# WebLearn
Collaboration Content Assessment Information Management

# Tests: getting started

**Purpose**: The **Tests** tool (formerly called **Tasks, Tests and Surveys** –**TT&S**) enables the creation and management of tests (quizzes) which are automatically marked by the system. Although the **Tests** tool contains a 'survey' option, the separate **Surveys** tool is recommended for the creation and delivery of anonymous surveys.

**Default permissions:** Only those with a **maintain** or **contribute** role are able to create, edit, publish assessments and view results; site participants with an **access** role are able to complete tests and may only view their own results if the chosen settings allow.

**Typical use & good practice tips:** The **Tests** tool is designed for the creation and administration of a range of typical assessment tasks. It supports diagnostic, formative, evaluative and self-assessment. It is **not** recommended as a means of conducting summative assessment.

**Also consider**: WebLearn contains three other tools with overlapping functionality:

The **Assignments** tool offers multiple grading options for submitted essays, but does not support automatic marking of objective questions.

The **Surveys** tool supports the construction, distribution and administration of template-based questionnaires with an emphasis on course evaluation by students. Participants who have not yet completed an evaluation will receive reminders by email.

The **Polls** tool allows students to respond to individual questions. It can be used in a classroom setting to promote interaction and discussion, by having students respond to questions using either personal voting pods ('clickers') or internet-enabled mobile phones. The results can be immediately displayed on a screen to stimulate discussion of the content.

If the **Tests** tool is not currently visible in your site, see the guide '**Site Management: the Site Info tool**' to learn how to turn it on.
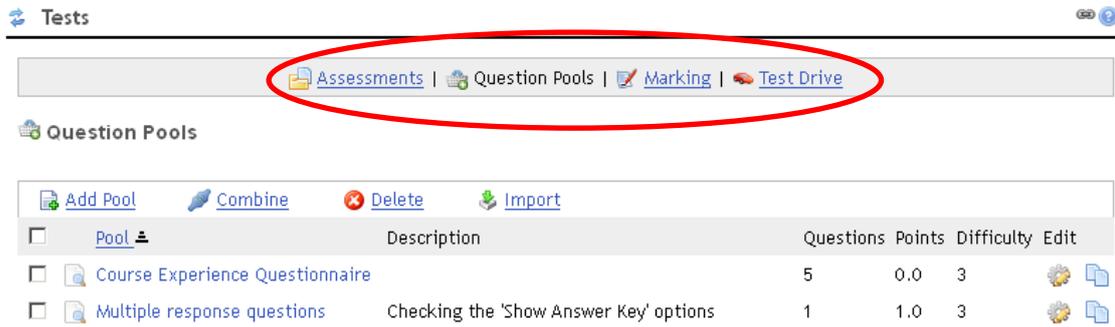
This guide will show you how to get started with **Tests** to create questions pools, use them to construct an assessment, and then make it available to students. See also the additional guide: **Tests – more details**.

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Other useful step-by-step guides to read in conjunction with this one:
- Tests - more details
- Assignments
- HTML (WYSIWYG) editor
- Surveys
- Polls

All step-by-step guides are available from [weblearn.ox.ac.uk/info](weblearn.ox.ac.uk/info)

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DOC-18          This document uses some material which was developed by Etudes Inc.
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# Introduction and workflow



There are four basic functional areas in the `Tests` tool:

- **`Assessments`** – create an assessment ('test') by choosing questions from question pools
- **`Question pools`** – use to create and manage sets of questions
- **`Marking`** – review test results and grade student work
- **`Test Drive`** – trial the assessment from a student view

Before you can create an assessment (test), you must have at least one question pool from which to select questions. These are the main steps in building an assessment (test):
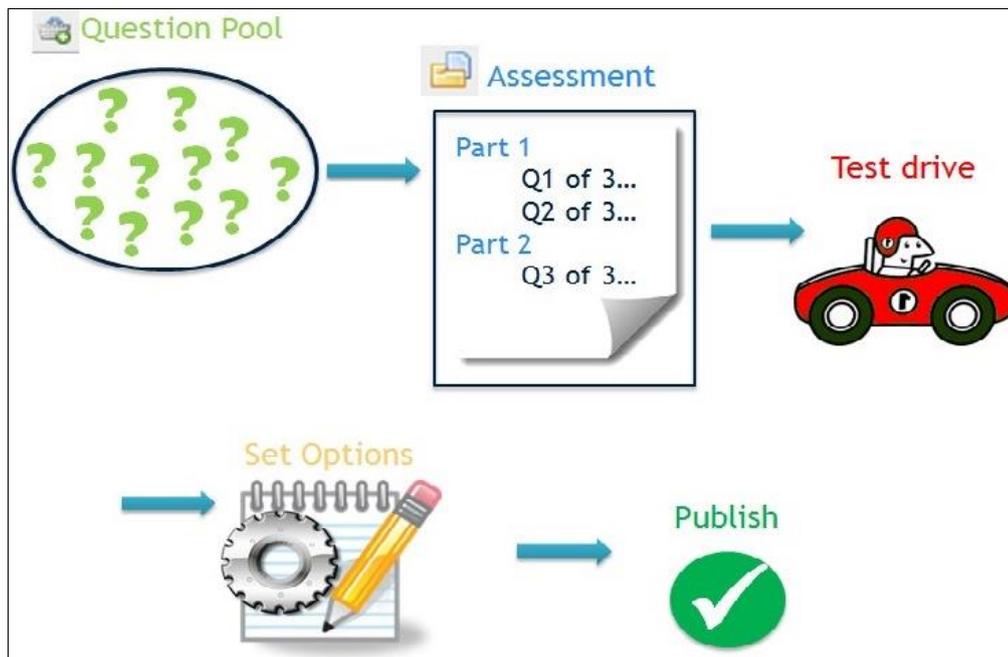


1. **Create question pools**, then add questions to them
2. **Create an assessment** by adding **Parts** which select questions from question pools
3. **Test drive** the assessment – optional, but highly recommended. If necessary, **edit** the questions or the assessment
4. **Set options** – review the **default options** and change where necessary, e.g. dates (open, due and accept until), tries (from 1 to unlimited), time limit, review options, grading options, and presentation options.
5. **Publish** the assessment or survey to make it visible to site members
6. **Review** test results; for essay and task type questions, **mark** the responses manually.

# Create a Question Pool

1. Plan your pools first. For example, a pool might be organised according to the types of questions it will contain, or where and how it is to be used in the assessment. The separate document **Tests - more details** explains the management of question pools in more detail.

