to save the online test.

**Note:** When you save the online test, the program saves a copy of the test (with an ".eot" extension) to the location you specified. Remember that your students must access that location on the local area network (LAN). If you saved the test to your hard drive, you must copy the online test (the ".eot" file, not the ".tst" file) to your network.


5. If your test includes links to any multimedia files, you must copy those files manually to the same location as the online test.

To assign an online test to a class...



1. Start the ExamView Test Manager (if necessary).

After you publish an online test, you must complete the process by creating an assignment for that class.

2. Open a class file.
3. Click  or choose the **Create New Assignment** option from the **Assignment** menu.
4. Enter the assignment name, category, term, and date.
5. Choose the **Online test delivered over a local area network (LAN)** option to identify how you will administer the test. Click the **Next** button.

The ExamView Test Manager allows you to track student test results. To collect the results, you need to create a test assignment.

**Step 1:** Enter the assignment name, ID, category, term, and date.

Assignment name: Sample Online LAN Test

Assignment ID: (optional)

Category: Test

Term: 1 Date: 06/14/2007

You can administer tests in several ways—on paper, over a local area network, using the Internet, or through any combination of these methods.

**Step 2:** Select the way(s) the test will be administered.

Paper test scored manually, with a scanner, or with CPS response pads

Online test delivered over a local area network (LAN)

Online test published to the ExamView Learning & Test Center website

Help < Back Next > Cancel

*Select an ExamView online test (.eot), not a regular test (.tst) file name.*

*You can preview a test to make sure it is the right one.*

6. Select the file name that corresponds to the test you published in the ExamView Test Generator.
7. 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.

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.

- Follow the steps to set the remaining options (i.e., password, test date, time limit, question order, student feedback, and reports) for the online test.

The program provides numerous options that allow you to customize the online testing experience for your students' needs. Click the **Help** button to view detailed information about the online testing options.

**New Assignment**

Students are required to enter a password before they can access the test. If you want all students to use the same password, or if some students have not been assigned individual passwords, enter a password below.

**Step 4:** Enter a password required to access the test.

Password:

Use only for students with no assigned password  
 Use for all students

---

Students may take the test anytime they want, or you may limit access to this online test to a specific range of dates.

**Step 5:** Specify when students may take this online test.

Students may access this test anytime  
 Students may access this test

from  12 AM : 00  
to  12 AM : 00

Students may review their test results after

Buttons: Help, < Back, Next >, Cancel

- Review the summary information and click the **Finish** button.

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

**Sample Class.cls - ExamView Test Manager**

File Edit View Student Assignment Report Help

100%

**Washington High School**  
**Mathematics 101**  
Mrs. Juanita Sanchez

|                     | Quiz 01                           | Test 01                           | Quiz 02                           | Sample Online (LAN) Test          |       |  |  |
|---------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-------|--|--|
|                     | 01/05<br>Quiz<br>Term 1<br>15 pts | 01/10<br>Test<br>Term 1<br>40 pts | 01/25<br>Quiz<br>Term 1<br>10 pts | 01/25<br>Test<br>Term 1<br>25 pts |       |  |  |
| Name                | Student ID                        | Score                             | Score                             | Score                             | Score |  |  |
| Aber, Alexander     | 1001                              | 93.3%                             | 87.5%                             | --                                | --    |  |  |
| Boehl, Norman       | 1002                              | 86.7%                             | 75%                               | --                                | --    |  |  |
| Coston, Denise      | 1003                              | 73.3%                             | 95%                               | --                                | --    |  |  |
| Gibbons, Roderick   | 1004                              | 86.7%                             | 82.5%                             | --                                | --    |  |  |
| Henderson, Sherman  | 1005                              | 86.7%                             | 90%                               | --                                | --    |  |  |
| Hutter, Jean        | 1006                              | 86.7%                             | 80%                               | --                                | --    |  |  |
| Izquierdo, Rosa     | 1007                              | 86.7%                             | 97.5%                             | --                                | --    |  |  |
| Karthus, Detlef     | 1008                              | 93.3%                             | 82.5%                             | --                                | --    |  |  |
| Kretten, Carl       | 1009                              | 93.3%                             | 80%                               | --                                | --    |  |  |
| Loeffle, Karsten    | 1010                              | 80%                               | 95%                               | --                                | --    |  |  |
| Matsui, Etsuko      | 1011                              | 86.7%                             | 100%                              | --                                | --    |  |  |
| McDowell, Geraldine | 1012                              | 86.7%                             | 87.5%                             | --                                | --    |  |  |
| Muñoz, Isabel       | 1013                              | 93.3%                             | 87.5%                             | --                                | --    |  |  |
| O'Neill, Brian      | 1014                              | 80%                               | 67.5%                             | --                                | --    |  |  |
| Pitzer, Debbie      | 1015                              | 73.3%                             | 87.5%                             | --                                | --    |  |  |
| Rhodes, Jackie      | 1016                              | 80%                               | 90%                               | --                                | --    |  |  |
| Saarinen, Esa       | 1017                              | 80%                               | 75%                               | --                                | --    |  |  |
| Wallace, Jeff       | 1018                              | 93.3%                             | 90%                               | --                                | --    |  |  |
| <b>Average</b>      |                                   | <b>84.4%</b>                      | <b>86.1%</b>                      | --                                | --    |  |  |

18 students, 4 assignments

Buttons: New Student..., New Assignment..., Edit..., Delete

10. You should preview the online test to make sure that the test itself and online settings are correct.

**IMPORTANT:** To preview a test with a roster, start the **EV Test Player** and use one of your student's IDs to take the test. When you finish, go to the **ExamView Test Manager**. Open the class file, select the assignment, and choose the **Get Results from a LAN Test** option. You should see the score for that student. Next, highlight (select) the student record and choose **Clear Student Results** from the **Student** menu. Be sure to clear the results for only the test you just previewed. Be sure to choose the **Update Online Tests** option in the **File** menu to apply the updates to the online test.

**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 Test with the Test Player

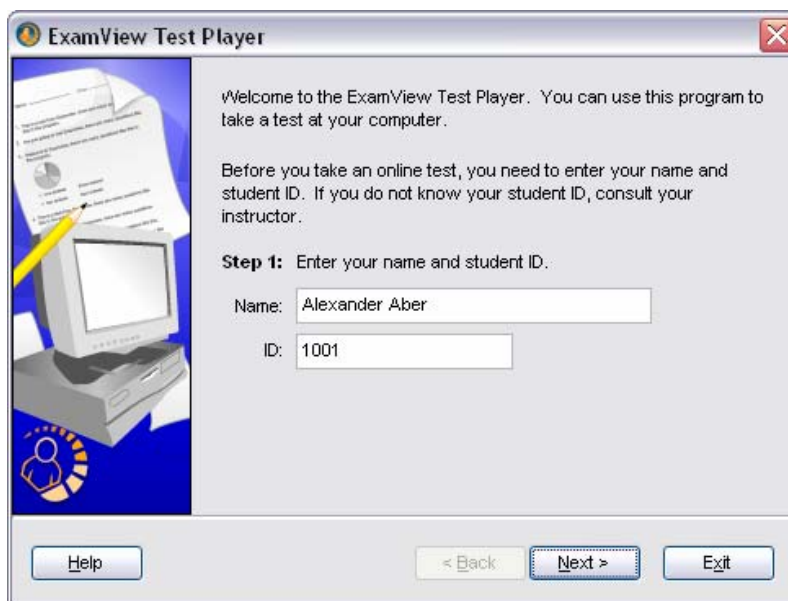
For tests that you administer on your local area network (LAN), students must use the **ExamView Test Player** to take the test. Before your students can take the test, make sure that the program is installed on your network and that students have read/write (full) access to the folder where the test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



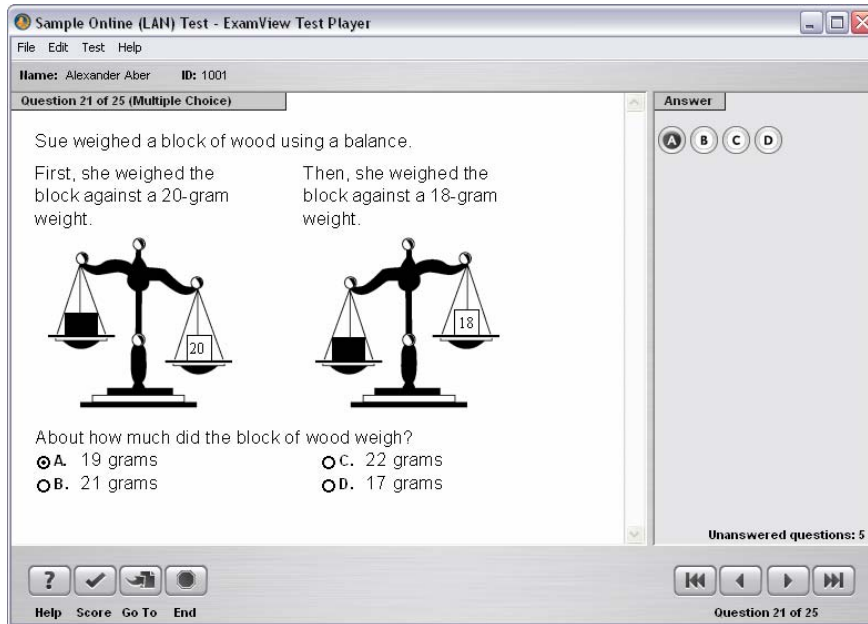
3. Select the test and click the **Next** button.

