



The **Tests** tool (formerly called **Tasks, Tests and Surveys – TT&S**) enables the creation and management of a variety of tasks such as online tests and anonymous surveys. It supports diagnostic, formative and evaluative assessment. It is **not** recommended as a means of conducting summative assessment.

Good practice tips: Do more than a **Test Drive** before publishing ... ask a colleague to **Test Drive** the assessment...look for unusual marking schemes; are instructions clear, etc. It is probably not a good idea (labour-intensive for markers) to allow multiple tries in assessments that include essay questions (including short answer).

This guide covers a number of practical and pedagogical issues that should be considered when planning to use this tool within WebLearn.

Other useful step-by-step guides to read in conjunction with this one:

- Tests – getting started
- Surveys
- Supporting teaching

All step-by-step guides are available from weblearn.ox.ac.uk/info

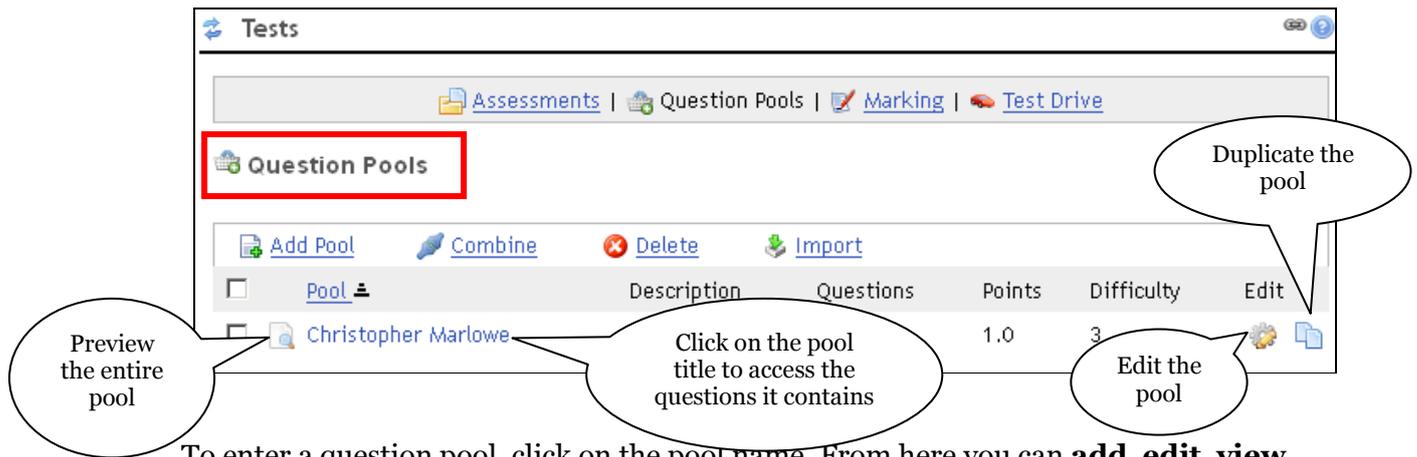
Management of question pools

Before you can create and administer an assessment, you must have at least one pool containing questions. It's a good idea to think about the organisation of your pools prior to getting started.

1. All questions within a question pool are worth the same number of marks.
2. Create separate pools for survey questions, which are worth 0 marks and have no right or wrong answers.
3. All questions within a pool will be graded as the same difficulty, so it might be best not to mix essay and objective questions in the same pool.
4. You can create as many pools as you want or need.
5. Pools are site-aware, meaning that you can only work with and view pools for the site you are currently in.
6. You will be able to import pools from one site to another, thus allowing you to re-use and build upon pools from other sites that you own, if desired. Changes made in one site's pools do not affect pools in other sites.