2. Click on **Question Pools**, and then **Add Pool**. Give the pool a title and description:



3. Create as many pools as are needed. See the step-by-step guide **Tests - more details** for further information.

4. Pools are only available for the site you are working in, but can be exported/imported to/from other sites if required – see the separate guide: **Tests - more details**.

# Add questions to question pools

1. Click on a question pool's title to enter the pool, then click **Add Question**.



2. Select the appropriate type of question from the list and complete the fields that follow. Click **Add Another** in order to repeat the procedure and add more questions, or select **Done** to end adding questions.
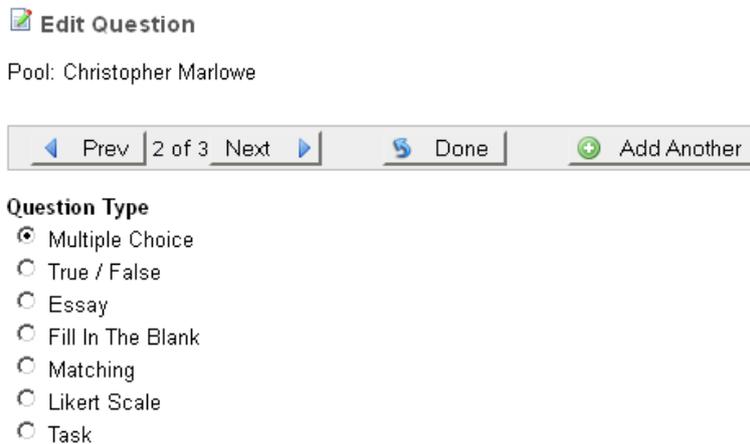


3. You will be returned to the question pool and be able to see all the questions that you have created.

## Question types

There are seven types of questions to choose from:



Most question types include options for asking students to provide an explanation for their answer by selecting the **Reason** check box and adding **Hints** or **Feedback**. If you add hints and check

the "show hints" box is enabled in the assessment settings, and students will be able to view these in a pop up window whilst taking the assessment. The **Feedback** option is a single text box in which you can enter additional clarification information which can be seen by students when they review their submission at the end of the test (providing you have enabled this option in the settings). [Note: it is not possible in this tool to provide specific feedback for correct or incorrect answer options.]

Get to know the terms used for the various parts of an objective question. This diagram shows the anatomy of a multiple choice question:
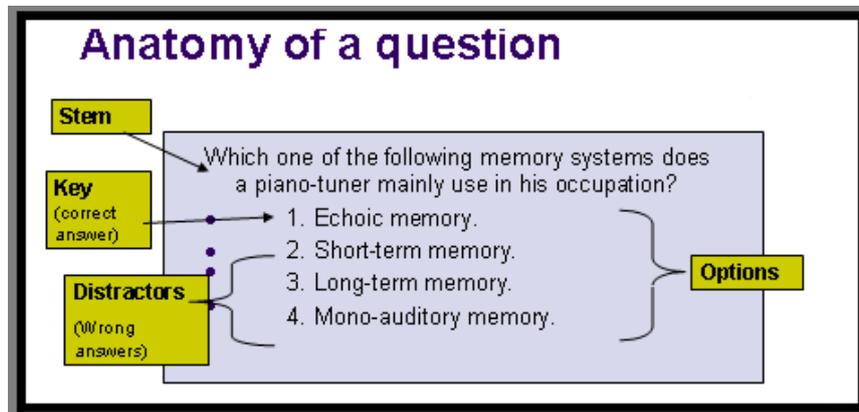


Image credit: www.sddu.leeds.ac.uk

### *Multiple choice questions*

- Select the **Multiple Choice** question type and click **ok**.
- Type your question stem in the question box. Select whether you want single or multiple choice answers:
    - questions with a single correct answer use radio buttons: ○
    - questions with multiple correct answers use check boxes: ☐
- Insert your answer options and check next to the box to verify which answer/s are correct (the 'key/s').
- You can **add more choices** (options) by selecting an additional number from the drop down menu: **Add More Choices** [-- ▼]    The limit is 25.
- You can shuffle the choices by clicking in the ☐ Shuffle Choices box.
- You can delete a choice by selecting the Delete link to the right of the box.
- You can ask students to provide a **Reason** for their answer; provide a **Hint** (available during the test); provide overall **Feedback** (available when the student reviews their submitted test).
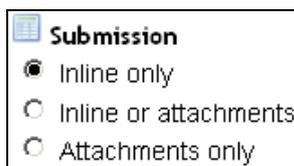
### *True/False questions*

- Select the **True-False** question type and click **ok**.
- Insert your question stem and check the true or false option to indicate the correct answer

### *Essay questions*

- Select the **Essay question** type and click **ok**.

- Insert the question stem and then choose a submission type by checking in the required box.

  **Submission**
  - ● Inline only
  - ○ Inline or attachments
  - ○ Attachments only

  - ○ **Inline only** means students have to submit their answer within the editor box.  They can type directly in the box or copy and paste work from a word processed document.

  - ○ **Inline or attachments** means students can submit their work either way, inline or as an attachment.

  - ○ **Attachments only** means that students have to upload a document created in a different program, as an attachment.  No textbox will be offered to them.

You can enter an optional **Model Answer** for students to see when they review their assessment, if this is enabled in the assessment settings.

Essay questions cannot be automatically marked by the system: you will need to manually mark these questions under Marking > Mark Questions, where you can enter a score and a comment.

==For this reason, it makes sense to put essay (and task-type) questions in a pool of their own with an initial score of zero.==

### *Fill-in-the-blank questions*

- Select the **Fill-in-the-Blank** question type and click **ok**.

- Insert your statement and include braces { } around the word(s) you want students to fill in. If you need assistance and examples of how to accept more than one correct answer in a blank, how to create wildcards, etc., click 📖 View Instructions which is located below the question box.

  Example:
  You type: The American flag has three colors: {red}, {blue}, and {white}.
  Students see: The American flag has three colors: _____, _____, and _____.
  Correct answers: red, white, and blue (entered in any order)

- Check the appropriate boxes for answers to be in either textual or numeric format, and check the box if you require the text entered to be case sensitive.  You can also select the option for the missing words being entered in any order.
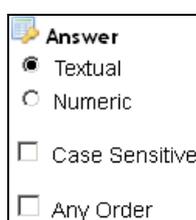
  **Answer**
  - ● Textual
  - ○ Numeric

  - ☐ Case Sensitive

  - ☐ Any Order

### *Lickert Scale questions*

- Select the **Likert Scale** question type and click **ok**. By default the survey box is checked. Likert Scale questions are used to survey people on their opinions and beliefs and they do not have a right or wrong answer.  Like all survey questions, Likert-scale questions are always worth 0 points even if they are in a pool with assessment questions that have a point value.