If you do not see the test listed, click the **Folder** button to change the location (if necessary). 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.

*If a student enters their ID incorrectly, no tests will appear in the list.*

- Review the test information and click the **Start** button to begin the test.

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.



The options available to the student depend on the online settings. For example, if you set the option to allow students to check their work, the **Score** button appears at the bottom of the window. If you set a time limit, a timer is displayed.

Get in the habit of previewing a test to make sure that you selected the appropriate settings.

- Respond to each question. Click the **Next** button or press **Page Down** to go to the next question.
- Click the **End** button when you are finished.

Depending on the reporting options you set, a report will appear.

- Click the **Exit** button to quit the program, or click the **New** button to start a new test.

*You can set an option to show the end-of-test report and whether students can print the report.*


## 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.

*Remember, that student results are stored only for online tests that you assigned to a class.*

To get results from a LAN test...

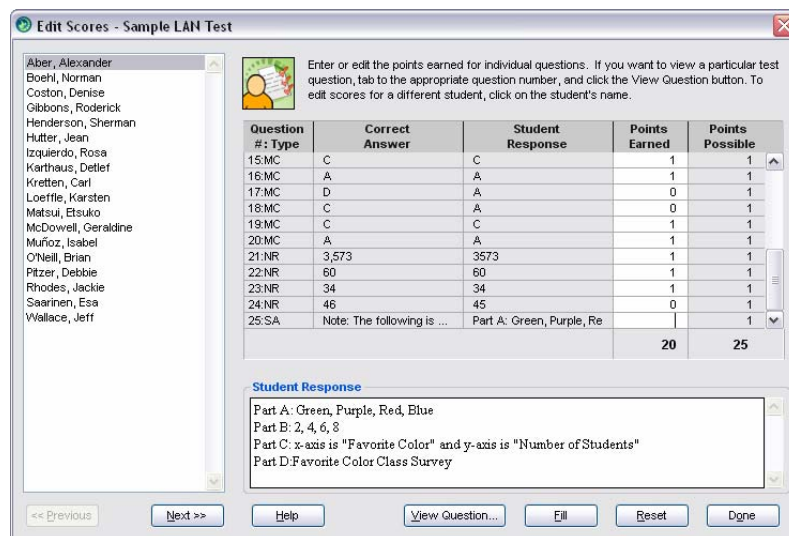


1. Start the ExamView Test Manager program.
2. Select (highlight) the assignment for which you want to get results.
3. Click  or choose the **Get Results from LAN Test** option from the **Assignment** menu.

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.

4. If your test included open-ended questions or you need to change a student's score, select the assignment and choose the **Edit Scores** option from the **Assignment** menu.

The **Edit Test Scores** window shows you how your students answered each question and the points earned. Select a student. For open-ended questions, select a question. The student's response appears for your review. Read the response and enter the points earned. 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.



Enter or edit the points earned for individual questions. If you want to view a particular test question, tab to the appropriate question number, and click the View Question button. To edit scores for a different student, click on the student's name.

| Question #: | Type | Correct Answer             | Student Response          | Points Earned | Points Possible |
|-------------|------|----------------------------|---------------------------|---------------|-----------------|
| 15:         | MC   | C                          | C                         | 1             | 1               |
| 16:         | MC   | A                          | A                         | 1             | 1               |
| 17:         | MC   | D                          | A                         | 0             | 1               |
| 18:         | MC   | C                          | A                         | 0             | 1               |
| 19:         | MC   | C                          | C                         | 1             | 1               |
| 20:         | MC   | A                          | A                         | 1             | 1               |
| 21:         | NR   | 3,573                      | 3573                      | 1             | 1               |
| 22:         | NR   | 60                         | 60                        | 1             | 1               |
| 23:         | NR   | 34                         | 34                        | 1             | 1               |
| 24:         | NR   | 46                         | 45                        | 0             | 1               |
| 25:         | SA   | Note: The following is ... | Part A: Green, Purple, Re |               | 1               |
|             |      |                            |                           | <b>20</b>     | <b>25</b>       |

**Student Response**

Part A: Green, Purple, Red, Blue  
Part B: 2, 4, 6, 8  
Part C: x-axis is "Favorite Color" and y-axis is "Number of Students"  
Part D: Favorite Color Class Survey

<< Previous    Next >>    Help    View Question...    Exit    Reset    Done

## PUBLISH A TEST TO THE LEARNING & TEST CENTER

Using **ExamView Test Generator**, you can publish an online test in several ways. One of those ways is to publish a test/assignment directly to an Internet test-hosting service called the **Learning & Test Center**. A test-hosting service offers these advantages: (1) publish to the Internet with just a few mouse clicks; (2) results tracking and reporting; (3) control over when and who takes a test; and (4) no additional hardware or maintenance costs.

FSCreations, Inc. (the developers of the **ExamView Assessment Suite**) offers an optional test-hosting service on an annual subscription basis. For more information and pricing, visit our website at [www.fscreations.com](http://www.fscreations.com).

*With the Learning & Test Center, you can...*

- Publish a self-grading practice test in just a few steps that your students can take from anywhere they have access to a computer and the Internet.
- Administer homework and automatically score it without any additional effort on your part.
- Deliver benchmark tests to a class or an entire school.
- Produce numerous reports that let you track student performance by standard.

Other companies may offer an online service. Check with your sales representative or visit their website for more details. If you do have access to a publisher service, follow the steps below except choose the appropriate service from the **Publish To** menu option.

**IMPORTANT:** You will not use the **ExamView Instructor Center** or **Learning & Test Center** to administer tests published to another service.

## Register for the Learning & Test Center

Before you use the **ExamView Learning & Test Center**, you must purchase a certificate number and then use it to register for an account. When you register, you receive an instructor ID and a password.

*To register for an account...*

1. Visit [www.fscreations.com/examview.php](http://www.fscreations.com/examview.php) and click the **Instructor Center** link.
2. Click the **Register** link and follow the instructions to sign up for the service.

Be sure to record your instructor ID and password. You will also receive an email with this information.

3. Quit the browser when you finish.

*After you register online at the FSCreations website, you can change your ID and/or password.*



## Publish a Test or Assignment

Publishing a test/assignment (regular or self-scoring) to the ExamView Learning & Test Center is a very simple process. Within minutes, you can create a test or an assignment for students to take online. Test or homework results are available immediately after your students complete the assignment.

*To publish an assignment...*



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 Learning & Test Center.
3. Enter a title for the test/assignment.
4. Enter your instructor ID and password, and then click the Next button.

*If you have an account with another service, select it from the Publish to: pop-up and enter the appropriate ID and password.*

A screenshot of a software dialog box titled "Publish to ExamView Learning & Test Center". The dialog box has a blue sidebar on the left with the ExamView logo and a globe icon. The main area contains instructions and two steps. Step 1: "Enter a name for the test." with a text field containing "Sample Online (LAN) Test". Step 2: "Enter your instructor ID and password." with text fields for "Instructor ID: SanchezJ" and "Password: \*\*\*\*\*", a checked "Save password" checkbox, and a "Register Now..." button. At the bottom are "Help", "< Back", "Next >", and "Cancel" buttons.