Accessing a question pool and its questions

First select the  [Question Pools](#) option. To edit a pool name and/or pool description, click on the **Edit** icon next to the pool name:



To enter a question pool, click on the pool name. From here you can **add, edit, view, copy, move, duplicate** and **delete** questions:

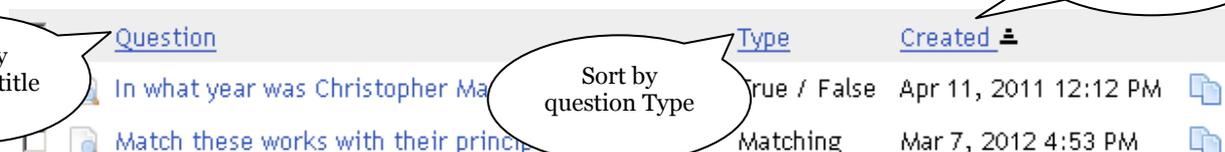


Copy to Pool allows you to copy one or more questions from one pool to another. The two copies are unique so you could edit one without it affecting the other. To do this, when you are in a question pool, select the question(s) you wish to copy by selecting the tick boxes next to them. Click on the [Copy to Pool](#) link. A page appears listing other pools. Select the pool you want to copy these questions to and click on **OK**.

Move to Pool is similar to **Copy to Pool** except it moves questions out of the original pool and into another pool. To do this, when you are in a question pool, select the question(s) you wish to move by selecting the tick boxes next to them. Click the [Move to Pool](#) link. A page will appear listing other pools. Select the pool you want to move the question to and click **OK**.

There may be times when you want to **duplicate** a question. Select the question from the question pool and click on the **Duplicate** icon:  The copy is an exact duplicate of the original question except that it has a unique ID number which can help you to identify multiple copies.

Sorting questions: there are three ways to sort questions within a pool: alphanumerically by [Question](#) title, according to [Type](#) of question, or by the question [Created](#) date and time



Marking a test

The [Marking](#) function allows you to view completed assessments. At this stage you can decide to release evaluated submissions, release all submissions and/or add comments to submissions.

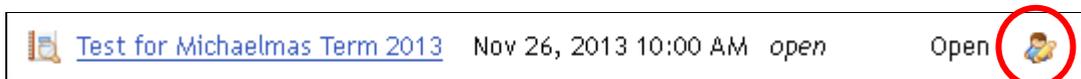
There are two ways to enter the marking area from the [Assessments](#) page:

- Click on the 'little fellow' icon on the left of the assessment



OR

- Click the [Marking](#) link at the top of the page; then click on the assessment title or the 'little fellow' icon to the right of the assessment:



Notes:

- Either method will take you to the **Mark Submissions** page.
- The assessment has to be published and must have submissions before you will see the assessment title on the **Marking** page or the little fellow icon.

If all questions on the assessment are objective, they are scored automatically by the system. If there are essay questions on the test, you'll have to score those manually (see **Marking and commenting on essay questions** later in this guide).

The Mark Submissions page

The main marking page is called **Mark Submissions** which lists all student submissions for this assessment:

Mark Submissions
 Post-Test for Avoidance of Plagiarism course 2013-2014
 Total Points: **100.02**

Mark Submissions | Mark Questions | Summary of Data

Global Actions (for this Test)

- Release evaluated submissions
- Release all submissions
- Adjust the score of all submissions by
- Add comments to all submissions

Viewing 1 - 50 (of 748) 50 / page View Best Only

Name	User Name	Started	Finished	Auto Score	Final	Evaluated	Released
Student 1		Oct 22, 2013 2:20 PM	Oct 22, 2013 2:30 PM	70.57	70.57	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 1		Oct 22, 2013 2:31 PM	Oct 22, 2013 2:33 PM	94.46	94.46	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student 2		Oct 24, 2013 4:46 PM	Oct 24, 2013 4:53 PM	68.49	68.49	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student 2		Oct 24, 2013 5:00 PM	Oct 24, 2013 5:02 PM	92.79	92.79	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Best attempt for this student

The list of students is listed below the global options for the assessment. The names of students who have submitted their assessments are shown as blue links. Those with no submissions yet will be listed in plain black text. You can sort the submissions by [Name](#), by [Finished](#) date, or by increasing or decreasing order of their [Final](#) score.