- Note that the **Surveys** tool in *WebLearn* is recommended for designing and delivering surveys, since it offers much more functionality and flexibility.

### *Matching questions*

- Select the **matching question** type and click **ok**.

- Insert your question stem and then in the choices area, enter a value in the left choice box with its matching statement in the box to the right of it.  It is important to keep all **choices** on the left and **matches** on the right consistently.  The **choices** will be automatically labelled A, B, C, D etc, for the student to pick one.

- The **distracter choice** allows you to add one more choice than you have matches for, which can make the question a little more challenging.

- You can **add more pairs** of choices by choosing how many more from the drop down menu:

**Add More Pairs**

There is a limit of 25 choice/match pairs.

- **Scoring:** If the question is worth 5 points and there are 5 pairs, then each is worth 1 point. If the question is worth 5 points and there are 25 pairs, then each pair is worth only 1/5 point. <mark>This is one reason why matching questions may need to belong in their own pool</mark>; the scoring is affected by the number of points assigned to that pool and the number of pairs that each question contains.

### *Task questions*

`Task` questions are identical to `Essay` questions, except that they have an additional option under `Submission` that allows students to skip submitting anything online for the task; therefore a task question could be used to give students instructions for a task, such as an oral presentation to the class. You can manually mark task-type questions under [Marking] > [Mark Questions]: award them a score, and record your comments on their performance.

- Select the **task question** type and click **ok**.

- In the **Question** box insert your question or describe the task that students must complete off line.  Under **Submissions**, check which method you will accept: inline, inline or attachments, attachments only, and if students are not expected to submit anything, choose the fourth option: *No answer is expected for this question.*

- You can insert a model answer to show students an example answer which will be seen by students when they review how they did in their assessment, if enabled in settings.

<mark>It makes sense to put task (and essay-type) questions in a pool of their own with an initial score of zero.</mark>
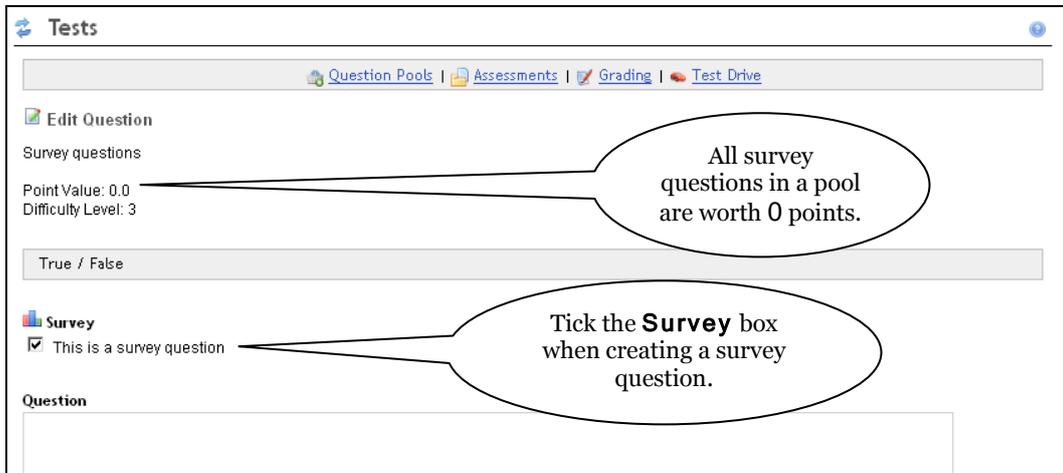
## Surveys

We recommend that you use the separate `Surveys` tool for designing and delivering surveys, which may be for the purpose of course evaluation, or general data gathering (see separate step-by-step guide: `Surveys`).

All seven question types may be used as survey questions. Although similar to other question types, questions identified as survey questions are different in several ways:

- Surveys are always **anonymous**  - you cannot identify who said what

- Survey questions have no have no correct or incorrect answer

- Survey questions carry no point value

- Once published, you cannot change a **Survey** to a **Test** or **Assignment** type of assessment.
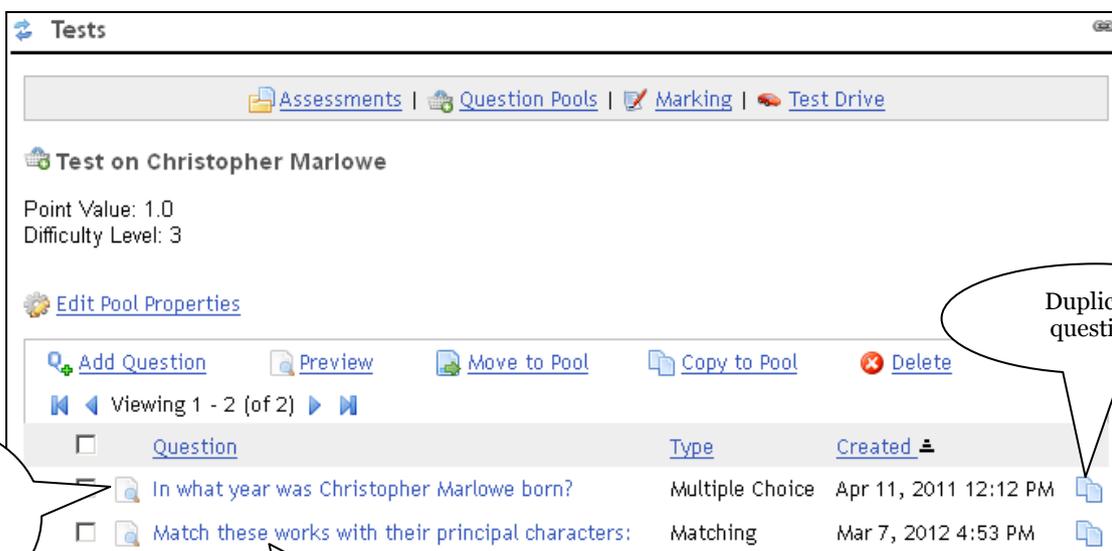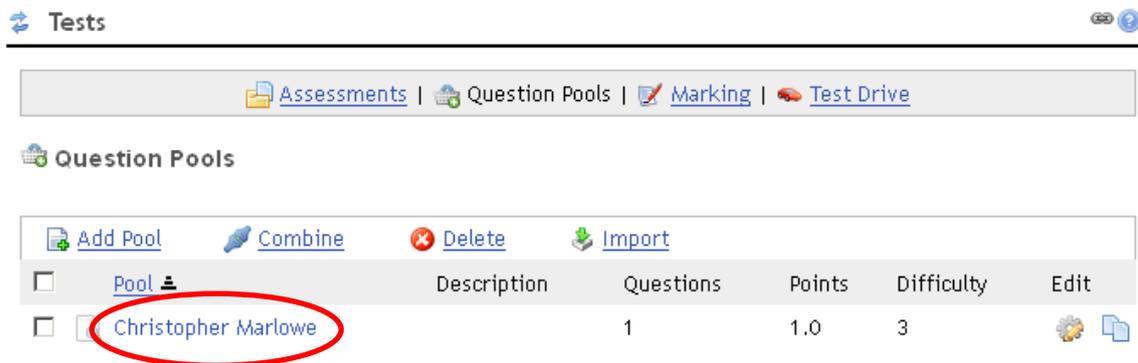
A question pool for survey questions should be worth 0 points; ==it is good practice to create unique pools for survey questions==.