ExamView Learning & Test Center

ExamView requires that you enter a name for the online test. By default, the test title will be the same as you entered when you initially created your test.

**Step 1:** Enter a name for the test.

Test title:

To publish tests to the ExamView website, you must have already obtained an instructor ID and password. If you do not have an instructor ID and password, click the "Register Now" button.

**Step 2:** Enter your instructor ID and password.

Instructor ID:

Password:

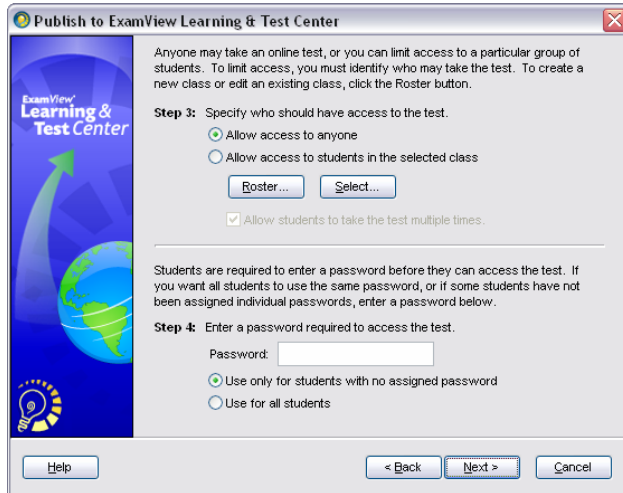
Save password

5. Select the option to determine who may access the test.

You can allow anyone to take the assignment or control access to students in a particular class. If you do not care about getting student results or how many times a student completes an assignment, allow access to anyone.

If you want to track your students' results, you must assign a class. You can create a roster or import student names and IDs from another file.

6. Set a password for the assignment and click the **Next** button.



*After you publish an assignment, you can preview it and edit many of the settings online at the Instructor Center.*

7. Select the remaining online options.
8. Review the summary information, and click the **Publish** button to upload the assignment to the website.

After you publish the assignment, you will receive an email that confirms you published the assignment successfully. The email also includes instructions that you can provide to your students.

## Access the ExamView Instructor Center

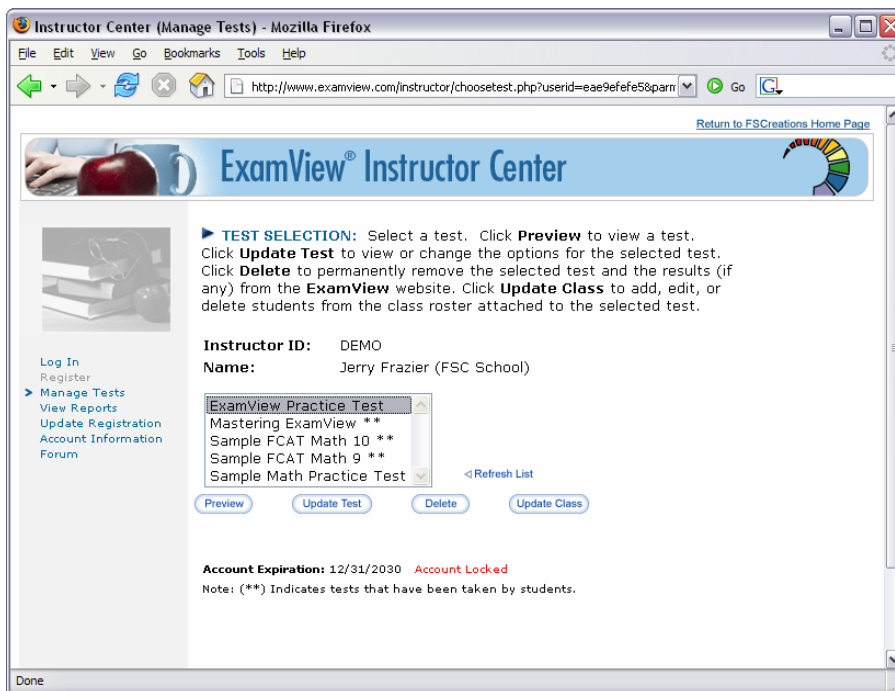
The ExamView Instructor Center provides access to tests you publish via the test-hosting service. Access the Instructor Center using a web browser on any computer connected to the Internet.

*Using the ExamView Instructor Center, you can...*

- Preview a test/assignment.
- Change selected test settings.
- Edit, change, or delete students.
- Access numerous student reports.
- Delete tests.
- Update your account information (ID, password, email address, etc.).

To access the *ExamView Instructor Center*...

1. Go to the [www.fscreations.com](http://www.fscreations.com) website.
2. Click the **Instructor Center** link.
3. Enter your instructor ID and password to log in to the Instructor Center.
4. Link to the desired option to manage tests, view reports, update account information, etc.



## Complete a Test/Assignment via the Internet

Students can take a test or complete an assignment using any computer (Windows or Macintosh) connected to the Internet (e.g., at school, in a lab, or at home). When you are ready for students to work online, direct them to the [www.evtestcenter.com](http://www.evtestcenter.com) website.

*When you publish an assignment, you get an email with a link to the test. Students can use that link to skip the log in process.*

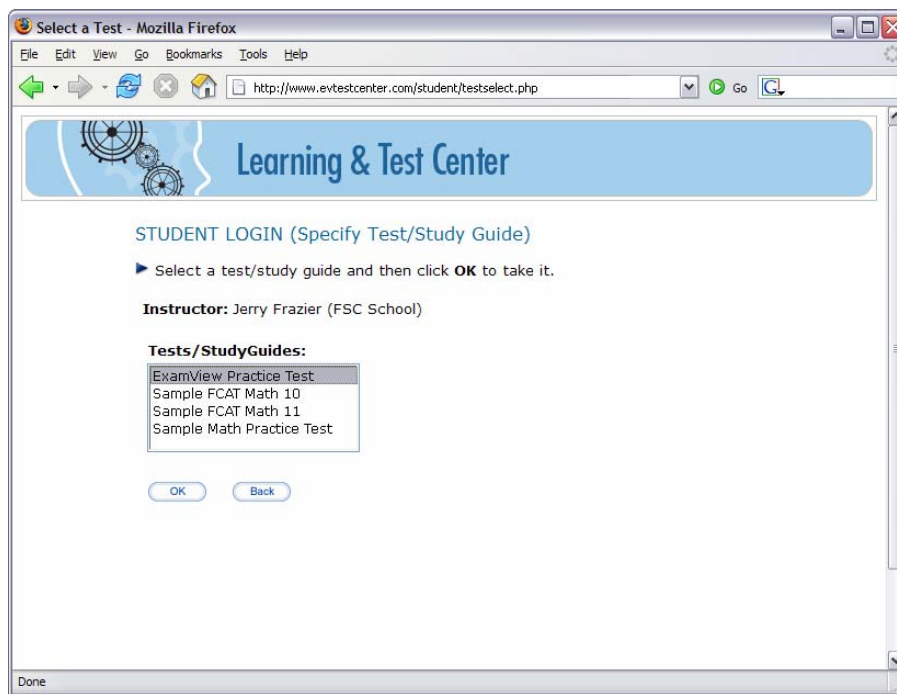
To take an online test or complete an assignment...

1. Go to the [www.evtestcenter.com](http://www.evtestcenter.com) website.

2. Enter the Instructor's ID.


After you log in, you will see a list of the available tests/assignments.

3. Highlight an item and click the OK button.



4. Enter the student ID or name, and enter the password.

**IMPORTANT:** If you published a test/assignment with a roster, your students must enter the ID you assigned to them. If you allowed anyone to access the assignment, students must enter their name.

5. Complete the test/assignment. Click  to submit and/or view the results.


## Get Results from an Internet Test/Assignment

Using the **ExamView Test Manager** you can download results from the **Instructor Center** to your desktop. Then, you can produce reports using the reporting options provided in the **ExamView Test Manager**. You can combine results from all of your assignments (paper, LAN, or Internet) into one convenient location.

Before you can download the results, publish your test/assignment with the **ExamView Test Generator** using the various online settings described in the previous sections. Administer the test or homework assignment to your students.

**IMPORTANT:** Getting the results from an Internet test is optional since you can access many reports online at the **ExamView Instructor Center**. With the test-hosting service, you can view student results and generate numerous reports online. You do **not** have to download the results into the **ExamView Test Manager**.