If a student has submitted more than one attempt, all attempts will be shown, each with their respective score. You can click in the box **View Best Only** to view the list showing only the best score per student:

Mark Submissions
 Post-Test for Avoidance of Plagiarism course 2013-2014
 Total Points: **100.02**

Mark Submissions | Mark Questions | Summary of Data

Global Actions (for this Test)

- Release evaluated submissions
- Release all submissions
- Adjust the score of all submissions by
- Add comments to all submissions

Viewing 1 - 50 (of 400) 50 / page View Best Only

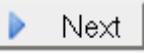
Name	User Name	Tries	Started	Finished	Auto Score	Final	Evaluated	Released
Student 1		2/unlimited	Oct 22, 2013 2:31 PM	Oct 22, 2013 2:33 PM	94.46	94.46	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student 2		2/unlimited	Oct 24, 2013 5:00 PM	Oct 24, 2013 5:02 PM	92.79	92.79	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The number of tries per student; currently showing only the best

Tick this box to view only the best score per student

Untick the box to return to showing the full list of all attempts per student.

Marking a single student's test

On the **Mark Submissions** page, click on a student's name to view or mark their test. When you're viewing or marking one student's test, there is a  link at the top that allows you to jump from Student 1 to Student 2 to Student 3 etc.

If a student has submitted multiple attempts, the **Next** link does NOT go through all submissions for a student. It takes you to the next student's submission, bypassing any additional submissions of the student you are evaluating. Only the best submission per student, which is counted towards marking, is included in the navigation structure. If you'd like to see scores for multiple attempts, untick the **View Best Only** box from the **Mark Submissions** view for that student (see previous page).

When marking a single student's test, you can provide comments in the **Comments** box provided for each question, and you can adjust the score per question, if necessary.

At the very end of **Marking a Submission** page, there is an **Overall Comments** box where you can add evaluation comments relevant to the student's performance and effort in the entire assessment, as opposed to a response to a specific question. When you've completed grading a student's submission, decide on which of the following you want to do:

1. Check **Mark as Evaluated** but **do not check Release mark to submitter** if you want to mark the submission as evaluated (for your own tracking of what you've graded), but do not want to return your comments and score to the student until a later time.
2. Check **Release mark to submitter** if you want to return the score and your comments to the student and send the grade to the **Markbook** (if that option was enabled in settings).

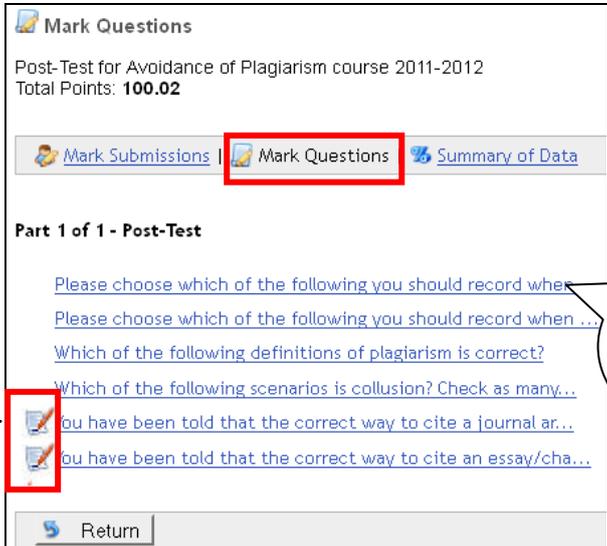
<input type="checkbox"/> Mark as evaluated
<input checked="" type="checkbox"/> Release mark to submitter

Click **Next** to move to the next student's submission.

The Mark Questions page

The **Mark Submissions** page described above lists all students. If you have a very large class, you can limit each page to show 30, 100 or all students on one page. If you list many students per page, it could take a few seconds longer for that page to load.

If there are essay questions on the test, you'll have to score those yourself. The most efficient way to grade essay questions is to grade all the submissions for a question for the entire class at a time. To do so, switch to **Mark Questions** on the **Mark Submissions** page.



The screenshot shows the 'Mark Questions' interface for a 'Post-Test for Avoidance of Plagiarism course 2011-2012' with a total of 100.02 points. The navigation bar includes 'Mark Submissions', 'Mark Questions' (highlighted with a red box), and 'Summary of Data'. The main content area is titled 'Part 1 of 1 - Post-Test' and contains several questions. The first two questions are marked with red boxes and callouts: 'Please choose which of the following you should record when...' and 'Which of the following definitions of plagiarism is correct?'. A callout points to the first question, stating 'Click on the question title to view all student answers to this question'. The last two questions are 'Which of the following scenarios is collusion? Check as many...' and 'You have been told that the correct way to cite a journal ar...'. A callout points to these two questions, stating 'Essay questions whose marks are pending'. At the bottom, there is a 'Return' button.