All survey questions in a pool are worth 0 points.

Tick the **Survey** box when creating a survey question.

Otherwise, the workflow for creating a **Survey** is the same as that for creating any other assessment.

## Modify questions

Click on the title of a question pool and the next screen will allow you to **Add**, **Edit**, **View**, **Copy**, **Move**, **Duplicate** or **Delete** any questions in that pool.

Duplicate question

View question as students will see it

Click on the question title to edit it

# Create an Assessment

Once you have created pools containing questions, you will use them to assemble and publish **Assessments.**

An assessment must have at least one **Part.** You can have many **Parts** in your assessment and each part can contain questions from many pools. Think of a **Part** as a section or topic within the test, e.g. In a test on sixteenth century playwrights, the parts might group questions about Christopher Marlowe, Shakespeare, Ben Johnson, Thomas Kyd etc.

You can randomly draw questions from pools, or select questions manually, one at a time, to add to your assessment (see next page).

1. Click on **Assessments.** If you've not created an assessment before, the list will be empty. Click **Add.**
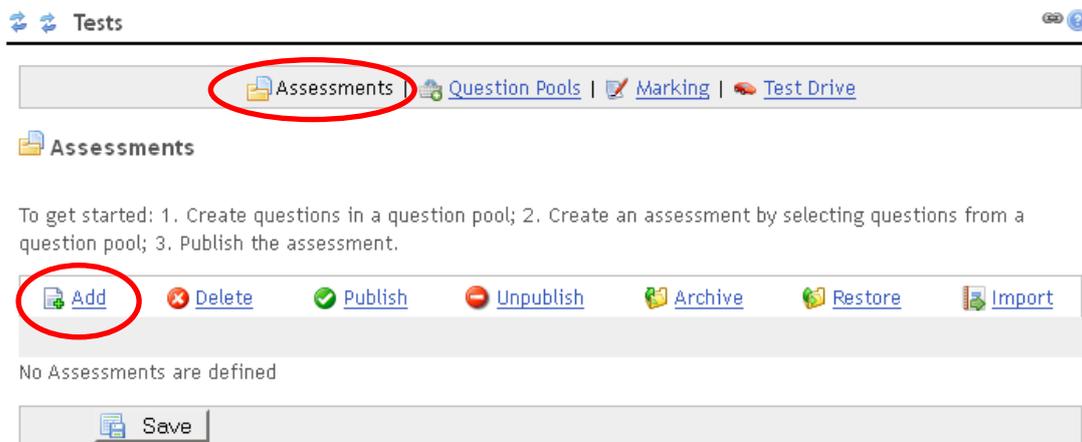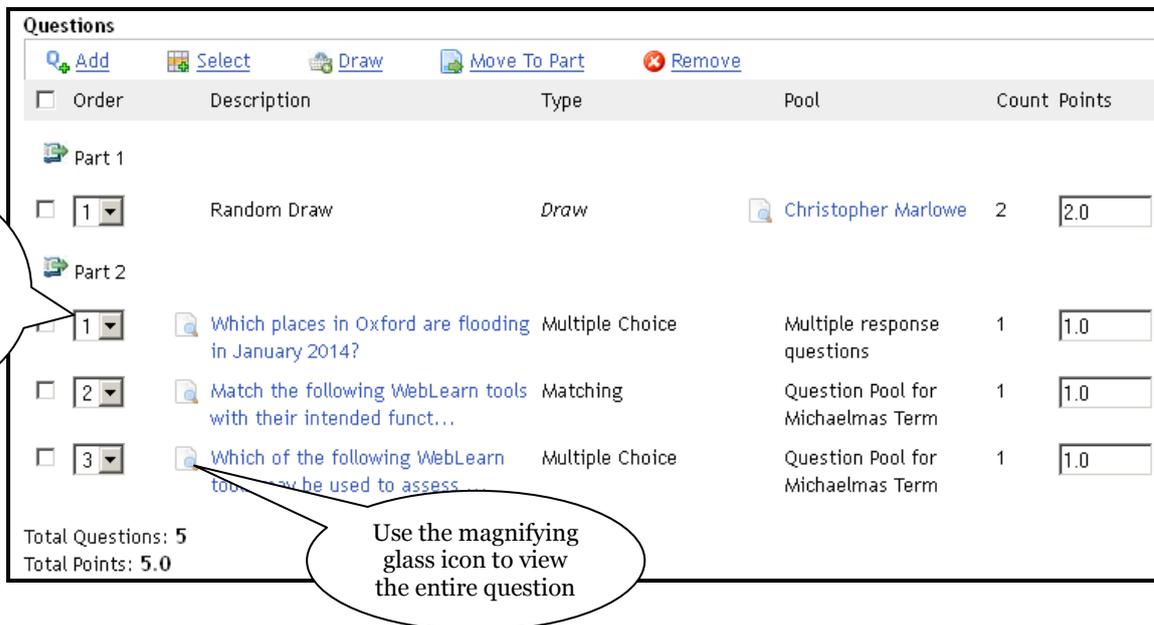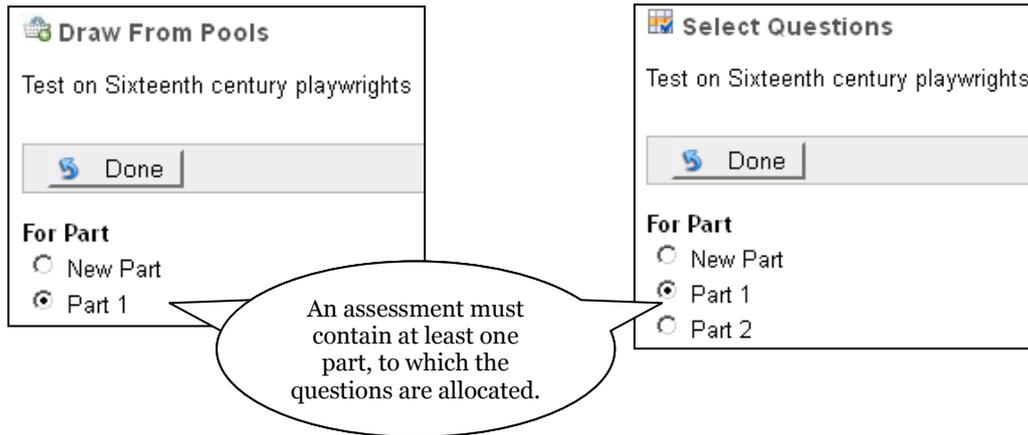