*To get results from an Internet test/assignment...*

1. Publish and administer a test/assignment to the **Learning & Test Center**.
2. Start the **ExamView Test Manager** (if necessary) and open a class.
3. Create an assignment if you have not already done so. Enter the assignment information and identify the test (.tst) for the program to read the answer key and other question information (standards, references, etc.).
4. Highlight the assignment. Click  or choose **Get Results from Internet Test**.
5. Enter your instructor ID and password, and click **Next**.
6. Select the Internet test from the list provided and click **Finish** to get the results.

The **ExamView Test Manager** downloads all of the students' responses and results from the Internet test-hosting site. If your test includes open-ended questions or you need to change a student's score, select the assignment and choose the **Edit Scores** option from the **Assignment** menu.

### Notes:

- When you publish an assignment, be sure to save a copy locally on your computer. The assignment you publish online must match exactly the one you use to create an assignment in the **Test Manager**.
- You can administer a test using any combination of paper, local area network (LAN), or Internet testing options.
- Unlike tests administered via a LAN, you cannot change the settings in the **ExamView Test Manager**. You must make any changes to these settings and the class roster online at the **Instructor Center**.

## **PREPARE REPORTS FOR PAPER AND ONLINE TESTS**

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The **ExamView Test Manager** enables you to prepare a variety of reports based on your students' assignment results data. You can print a report for a single assignment, a group of assignments, or all assignments. You can also easily customize a report to include selected students filtered by various criteria. Many of the reports include graphs and charts that provide a visual analysis of the data.

Use the **ExamView Test Manager** to generate the following class and reports.

### **Class Reports**

- Assignment Results
- Class Assignment Summary
- Open-Ended Responses Worksheet
- Item Analysis Summary
- Item Remediation Summary\*
- Class Roster
- Learning Focus
- Performance Summary
- Class Performance Progress Chart

### **Student Reports**

- Assignment Results
- Assignment Review
- Student Progress Report
- Learning Focus
- Performance Summary

For each report, you can choose reporting options to control the information included in the report. Using the filter option, you can generate reports for selected students or a group of students that match the criteria you set.

## **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 allows you to assess your class as a whole and then determine appropriate strategies to achieve the learning objectives/standards. With each report, you can control numerous reporting options to customize the report as desired. This section includes a brief overview and a sample of each class report.

## Assignment Results

The **Assignment Results** report provides performance data for each student for a particular assignment. The report includes the student's name, ID, points earned, and percentage achieved. For online 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. When you choose this report, you can control various reporting options. For example, you can choose to show all of the student information or you can include the ID or alias for each student.

Using the statistical data in the **Assignment Results** report, you can see how the majority of the students performed on the assignment. The duration data provides useful information for future reference; you can calculate the approximate amount of time required for the students to complete the assignment. Finally, you might use the **Assignment Results** report to post the results of an assignment.

### Assignment Results

Mr. Robert Abrahms  
FSC High School

#### Math

**Total Students: 25**

**Assignment:** Reports  
**Category:** Test  
**Term:** 1  
**Date:** 06/14/2005  
**Points:** 50 (50 questions)

| Student            | ID        | Points (%) | Attempts | Start Time   | Duration        |
|--------------------|-----------|------------|----------|--------------|-----------------|
| Alexander Aber     | 104681655 | 45 (90%)   | 1        | 06/14 2:38pm | 0 min., 18 sec. |
| Andy Baba          | 656526865 | 38 (76%)   | 1        | 06/14 2:38pm | 0 min., 19 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., 20 sec. |
| Denise Coston      | 827844811 | 42 (84%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Wilbert Dowdy      | 013105510 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Chris Farwell      | 346695870 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Michael Gibbons    | 431603314 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Ken Hamlett        | 018922988 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Sherman Henderson  | 452946293 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Jean Hutter        | 911832166 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Detlef Karthaus    | 203996934 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Carl Kretten       | 114964396 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Karsten Loeffle    | 677962071 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Geraldine McDowell | 467832015 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Randolph Nartler   | 505954704 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Brian O'Neill      | 653378122 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Debbie Pitzer      | 866631735 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Jackie Rhodes      | 888471963 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Esa Saarinen       | 771354418 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Mark Schwartzba    | 298837995 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |
| Alex Spurduti      | 316036975 | 40 (80%)   | 1        | 06/14 2:39pm | 0 min., 24 sec. |

### Assignment Results

Mr. Robert Abrahms  
FSC High School

#### Math

**Total Students: 25**

**Assignment:** Reports  
**Category:** Test  
**Term:** 1  
**Date:** 06/14/2005  
**Points:** 50 (50 questions)

| Median | Mean  | Low | High | Range | Std. Deviation |
|--------|-------|-----|------|-------|----------------|
| 80%    | 79.7% | 60% | 94%  | 34%   | 8.6%           |

**Frequency Distribution**

## Class Assignment Summary

The **Class Assignment Summary** report provides the average for each student for all assignments or for a particular category (i.e., tests, quizzes, etc.) of assignments. You can summarize the data for all terms or one term. For example, you can create a report that shows each student's average for all tests in the first term.

Over time, the **Class Assignment Report** provides useful data to help you assess the performance of your class as a whole. From this information, you might be better equipped to assess the effectiveness of your teaching strategies and the associated assignments as they relate to the learning objectives/standards for the class.

**Note:** In the **Class Assignment Summary** report, the shaded area (▬) shows the median performance range for the class and the diamond (◆) shows the exact student average.

| Class Assignment Summary              |           |         |           |    |     |      |        |        |        |                           |
|---------------------------------------|-----------|---------|-----------|----|-----|------|--------|--------|--------|---------------------------|
| Mr. Robert Abrahms<br>FSC High School |           |         |           |    |     |      |        |        |        |                           |
| <b>Math</b>                           |           |         |           |    |     |      |        |        |        | <b>Total Students: 25</b> |
| <b>Category:</b>                      | All       |         |           |    |     |      |        |        |        |                           |
| <b>Term:</b>                          | All       |         |           |    |     |      |        |        |        |                           |
| Student                               | ID        | Average | Points    | 0% | 50% | 100% | Term 1 | Term 2 | Term 3 | Term 4                    |
| Alexander Aber                        | 104681655 | 83.7%   | 791/945   | ▬  | ◆   | ▬    | 82.6%  | 84.3%  | 84.3%  | --                        |
| Andy Baba                             | 656526865 | 76.3%   | 721/945   | ▬  | ◆   | ▬    | 75.4%  | 72.5%  | 80%    | --                        |
| Norman Boehl                          | 379044498 | 78.8%   | 745/945   | ▬  | ◆   | ▬    | 86.4%  | 67.5%  | 79.7%  | --                        |
| Manuel Campag                         | 218031585 | 87.1%   | 823.5/945 | ▬  | ◆   | ▬    | 90.6%  | 81.6%  | 87.8%  | --                        |
| Denise Coston                         | 827844811 | 76.6%   | 724/945   | ▬  | ◆   | ▬    | 74.2%  | 76.1%  | 79.4%  | --                        |
| Wilbert Dowdy                         | 013105510 | 90.3%   | 853.5/945 | ▬  | ◆   | ▬    | 89.4%  | 85.1%  | 95.1%  | --                        |
| Chris Farwell                         | 346695870 | 78.6%   | 743/945   | ▬  | ◆   | ▬    | 74.2%  | 76.5%  | 84.6%  | --                        |
| Michael Gibbons                       | 431603314 | 86.5%   | 817/945   | ▬  | ◆   | ▬    | 88.7%  | 85.1%  | 85.2%  | --                        |
| Ken Hamlett                           | 018922988 | 76.3%   | 721/945   | ▬  | ◆   | ▬    | 76.2%  | 73.3%  | 78.6%  | --                        |
| Sherman Henderson                     | 452946293 | 80.1%   | 757/945   | ▬  | ◆   | ▬    | 79.7%  | 80.4%  | 80.3%  | --                        |
| Jean Hutter                           | 911832166 | 81%     | 765/945   | ▬  | ◆   | ▬    | 85.5%  | 81.2%  | 76.2%  | --                        |
| Detlef Karthaus                       | 203996934 | 77.1%   | 729/945   | ▬  | ◆   | ▬    | 69.9%  | 79.6%  | 82.6%  | --                        |
| Carl Kretten                          | 114964396 | 82.2%   | 777/945   | ▬  | ◆   | ▬    | 82.3%  | 81.6%  | 82.6%  | --                        |
| Karsten Loeffle                       | 677962071 | 79%     | 747/945   | ▬  | ◆   | ▬    | 83.2%  | 72.2%  | 80%    | --                        |
| Geraldine McDowell                    | 467832015 | 81.5%   | 770/945   | ▬  | ◆   | ▬    | 87%    | 72.2%  | 82.9%  | --                        |
| Randolph Narlier                      | 605954704 | 78.8%   | 745/945   | ▬  | ◆   | ▬    | 77.1%  | 81.6%  | 78.6%  | --                        |
| Brian O'Neill                         | 653378122 | 83.4%   | 788/945   | ▬  | ◆   | ▬    | 83.2%  | 78.4%  | 87.2%  | --                        |