A page appears with a list of all questions on the test that were answered at least once. Objective questions are graded automatically by the system. If you want to review how all students did on a particular objective question, you can preview all the submissions for that question by clicking on the Question Title or in [Summary of Data](#) (under **Marking**).

Questions which have submissions that need to be manually graded have a little red 'marking pen' icon (**Pending**)  to the left of the question. The 'pending grading' icon disappears once everything has been graded. It will appear again if new submissions that need to be graded are received.

Note: You must grade each question (i.e. enter a score for the question) and not simply add a final score for the assessment. If you leave a question's score field blank, the **Test** tool does not know that you've graded it and the pending marking icon will remain.

Marking and commenting on essay questions

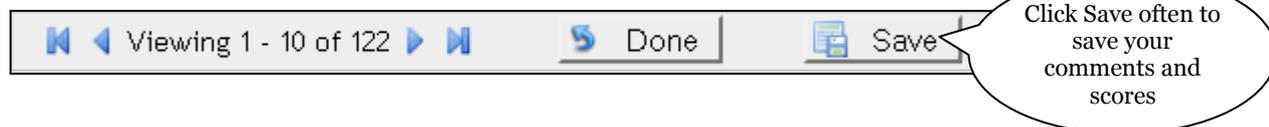
When you click on the **Pending** icon to mark an essay question, it will open a list of all submissions for only that question. You'll see a list of students with their submissions in an answer box. You can comment directly within the student box if you want to mark up their submission. To help your students see your inserted comments versus what they composed, change the colour of your comments using the colour picker provided.

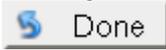
Most importantly, there is a box where you can put the **score** for that question.

 **WARNING:** Click the **Save** button often.

Your comments and scores will not be saved until you click **Save**, **Done**, or **Next**, so if you lose your Internet connection while grading, you'll lose less if you save often.

If there are more than 30 submissions on the **Mark Questions** page, you can click on the right arrow to go to the next page. The current page's scores and comments will be saved at that time.



When you've finished marking the answers to a question by all students, click the  button at the bottom of the page to return to the list of questions.

Select another question to grade its submissions, as needed. When you've finished marking all questions, click the  button at the bottom of the **Mark Questions** page.

Summary Data

To access question usage statistics, go to the [Marking](#) > **Mark Submissions** (or **Mark Questions**) page for the assessment. Click on the [Summary of Data](#) link at the top of the page.

A summary of data is displayed showing each question on an assessment: what the question is, how many students answered the question, how many students chose each answer, what the correct answer(s) is, the answer key and how many students did not answer the question.

Such a report can help you to evaluate and refine your questions and distractors for future use. For example, if too many students are being attracted to a particular incorrect answer, there may be a misconception that needs to be addressed.

Question 2 of 6 (worth 16.67 points) 126 answers

Which of the following scenarios is **collusion**? Check as many options as you wish.

- A. Copying a part, or the whole, of another's work, and submitting it as your own. 71% (87)
- B. Letting another student copy some of your work, to then be submitted as their own. 80% (98)
- C. Working with others on a piece of work and then writing it up for individual submission. 84% (103)

None unanswered

 Answer Key: A,B,C

In addition to assessment questions, you can also see a summary of data for survey questions. Finally, if you had essay questions in your test, survey, or assignment, you will see the student inline responses in the summary of data, all in one page.

Marking schemes

An examination of the marking schemes below shows that it is possible for students to gain marks that are not whole numbers; marks are shown to 2 decimal places. If it is considered undesirable to conduct assessments that may lead to apparently unusual scores, with some planning it is possible to ensure that the final number of marks is a whole number or a multiple of 0.5 marks.

Multiple choice questions

It is possible to have more than one correct answer for a multiple choice question; if so, consider inserting a comment to students that there is more than one correct answer.

In multiple choice questions with multiple correct answers, **Tests** deducts marks for incorrect answers but it will not give a score less than zero. The value of the penalty for incorrect choices is calculated by dividing the total number of marks for the question by the total number of correct choices.

Example 1: Suppose you have a multiple choice question that is worth 5 marks. It has five choices, one of which is correct. Therefore correct answer is worth 5 marks.