2. Complete the following screen, which is the same for **Add** or **Edit** an assessment:

There is no functional difference between a **Test** and an **Assignment**. A **Survey** has unique functionality and is discussed earlier in this guide.

Give the assessment a **Title** which can be modified later if necessary

**Instructions** are optional.

Adding questions: see details below.

You can optionally specify a pass mark and have the system email a certificate to the student if they achieve it.

3. Click  **Add** to create a new question in a new pool which will be given the same title as this assessment. Use this if you want to create questions 'on-the-fly' rather than selecting or drawing questions from your existing question pools.

4. Click **Select** to view a list of all questions in all your pools. Select the questions you wish to use in this assessment and click **Done** to save the selection.

5. Click **Draw** to see a list of all your question pools and specify how many questions should be drawn at random from each pool. Click **Done** to save your selected draw.

☞ **Notes:**

- If you are using **Draw** to assemble a test (or a survey) from a pool containing mixed test and survey questions, then only the test (or survey) questions respectively will be listed from which to draw.

- Whichever method you use to build up the questions in the assessment, you will be prompted to put each question into a **Part** – either an existing **Part**, or in a new **Part**. New parts will be created and consecutively numbered by the system, e.g. Part 1, Part 2 etc.

Draw From Pools
Test on Sixteenth century playwrights
Done
For Part
○ New Part
● Part 1

Select Questions
Test on Sixteenth century playwrights
Done
For Part
○ New Part
● Part 1
○ Part 2

An assessment must contain at least one part, to which the questions are allocated.

**Questions**

| | Add | Select | Draw | Move To Part | Remove | | |
|---|---|---|---|---|---|---|---|
| ☐ | Order | Description | Type | | Pool | Count | Points |

Part 1

| ☐ | 1 ▼ | Random Draw | Draw | Christopher Marlowe | 2 | 2.0 |

Part 2

| ☐ | 1 ▼ | Which places in Oxford are flooding in January 2014? | Multiple Choice | Multiple response questions | 1 | 1.0 |
| ☐ | 2 ▼ | Match the following WebLearn tools with their intended funct... | Matching | Question Pool for Michaelmas Term | 1 | 1.0 |
| ☐ | 3 ▼ | Which of the following WebLearn tools may be used to assess... | Multiple Choice | Question Pool for Michaelmas Term | 1 | 1.0 |

Total Questions: **5**
Total Points: **5.0**

Use the drop down boxes to reorder your questions

Use the magnifying glass icon to view the entire question

The test shown above contains two parts: **Part 1** contains two questions drawn at random from the 'Christopher Marlow pool'; **Part 2** contains three questions selected from the 'Question Pool for Michaelmas Term' pool.

6.  To remove a question from this **Part**, select the question and click ⊗ Remove.  This does not delete the question from your pool – it simply removes it from this part.

7.  You may require students to obtain a particular pass mark and you can elect for them to receive an email certificate upon attainment of the pass mark (e.g. for a test such as "Avoidance of Plagiarism" which may be compulsory in particular Divisions). If so, complete the relevant check boxes:

**(Optional) a percentage that represents the pass mark for this assessment.**
80

**Send the user an e-mail certificate upon submission.**
☑ Send the user an e-mail certificate upon submission. (If a pass mark is set, certificates will only be sent to users who have achieved the pass mark).

8.  Click 🖲 Done to save and exit from this assessment.

# Test Drive

The **Test Drive** step is optional but it is strongly recommended that you do so in order to experience what your students will see and ensure that the test functions as you require prior to publishing it. If edits are required as a result of the **Test Drive**, click on the assessment name under the **Assessment** option before publishing.

To take a **Test Drive**:



- You can test drive an assessment as many times as you wish, regardless of the limit of tries that has been set for students.

- You can test drive assessments that are closed.

- You will see your score by clicking **Review** at the end of the test drive.

- Your attempts at test driving are not included in the summary of test statistics.

- If edits are required as a result of the test drive, return to the **Assessments** page, click on the Assessment Title and make the required changes.

# Set options

You have created your assessment, consisting of parts containing questions. Various options ('settings') are available that you can set, such as number of tries, time limit, review options, anonymous marking etc.

Before you publish an assessment to students, you should at least review the default options, and change them where necessary.

Click on the 'cog-and-pencil' icon to set options:

1. Settings include: **dates** (**open**, **due** and **accept until**), **tries** (from 1 to **unlimited**), **time limit**, **review options**, **grading options**, and **presentation options**. These are discussed on the following pages.

**Set Options**

**Title**
Test on Sixteenth century playwrights

**Settings**

**Type**
- ⦿ Test
- ○ Assignment

📊 Change to Survey

**Points**
- ☑ This Test is worth points

**Open**
Feb 26, 2014 8:00 AM

**Due**
Mar 26, 2014 11:59 PM

**Allow Until**

**Tries**
- ⦿ Number of Tries 1
- ○ Unlimited

**Time Limit**
- ⦿ Untimed
- ○ Timed          ⏱ Instructions

➡ **Review Options**

**Make Review Available**
- ⦿ Upon submission
- ○ Upon release
- ○ After date
- ○ Never

**Show Answer Key & Item Scores**
- ⦿ For all answers
- ○ Only for correct answers
- ○ Never

- ☑ Show feedback

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*Callout (left, upper):* If the assessment is to have a time limit, click on the radio button and set the limit. Otherwise, leave it as untimed. The **Instructions** link shows examples of how to format the time.

*Callout (right, upper):* **Due** and **Accept Until** fields may be left blank if you wish. See discussion on next page.

*Callout (right, lower):* These settings affect what students will be able to see after they submit.