## 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 **ExamView Test Manager**.

1. After all of your students finish an online test, use the option to get the results into the **ExamView Test Manager**. This process reads all of the student responses for the assignment including the open-ended questions (essay, short answer, etc.).
2. 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.
3. 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 **ExamView Test Manager** at a convenient time.

| <b>Open-Ended Responses Worksheet</b>        |                          |                           |          |
|--|--------------------------|---------------------------|----------|
| <b>Mr. Robert Abrahms</b><br>FSC High School |                          |                           |          |
| <b>Math</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)        |                           |          |
| Item #                                       | Points Possible          | Points Earned             | Response |
| <b>Alexander Aber</b>                        |                          |                           |          |
| 46:PR  | 1                        | _____                     | 1.8      |
| 47:PR  | 1                        | _____                     | 72       |
| 48:PR  | 1                        | _____                     | 226.2    |
| 49:PR  | 1                        | _____                     | 301.6    |
| 50:PR  | 1                        | _____                     | 9        |
| <b>Andy Baba</b>                             |                          |                           |          |
| 46:PR  | 1                        | _____                     | 1.8      |
| 47:PR  | 1                        | _____                     | 72       |
| 48:PR  | 1                        | _____                     | 226.2    |
| 49:PR  | 1                        | _____                     | 301.6    |
| 50:PR  | 1                        | _____                     | 9        |
| <b>Norman Boehl</b>                          |                          |                           |          |
| 46:PR  | 1                        | _____                     | 1.8      |
| 47:PR  | 1                        | _____                     | 72       |
| 48:PR  | 1                        | _____                     | 226.2    |
| 49:PR  | 1                        | _____                     | 301.6    |

## 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. For example, suppose students answered a question overwhelmingly (e.g., 60%) with an incorrect response. This may have occurred because you recorded an incorrect answer for the question, the question was unclear, or you did not cover the information adequately in class.

If, in a particular multiple choice question, the student responses are evenly distributed for all of the answer choices, the analysis may indicate that students randomly selected a response. If, in another multiple choice question, students selected the correct response at 65% followed by 30% for the next response. This response analysis data may point to a common mistake students made in determining the correct answer for 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.

**Note:** In the **Item Analysis Summary** report, a warning icon appears next to any question answered incorrectly by a percent of the class that is greater than the threshold level.

| Item Analysis Summary   |                   |                           |  |
|---|-------------------|---------------------------|--|
| Mr. Robert Abrahms<br>FSC High School   |                   |                           |  |
| <b>Math</b>   |                   | <b>Total Students: 25</b> |  |
| <b>Assignment:</b>  | Quiz 01           |                           |  |
| <b>Category:</b>  | Quiz              |                           |  |
| <b>Term:</b>  | 1                 |                           |  |
| <b>Date:</b>  | 01/05/2007        |                           |  |
| <b>Points:</b>  | 15 (15 questions) |                           |  |
| Question  | Class Average     | Correct Response          |  |
| <i>Multiple Choice</i>  |                   |                           |  |
| 1   | 77.8%             | C                         | ( A: 22.2%, C: <b>77.8%</b> )              |
| 2   | 100%              | D                         | ( D: <b>100%</b> )                         |
| 3   | 88.9%             | B                         | ( A: 11.1%, B: <b>88.9%</b> )              |
| 4   | 94.4%             | A                         | ( A: <b>94.4%</b> , B: 5.6% )              |
| 5   | 72.2%             | A                         | ( A: <b>72.2%</b> , B: 11.1%, C: 16.7% )   |
| 6   | 100%              | B                         | ( B: <b>100%</b> )                         |
| ⚠   | 7                 | 66.7%                     | C ( B: 11.1%, C: <b>66.7%</b> , D: 22.2% ) |
| 8   | 83.3%             | D                         | ( A: 11.1%, C: 5.6%, D: <b>83.3%</b> )     |
| 9   | 100%              | D                         | ( D: <b>100%</b> )                         |
| ⚠   | 10                | 66.7%                     | D ( A: 22.2%, C: 11.1%, D: <b>66.7%</b> )  |
| 11  | 94.4%             | C                         | ( B: 5.6%, C: <b>94.4%</b> )               |
| 12  | 94.4%             | D                         | ( A: 5.6%, D: <b>94.4%</b> )               |
| 13  | 83.3%             | A                         | ( A: <b>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 ( A: <b>66.7%</b> , B: 16.7%, D: 16.7% ) |
| ⚠ - Indicates that the question was answered incorrectly by more than 30% of the class. |                   |                           |  |

## 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. The state standard information must include an alignment code in order to link to remedial instruction. The ExamView® Learning Series questions include state standard alignment codes. Learn more at [www.fscreations.com](http://www.fscreations.com).

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.

Remedial instruction is provided through netTrekker d.i. You must have an active netTrekker d.i. account to access the resources. To learn more about netTrekker visit [www.netTrekker.com](http://www.netTrekker.com)



### 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.

## Class Roster

The **Class Roster** report generates an alphabetical list of the students in a particular class. You can create a filter to include all of the class or selected students. Additionally, you can customize the **Class Roster** report by choosing to include the supplemental student information (i.e., ID/alias, password, grade, date of birth, sociological/economic, etc.).

You might use this report to have a printed record of the ID/alias and password for each of the students in each class. You could then conveniently reference this printout if a student forgets their ID, alias, or password. However, to maintain privacy of the IDs, you would want to keep the printout in a safe place where students and others could not access the information.

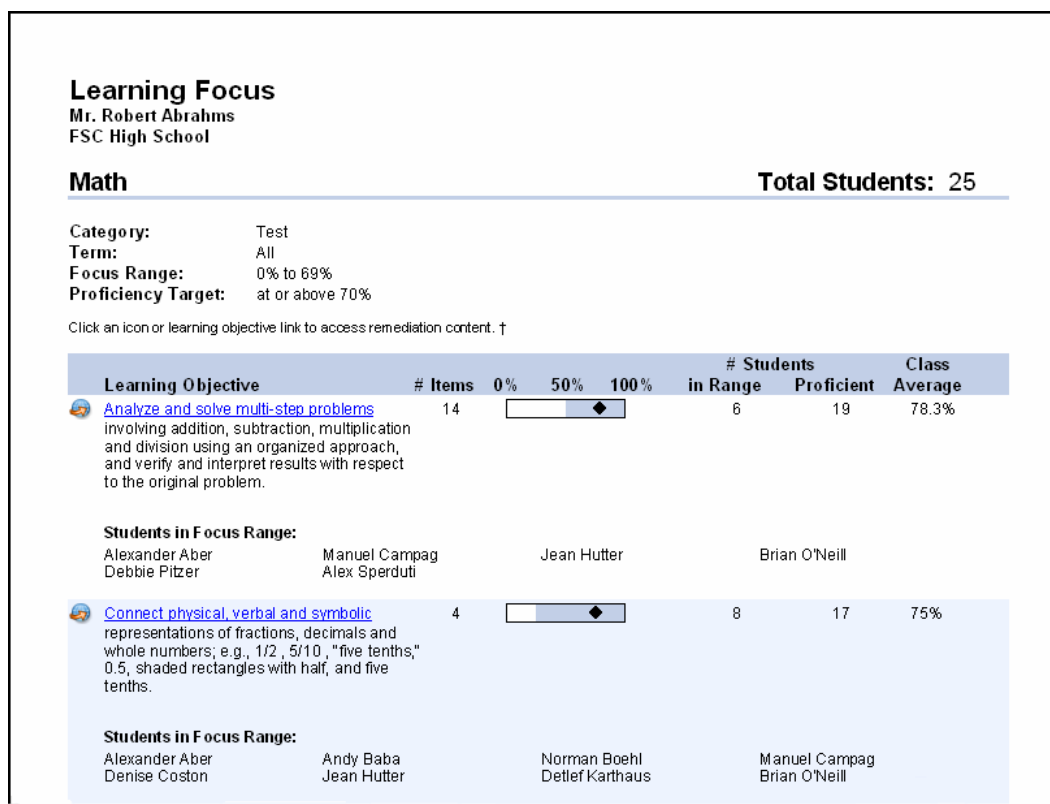
| <b>Class Roster</b>       |                        |                 |              |                                  |                                   |                            |              | <b>Total Students: 25</b>                    |
|---------------------------|------------------------|-----------------|--------------|----------------------------------|-----------------------------------|----------------------------|--------------|--|
| <b>Mr. Robert Abrahms</b> |                        |                 |              |                                  |                                   |                            |              |  |
| <b>FSC High School</b>    |                        |                 |              |                                  |                                   |                            |              |  |
| <b>Math</b>               |                        |                 |              |                                  |                                   |                            |              |  |
| <b>Student</b>            | <b>ID/<br/>Alias</b>   | <b>Password</b> | <b>Grade</b> | <b>Gender/<br/>Date of Birth</b> | <b>Sociological/<br/>Economic</b> | <b>Race/<br/>Ethnicity</b> | <b>Other</b> | <b>Custom 1/<br/>Custom 2/<br/>Device ID</b> |
| Alexander Aber            | 104681655<br>Aber      | abera           | 7            | Male                             |                                   |                            |              |  |
| Andy Baba                 | 656526865<br>Baba      | babaa           | 7            | Male                             |                                   |                            |              |  |
| Norman Boehl              | 379044498<br>Boehl     | boehl           | 7            | Male                             |                                   |                            |              |  |
| Manuel Campag             | 218031585<br>Campag    | campagn         | 8            | Male                             |                                   |                            |              |  |
| Denise Coston             | 827844811<br>Coston    | costond         | 7            | Female                           |                                   |                            |              |  |
| Wilbert Dowdy             | 013105510<br>Dowdy     | dowdyw          | 7            | Male                             |                                   |                            |              |  |
| Chris Farwell             | 346695870<br>Farwell   | farvellc        | 8            | Male                             |                                   |                            |              |  |
| Michael Gibbons           | 431603314<br>Gibbons   | gibbonsm        | 8            | Male                             |                                   |                            |              |  |
| Ken Hamlett               | 018922988<br>Hamlett   | hamlettk        | 7            | Male                             |                                   |                            |              |  |
| Sherman Henderson         | 452946293<br>Henderson | hendersons      | 8            | Male                             |                                   |                            |              |  |
| Jean Hutter               | 911832166<br>Hutter    | hutterj         | 8            | Female                           |                                   |                            |              |  |
| Detlef Karthaus           | 203996934<br>Karthaus  | karthausd       | 7            | Male                             |                                   |                            |              |  |
| Carl Kretten              | 114964396<br>Kretten   | krettenc        | 7            | Male                             |                                   |                            |              |  |
| Karsten Loeffle           | 677962071<br>Loeffle   | loefflek        | 7            | Female                           |                                   |                            |              |  |
| Geraldine McDowell        | 467832015<br>McDowell  | mcdowellg       | 7            | Female                           |                                   |                            |              |  |



## 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.

Similar to the Item Remediation Summary report, remedial content links may be available for the Learning Focus report when the focus is set to Learning Objective or State Standard. Remedial instruction is provided through netTrekker d.i. You must have an active netTrekker d.i. account to access the resources. To learn more about netTrekker visit [www.netTrekker.com](http://www.netTrekker.com)



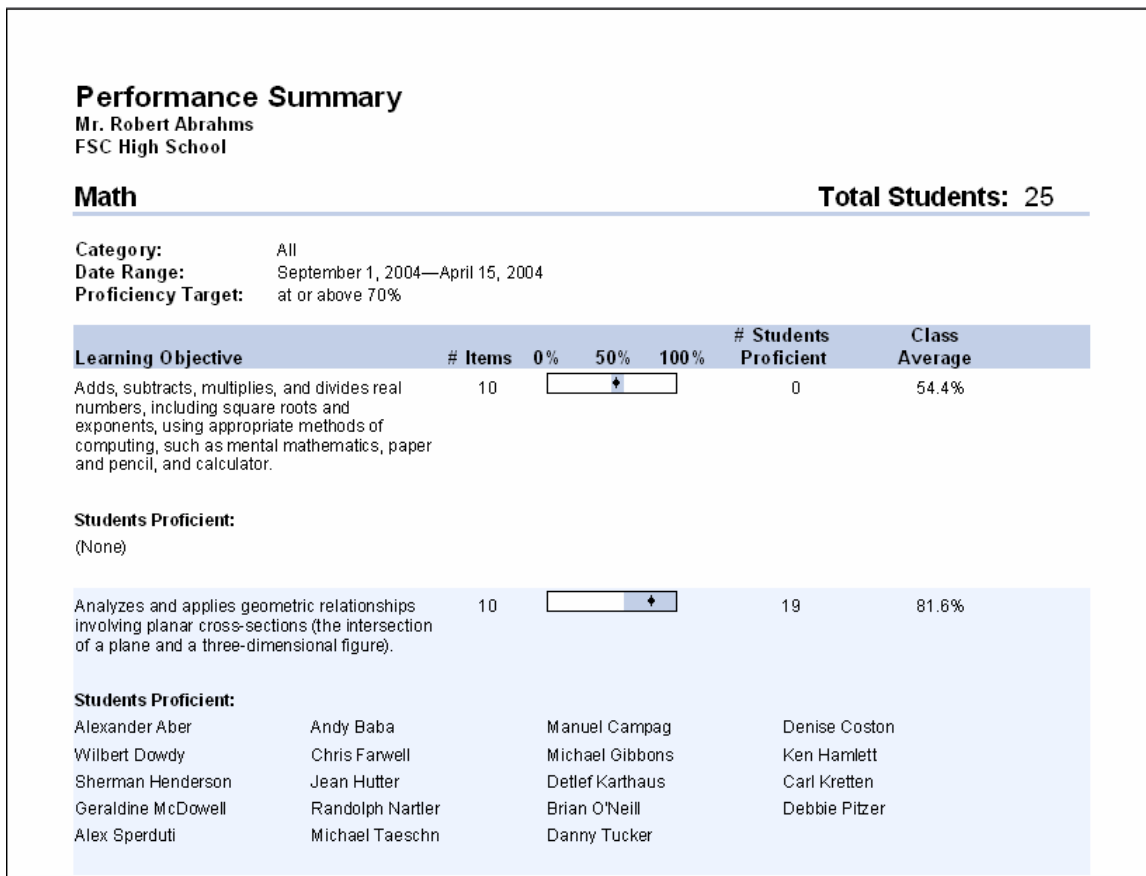
**Note:** The shaded area (  ) shows the performance for the median 70% of the students in your class. For example, if there are 20 students in your class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores represents 14 students or 70% of the class. The diamond (  ) 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.

## Performance Summary

The **Performance Summary** report provides a summary of your class' performance for all class assignments in a category over a specified date range. The **Performance Summary** report lists a learning objective/standard, the number of items (i.e., questions) that assess that objective/standard, and the proficiency level that the class as a whole has attained.

To use the **Performance Summary** 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.)

You can customize the **Performance Summary** report to generate the performance data that best meet your needs. You can select the date range for the class assignments, and you can set an appropriate proficiency target (e.g., 70% and above) for the class assignments at a particular time in the term. As an example, you might set the proficiency target at 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 proficiency target at 80%.