**Upon submission** shows review immediately after students submit their assessment.

**Upon release** shows after the assessment has been graded and released.

**After date** shows review at a specific time.

**Never** means students cannot see **Review** unless this option is changed later to something else.

*Callout (left, lower):* **For all answers:** students will see which answer is correct or incorrect and how they did on each question.

**Only for correct answers:** will not show the correct answer nor scores for questions answered incorrectly.

**Never:** students won't have access to **Review** at all.

*Callout (bottom):* **Show Feedback:** allows students to read any additional feedback that you included when authoring the questions.

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- If you wish to change the assessment type, you can do so at this stage, or when adding/editing an assessment: You can select **Test** or **Assignment,** or **Change to Survey**. (**Note:** the separate **Surveys** tool is recommended for surveys. All responses in both types of surveys are anonymous – you cannot identify who made what response.)

- Dates can be set on this page, or the **Assessments** page (see screenshot on the previous page).
  - The easiest way to set the delivery dates is to use the calendar widget.

- - o Submissions will be accepted past the **Due Date** and up to the **Accept Until** date, but they will be marked late (this allows a 'grace' period). Students do not see the **Accept Until** date anywhere. It is up to you to tell them that you've set a grace period.

  - o If you leave the **Accept Until** field empty, assessments will not be accepted after the **Due Date.**

- Assign how many attempts (**Tries**) you will allow the students. Select **Unlimited** if there is no limit.

- **Marking options**: This is where you make choices about marking assessments and their listing in the **Markbook** tool.

**Automatic release:** the system scores the assessment and releases the results to the students automatically.

**Manual release:** the marks are not returned to the students until after the instructor releases them.

This option enters a column for this assessment in the **Markbook** tool and sends results there.

This option allows you to mark assessments without knowing which submission was made by which student. This setting can be reversed at any time, except for surveys which are always anonymous.

Displays **Model Answer** if you entered one when creating questions.

- **Release Marks:**
  - o If there are any essay (or task-type) questions in an assessment and it is set to **Automatic release**, students will see the scores of the objective questions, but essays (tasks) will have to be manually graded. Students will see a partial score for the test until you grade the essay (task) questions and release the marks.

  - o You may find it preferable to select **Manual release**, and then release all the marks to the students after you have manually marked the essay (task) questions. (To manually mark essay (task-type) questions, go to [Marking] > [Mark Questions].)

- **Automatically Email Results:** You can define an email address if you would like to receive the results when the assessment closes. Set an email address in the appropriate field, and set a close or accept until date. Once the date is passed and the assessment closes, the email will be sent. Once the results have been sent, the settings view will show the date, and offer a button to "Send Again". If you are co-teaching, or have teaching assistants in your class, you may set more than one email address. Separate them with a comma.

- The **Password** is an option for additional security and control in delivering assessments, possibly in a proctoring facility or classroom. If you include a password, then the students must type it in before being able to access the assessment.

- **Presentation settings:** These settings can be changed at any time, even if an assessment is published and students have submitted an assessment or are in the process of taking it:

**Presentation**

Choose **Declaration of Authorship** if you require students to accept a declaration stating they did not receive or give assistance.

**Declaration of Authorship**
☐ Require users to accept

Check this box to display hints to students, if you included hints when authoring your questions.

**Hints**
☐ Show during delivery

**Shuffle Choices**
☐ Shuffle choices for all multiple choice questions

This can be useful if you forgot to tick 'shuffle choices' when authoring your questions.

**Flexible Order** allows students to answer the assessment questions in whatever order they want.

**Strict Order** means that students will be able to see and answer a question only once.

**Navigation**
◉ Flexible order
○ Strict order

**Layout**
◉ One question per page
○ One part per page
○ All questions on one page

The default setting **One question per page** is highly recommended. When students answer one question per page, their answer is saved when they click on **Next**, thus reducing the risk of losing answers due to computer or human error.

**Part Numbering**
◉ Continuous
○ Restart on each part

**Final Message**

Type in a message you want students to see (if any) once they've clicked on **Finish** and submitted their test.

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▣ | ↶ ↷ | ∞ ✂ | 🔤 📋 | 🏓 ☺ Ω | HTML

**Summary**

This Test consists of:

- 2 Parts
- 5 Questions
- 5.0 total points

⟲ Done | 📋 Save | 🔄 Test Drive | ✔ Publish

- Under **Navigation**, the default **Flexible Order** is the typical setting for assessments. It is learner-friendly, allowing students to work on what they know first. If learners are unsure about the answer to a question, they can mark it for review and return to it later before submitting their assessment. They can proceed to the next question and return to unanswered questions at a later time. Students have **Previous** and **Next** buttons to move about and access to a Table of Contents to jump to any questions they want to revisit. They can change their answers. If you choose **Strict Order**, students will be able to see and answer a question only once. They have neither **Previous** buttons nor a Table of Contents. They cannot go back to review answered questions or change their answers. This navigation option is typically used in high-stakes exams.

- **Part Numbering** - if you have several **Parts** in your assessment, choose if you want question numbering to be continuous across parts, or if you want questions to start over again at 1 for each part. **Note**: Continuous numbering will blend all the parts together, and will not show a separate screen when a new part starts.

2. Before you click on **Publish**, it is strongly recommended that you click on Test Drive to view the assessment from the student perspective (see earlier in this guide). Although you can still make changes after students have accessed the assessment, it is best to catch and fix errors early, and not make changes once students have started the assessment.
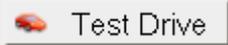
3. Click on Publish if you're ready to publish the assessment, or on the Save button if you want to keep the settings you've chosen but aren't ready to publish.

4. The settings can be changed at any time by clicking on the 'cog-and-pencil' icon again

## Publish an assessment

1. Before students can attempt an assessment, it needs to be published. On the **Assessments** page, select the relevant assessment, then click the Publish icon at the top of the page:
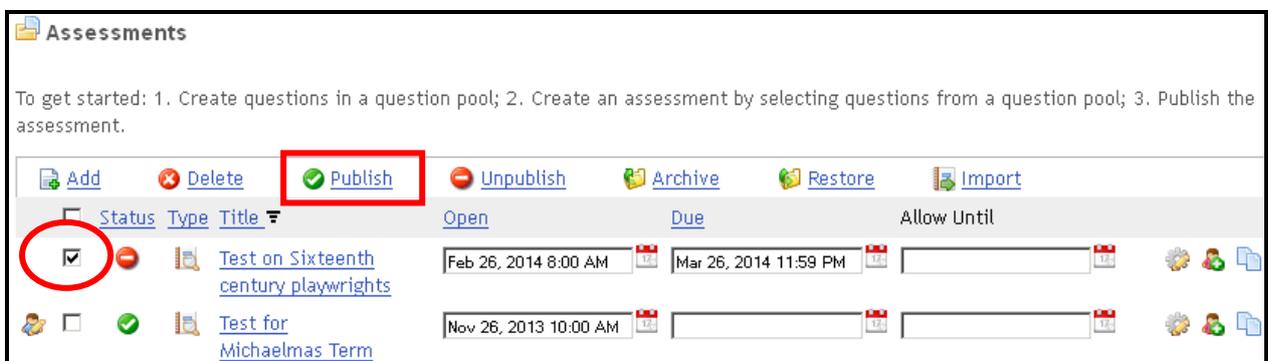