## 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 icons (  ) to indicate each student's performance on each of the learning objectives/standards.

| Performance Progress Chart   |         | Total Students: 25               |                                  |                                  |                       |                                  |                                  |                                  |                                  |  |
|--|---------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
| Mr. Robert Abrahms<br>FSC High School  |         |                                  |                                  |                                  |                       |                                  |                                  |                                  |                                  |  |
| <b>Math</b>  |         |                                  |                                  |                                  |                       |                                  |                                  |                                  |                                  |  |
| Category: All  |         |                                  |                                  |                                  |                       |                                  |                                  |                                  |                                  |  |
| Date Range: September 1, 2004—April 15, 2004   |         |                                  |                                  |                                  |                       |                                  |                                  |                                  |                                  |  |
| Proficiency Levels: <input type="radio"/> 0% - 70% <input type="radio"/> 70% - 85% <input checked="" type="radio"/> 85% - 100  |         |                                  |                                  |                                  |                       |                                  |                                  |                                  |                                  |  |
| Learning Objective   | # Items | Class Average                    | Alexander Aber                   | Andy Baba                        | Horman Boehl          | Manuel Campag                    | Denise Coston                    | Wilbert Dowdy                    | Chris Farwell                    |  |
| 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      | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |  |
| Analyzes and applies geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).   | 10      | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |  |
| Designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.   | 10      | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |  |
| Interprets data that have been collected, organized, and displayed in charts, tables, and plots.   | 10      | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |  |
| 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. | 10      | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |  |

## Student Reports

The ExamView Test Manager provides five 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.

### 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. (Many publishers include this information for the questions they provide.)

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  
FSC High School

**Alexander Aber** **Average: 90%** (45/50)

**Assignment:** Chapter 1 - Introduction  
**Category:** Test  
**Term:** 1  
**Date:** 06/14/2005  
**Points:** 50 (50 questions)

| Question               | Points | Your Response |
|------------------------|--------|---------------|
| <b>Multiple Choice</b> |        |               |
| 1                      | 1/1    | B             |
| 2                      | 1/1    | C             |
| 3                      | 1/1    | B             |
| 4                      | 1/1    | D             |
| 5                      | 1/1    | B             |
|                        |        |               |
| 6                      | 1/1    | D             |
| 7                      | 1/1    | B             |
| 8                      | 1/1    | B             |
| 9                      | 1/1    | D             |
| 10                     | 1/1    | D             |
|                        |        |               |
| 11                     | 1/1    | D             |
| 12                     | 1/1    | C             |
| 13                     | 1/1    | B             |
| 14                     | 1/1    | D             |
| 15                     | 1/1    | C             |
|                        |        |               |
| 16                     | 1/1    | D             |
| 17                     | 1/1    | B             |
| 18                     | 1/1    | D             |
| 19                     | 1/1    | D             |

**Assignment Results**  
Mr. Robert Abrahms  
FSC High School

**Alexander Aber** **Average: 90%** (45/50)

**Assignment:** Chapter 1 - Introduction  
**Category:** Test  
**Term:** 1  
**Date:** 06/14/2005  
**Points:** 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.         | 60%     | 6/10   | <div style="width: 60%;"></div>  |     |      | 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  | <div style="width: 100%;"></div> |     |      | 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  | <div style="width: 100%;"></div> |     |      | 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   | <div style="width: 90%;"></div>  |     |      | 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  | <div style="width: 100%;"></div> |     |      | MC:30, 31, 32, 33, 34, 35, 36, 37, 38, 39    |



## 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.) For example, a study tip such as *Refer to pp. 23-25* is the information in the **Reference** field for a question. 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

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

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

## 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.

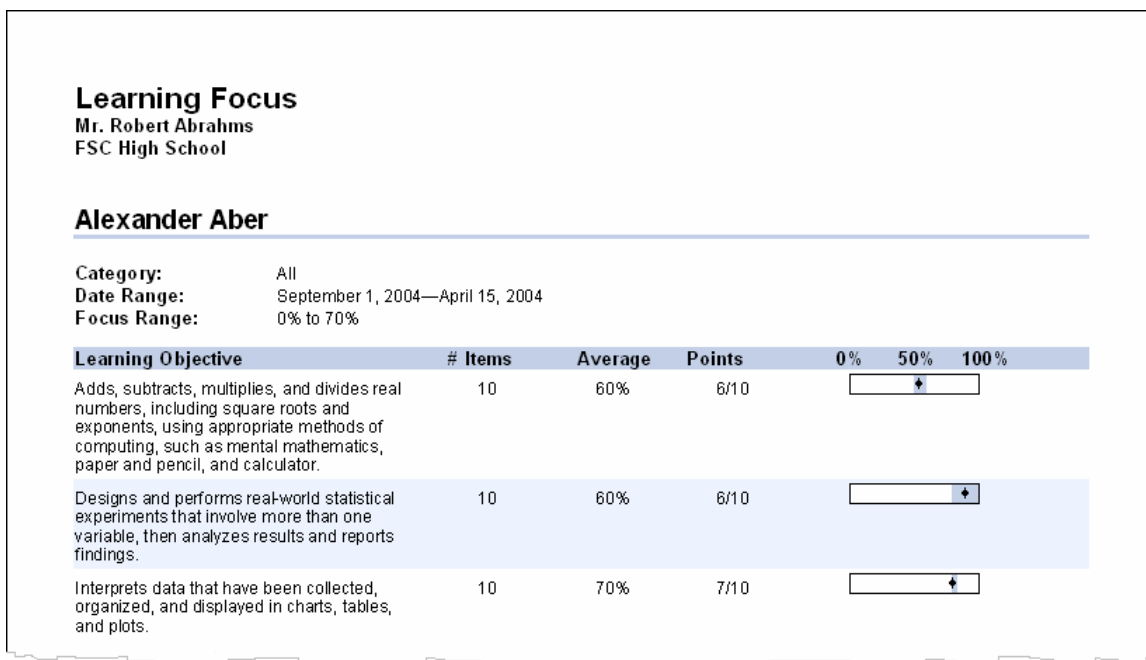
| <b>Student Progress Report</b>        |            |          |                               |              |               |
|---------------------------------------|------------|----------|-------------------------------|--------------|---------------|
| Mr. Robert Abrahms<br>FSC High School |            |          |                               |              |               |
| <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>  |


## 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.



**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.

## Performance Summary

The **Performance Summary** report shows at a glance how a student is performing on all learning objectives/standards for all assignments in a category over a specified date range. The **Performance Summary** report lists each learning objective/standard, the number of items (i.e., questions) that assess each learning objective/standard, a proficiency score for each learning objective/standard, whether the student is proficient based on the proficiency target, and the average for each learning objective/standard.

To use the **Performance Summary** 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.)

You can use the **Performance Summary** report to identify specific learning objectives/standards where the student needs to focus his/her learning efforts.

| <b>Performance Summary</b>   |                                  |    |     |      |             |         |
|--|----------------------------------|----|-----|------|-------------|---------|
| Mr. Robert Abrahms<br>FSC High School  |                                  |    |     |      |             |         |
| <b>Alexander Aber</b>  |                                  |    |     |      |             |         |
| <b>Category:</b>   | All                              |    |     |      |             |         |
| <b>Date Range:</b>   | September 1, 2004—April 15, 2004 |    |     |      |             |         |
| <b>Proficiency Target:</b>   | at or above 70%                  |    |     |      |             |         |
| Learning Objective   | # Items                          | 0% | 50% | 100% | Proficient? | Average |
| 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                               |    |     |      | No          | 60%     |
| Analyzes and applies geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).   | 10                               |    |     |      | Yes         | 100%    |
| Designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.   | 10                               |    |     |      | No          | 60%     |
| Interprets data that have been collected, organized, and displayed in charts, tables, and plots.   | 10                               |    |     |      | Yes         | 70%     |
| 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. | 10                               |    |     |      | Yes         | 100%    |

## Print a Report

After ExamView Test Manager prepares a report, you can print the report in just a few simple steps. When you are ready to print a report, follow these general instructions. Numerous report options allow you to customize the information that appears on the printout. For detailed instructions and options, see the corresponding help topic in the application.

*To print a report...*

1. Click the **Report** menu and choose a report.
2. Select the report options.
3. Click the **OK** button to display the report.
4. While viewing the report, click the **Print** button to send the report to the printer.

*You can set a filter to print only selected students based on various criteria.*

## Export Assignment Results

The ExamView Test Manager lets you export the students' results data for an assignment. You can export summary data (e.g., student name, ID, and percentage) or detailed data (e.g., student information, all responses, answer key, etc.). With the export option you can export student results in order to import them into your gradebook or a spreadsheet. For more advanced users, you can export the results for use with a student information system.

*To export the results for an assignment...*

1. Select an assignment.
2. On the **File** menu, point to **Export**, and then click the **Assignment Results as Text** or **Assignment Results as XML** option.

Use the **as Text** option to export results for use with a gradebook or a spreadsheet program. Use the **as XML** option to export results to a student information system.

3. Set the options (if necessary) and then enter a file name.

**Note:** You can also use the **Copy All Class Records** option in the **Edit** menu to copy all of the information in the work area. Then, you can paste that information into a spreadsheet document.

## PUBLISH AN INTERNET (HTML) TEST TO YOUR OWN WEBSITE

Using the **ExamView Test Generator**, you can publish any test as an HTML document. You can choose to create a self-grading study guide or a test that will send student results to you via email. After you publish the test, you must copy the files to your website so that your students can access the test.

Publishing an HTML test is a quick way to create an online test. However, these disadvantages exist: (1) you must have your own website and know how to upload files; (2) there are no settings to control when and who may access a test; (3) results are not stored in a database for access at a later time; and (4) getting results via email can be unreliable due to network settings and spam filters.

*The ExamView Test-Hosting Service provides a more robust Internet testing and study solution.*

For many situations, the HTML testing features provide an acceptable solution to meet a variety of online testing needs. Review the instructions in this section to learn how to publish an Internet (HTML) test.

**Note:** Publishers may restrict or prohibit the use of their question bank content on public websites. Please refer to the publisher's copyright notice for information on obtaining permissions to use their content online.

### **Publish an Internet (HTML) Test**

Follow the instructions below to set the features for the online test and save it to your hard drive.

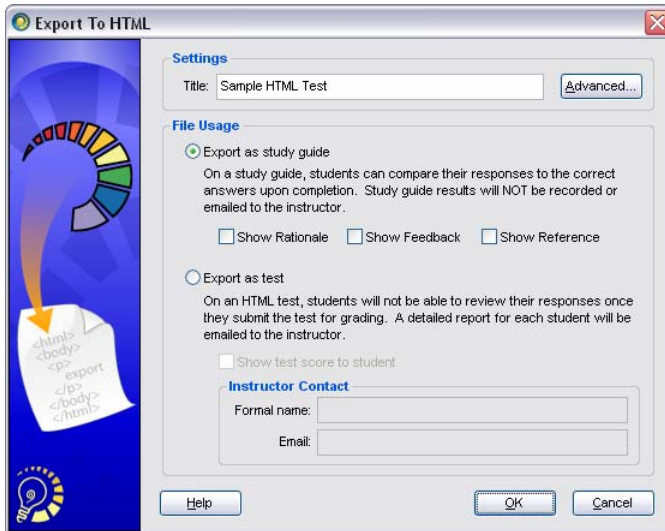
*To publish an Internet test...*



1. Start the **ExamView Test Generator** and create or open a test.
2. On the **File** menu, point to **Export**, and then click **HTML**.
3. Enter a test title and choose to export a study guide or a test.

A **study guide** is a self-grading test. You can choose to show the rationale, feedback, and reference if your test includes this information. Doing so makes the study guide a true learning experience rather than just telling the students that an answer is right or wrong.

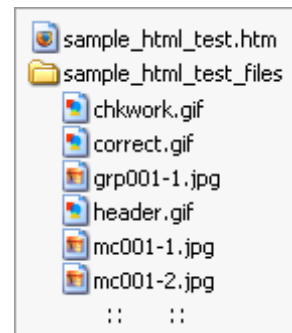
*Student feedback can include a hyperlink to remedial learning material.*



Choosing a test allows students to take it online, and you receive a separate results email for each student. You *must* include a valid email address. You also have the option to show a student his/her results after completing a test. The results email will contain the student name and his/her score.

4. Click the Save button to save the HTML document and image files to your hard drive.

When you publish an online test, the ExamView Test Generator saves an HTML file and all of the supporting images. The images are stored in a folder named similar to the test file itself.



5. Copy the HTML file and the folder with its contents to your website. Do not change anything including the folder name.

**Note:** If you do not know how to copy files to your website and set a hyperlink, contact your technology support person. The process varies depending on your particular system.

6. Preview the test before your students take it.

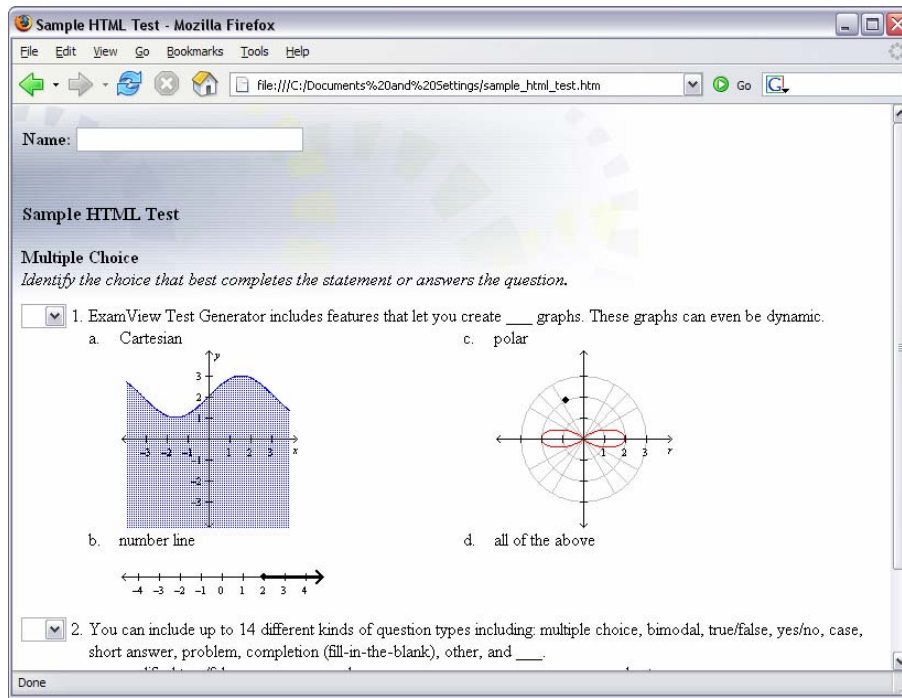
For tests, answer some or all of the questions. Then, click the **Grade & Submit** button and make sure that you receive a results email. It's very easy to enter the wrong email address. Doing so will cause you to not receive any emails.

## Take an Internet (HTML) Test

After you publish an HTML test and copy it to your website, your students can take the test anytime from anywhere they can access the Internet. You must provide your students with the website address (URL) for them to access the test.

*To take an Internet test...*

1. Start your web browser.
2. Enter the website address to go directly to the test or to a page with a hyperlink to the test.



3. When the test appears, enter your name (and email/ID if requested).
4. Complete the test.
5. When you finish your online work, click the **Check Your Work** button for a study guide or the **Grade & Submit** button for a test.

**Note:** For a test, you will receive a results email for each student shortly after the student clicks the **Grade & Submit** button.



### Technical Support

Before seeking technical support, please check the following:

- Is your computer working properly? Try some other software, which you know is working, on the same computer.
- Try the software on another computer.
- Can you repeat the problem? Does the problem occur at the same point each time?

In order to help you as quickly as possible, have the following information available before you contact technical support:

- Version of the software (e.g., 6.1.0) from the start-up splash screen or from the **About ExamView...** screen (accessed from the **Help** menu)
- Brand, model, and configuration of the computer you are using
- System version (Windows XP, Windows 2000, OS X 10.2, etc.)
- The exact wording of any error message

Visit our online support forum ([forum.fscreations.com](http://forum.fscreations.com)), for quick answers to most product questions. Topics on the forum cover everything from explaining product features to licensing and purchasing options. The active user community also provides useful solutions and product tips on the forum.

If you cannot find a solution to your problem on the forum, contact a technical support representative by telephone or email. FSCreations provides technical support for the **ExamView Assessment Suite**. For **Publisher** versions of **ExamView**, contact your publisher for support. Refer to your publisher's website to obtain the technical support contact information.

### Using the ExamView Assessment Suite with Other Applications

Many other products work with the **ExamView Assessment Suite** software and its content. For example, you can deliver a practice test that works with a quiz show program or use the test on a handheld (e.g., Palm or PocketPC). The **ExamView Assessment Suite** also works with several bubble sheet OMR scanners to make grading your tests quick and easy.

For a complete list of the products that work with the **ExamView Assessment Suite**, visit the FSCreations website ([www.fscreations.com](http://www.fscreations.com)).