2. Once an assessment has been published you can un-publish it at any time to change settings. When an assessment is unpublished it is removed from the student list and grading view. **However: Think very carefully before un-publishing an assessment after submissions have been received, since your changes may affect the student data already stored.**
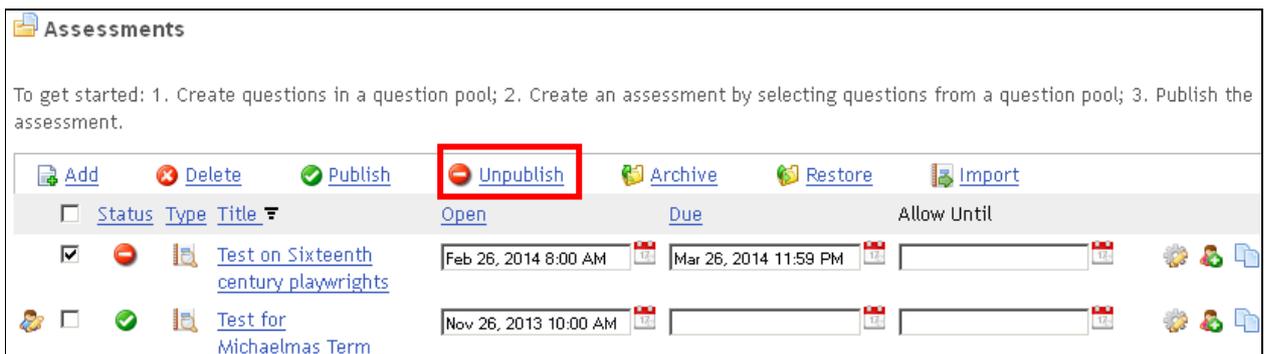


3. As soon as just one person takes the test, then the point score in the question pool is "frozen", and cannot be changed. This is so that everyone is effectively taking the same test points-wise and in every other way.

## Delete or Archive an assessment

An assessment can be deleted if it is not yet 'live'. A live assessment is indicated by the 'student with a pencil icon' to the left of the assessment title: 👤

<mark>A live assessment cannot be deleted, but it can be archived and restored later, if necessary.</mark>

Click on the checkbox in front of the old live assessment to select it, and then click on 🗂 Archive on the menu bar. This will remove it from your list of active assessments.
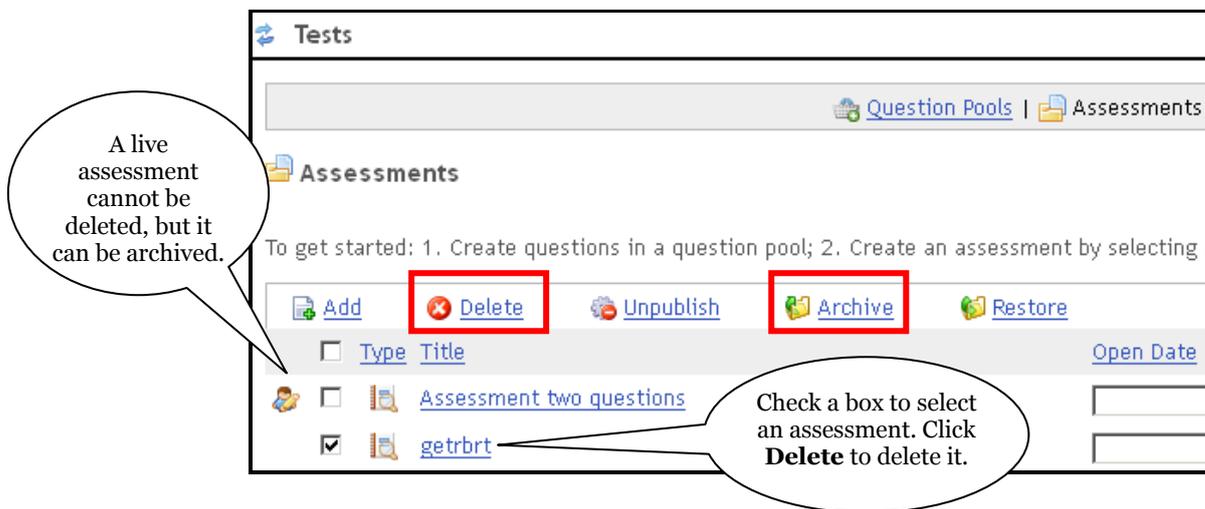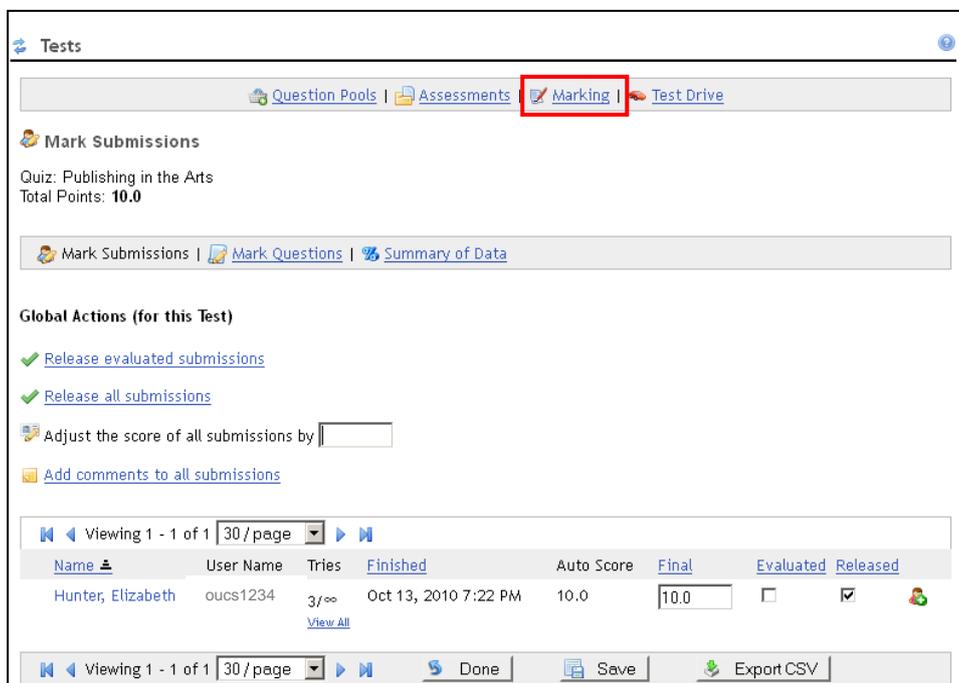
A live assessment cannot be deleted, but it can be archived.

Check a box to select an assessment. Click **Delete** to delete it.

## Marking student work

1. 📝 Marking allows you to view any completed assessments. You can decide to release marked submissions, release all submissions or add comments to submissions.

2. You can adjust automatic scores if required, either by one student at a time (Mark Submissions) or by one question at a time (Mark Questions).

3. Questions that were not automatically marked (e.g. a task such as notes taken on a field trip) need to be marked and have scores assigned manually.

4. The marking process includes the option of making individual comments to each student, either by question or as an overall comment.

5. Summary of data provides usage information per question, including what the question is, how many students answered it, how many students chose each answer, what the correct answer(s) is, an answer key, and how many students did not answer the question. This data may help you to improve and refine your questions for future use.

6. In addition to assessment questions, a summary of data is available for survey questions.

7. The separate document **Tests - more details** explains Marking in more detail.

# Exporting the results

On the Mark Submission page, there is an option to export the results to a .csv file.

Click  Export CSV

Save the resulting file to your computer. You can then do further calculations with the results, if required.

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 1 | Name | OSS id | Tries | Finished | Auto Score | Final | Evaluated | Released |
| 2 | Hunter, Elizabeth | oucs1234 | 0/null | Oct 13, 2010 07:22 PM | 10 | 10 | FALSE | TRUE |
| 3 | | | | | | | | |

# Importing questions from a text file

## Preparing your questions

☞ **Note:** The paste and import functionality is PLAIN text only. Formatting or Word styles will NOT be retained when you paste your questions into the text box. It's a plain browser text box. If you author with Word, be sure to change your Word settings to disable curly quotes or curly apostrophes, as they will not be understood nor translated when pasted as plain text.

If you want to see what your questions will look in plain text, paste them into a plain text editor first (i.e. Notepad) or, better yet, work with a plain text editor when authoring your questions (see example on the next page).

Step 1 Type your questions in a text editor. Particular format specifications must be followed for all the following types of questions:

1. Multiple-Choice (Single Answer)
2. Multiple-Choice (Multiple Answer)
3. True / False
4. Fill-in-the-Blank
5. Essay
6. Matching

7. Survey - Multiple-Choice (Single Answer)
8. Survey - Multiple-Choice (Multiple Answer)
9. Survey - True / False
10. Survey - Fill-in-the-Blank
11. Survey - Essay / Short Answer
12. Survey - Matching

Step 2 Select all and copy your questions ($\boxed{\text{CTRL}}$ + $\boxed{\text{C}}$ or Apple Key + C on the Mac).

Step 3 Go to your site's Question Pools > Import > Import from Paste. Place your cursor inside the text box and paste your questions ($\boxed{\text{CTRL}}$ + $\boxed{\text{V}}$ or Apple Key + V on the Mac)

Step 4 Click on OK.

A new pool will be created and the questions will be imported into it.

Here is a sample of what your text file might look like:

Include these three (optional) properties at the top of your text file.

The **colon** is **required**. The space after the colon is optional.
This text is **not** case sensitive.

```
Title: Sample pool
Description: This is my test pool
Points: 5

Which country has the airline KLM?
a. Canada
b. Germany
*c. The Netherlands
d. China
e. Italy
Feedback: This is not easy to figure out fro
Hint: This country is in Europe
Shuffle
Reason

Where would a "troglodyte" live?
*1. In a cave
2. Up a tree
3. Underwater

What two letters are worth the most in a game of
1. A
2. K
*3. Q
4. M
*5. Z
shuffle
reason

Which colors are the three primary colors of light?
*A. Red
*B. Blue
*C. Green
D. Orange
E. Purple
hint: You can do a google search
feedback: that's right.
```

An asterisk (*) **must** precede correct choices, with no space between the asterisk (*) and the choice; if a space follows the asterisk (*), the question will be ignored by the importer.

Separate questions with a blank line between them. A blank line signals the start of a new question.

Each question and its elements (i.e. answers, feedback, hint, etc.) must be a group, with no blank lines in between.

## Format rules and guidelines

☞ **Note: See examples of each question type on the [Etudes website](Etudes website)**

1. You **must** use numbers or letters for your answer choices - either one is supported (i.e. a. b. c. d. or A. B. C. D. or 1. 2. 3. 4.). **A full stop is required** after the number or letter. You **must add a space** following the full stop and before the start of your choices.
   (Note: Letters and numbers are not required in front of true / false questions.)

2. Do **not** number your questions. The importer will strip out numbers (i.e. 1. 2. 3. etc.) if they are included. Numbered questions in randomised assessments are meaningless.

3. *Optional* question elements include the following (see next page), to be added at the end of the question in the text file. Note that the colon is required in ***hint, feedback*** and ***model answer***. The text is **not** case sensitive.

Feedback**:** (or General Feedback:)
Hint**:**
Model Answer**:**
Shuffle
Reason

4. A space may or may not follow the colon. If a colon is not included, the line's data is ignored by the importer.

5. It does not matter in which order you list these elements. They must simply follow the set of answers.

6. Once feedback, hint, model answer, and survey are listed, no more answer choices are recognised for that question.

7. If the word "**Shuffle**" is added at the end of a multiple-choice question (below the choices), the shuffle box is checked in the imported question.

8. If "**Reason**" is added at the end of a multiple-choice question, the Reason box is checked in the imported question and students will be asked to provide a rationale for their answer.

9. Fill-in questions may be textual or numeric. If numbers are included in the blanks, the importer will consider the fill-in-the-blank question numeric and mark it as such.

10. The Fill-in question is imported with 'case sensitive' and 'any order' __unchecked__.
Essay questions are set to 'Inline Submission' upon import.
Adding the word "**Survey**" at the very end of a question makes it a survey question.

11. Add one asterisk (*) in front of **one** of the choices of a question to import it as a **single** multiple-choice *survey* question.

12. Add an asterisk (*) in front of **at least two choices** of a question to mark it as a **multiple-select** multiple-choice **survey** type.