The penalty for each incorrect choice = Total number of marks (5) ÷ Total number of correct choices (1) = 5. Therefore in this case each incorrect answer will result in the deduction of 5 marks.

If a student ticks the correct choice, but also ticks two incorrect choices, she will score 5 marks for the correct choice, -5 marks for each of the incorrect ones (-10), but as scores cannot be less than 0 she will be awarded 0 marks.

Example 2: Suppose you have a multiple choice question that is worth 5 marks. It has five choices, two of which are correct. Each correct answer is worth 2.5 marks. The penalty for each incorrect choice = Total number of marks (5) ÷ Total number of correct choices (2) = 2.5. Therefore in this case each incorrect choice will result in the deduction of 2.5 marks.

If a student ticks both of the correct choices but also ticks another choice that is not correct, he will earn 5 marks for the correct choices and will lose 2.5 for the incorrect choice. He will be awarded 2.5 marks in total.

True False questions

True/False questions are single-answer by definition. A correct answer is awarded full marks and an incorrect answer is awarded 0 marks.

Fill In The Blank: single blank

Fill-in-the-blank questions with a single answer give full marks for a correct answer and 0 marks for an incorrect answer.

Fill In The Blank: multiple blanks

Fill-in-the-blank questions with more than one blank will give full marks if all answers are filled in correctly.

If there are multiple blanks, each blank is worth an equal proportion of the total number of marks of the question. The total number of marks awarded will be the number of answers filled in correctly multiplied by that proportion. There is no penalty for incorrect answers.

For example, if there is a fill-in-the-blank question worth 5 marks with three blanks, each blank is worth $\frac{1}{3}$ of 5, or 1.67 marks. If a student fills in two blanks correctly but not the third, the student gets (1.67×2) or 3.33 marks for that question.

Matching questions

Matching questions require users to match pairs; they have multiple answers and there is no penalty for incorrect pairs. Each correct pair matched is worth an equal proportion of the total number of marks for the question.

For example, if there is a matching question worth 5 marks that has five pairs to match, each answer is worth 1 mark. So if the student answers 3 out of the 5 matches correctly, he will be awarded 3 marks for that question.

Note: it is a good idea to place matching questions into their own pool.

Non-Objective Questions

Essay or Task

Essay or task questions are graded manually. The tutor decides on the value of the answer and assigns marks accordingly.

Likert Scale

Likert Scale questions are not graded. They are used for surveys to rate opinions or beliefs, and are never assigned marks as there are no correct or incorrect responses.

Exporting/importing content between sites

It is possible to import (copy) content (also referred to as “re-use material”) from WebLearn sites in which you have the **maintain** or **contribute** role. You can also combine material from more than one of these sites.

See the **Importing material from another site** section of the WebLearn guide entitled ‘**Site management: the Site Info tool**’ for information on moving content from one site to another.

Note: Import from Site works the same way for **Tests** as it does in other tools, such as **Resources** and **Announcements** – it allows content to be duplicated in other sites. All the contents of a tool are copied from one site to another. Therefore, when you import the contents of **Tests** into a site you bring in unique copies of pools, tests, and their settings into the new site. This allows you to make changes to pools or assessments in one site without compromising the integrity of copies in other sites. It is not possible to import question pools on their own; **all** content within the **Tests** tool will be imported, including assessments. Content that is unwanted in the new site can be deleted after the import process has been completed.

Pedagogical considerations for online formative assessment

The online environment provides us with opportunities to provide constructive formative assessment, but it cannot be assumed that students will automatically respond positively to it, or that it will operate as intended. When designing formative assessment tasks consider:

- Has there been adequate professional development for the author of assessment tasks? Professional development should include familiarisation with the mechanics of the **Tests** tool, its appearance and functionality from a user's perspective, and practice at writing 'good' questions;
- Has there been sufficient time for suitable tests to be developed, trialled and discussed with peers before releasing them to students?
- How will feedback to students be provided, including the possibility of peer-based feedback?
- How well is the assessment aligned with objectives and teaching material? Biggs and Tang (2007), Krathwohl (2002) and Anderson (2002) discuss the importance of alignment of assessment with the curriculum.

Essentials of formative assessment

Formative assessment is generally associated with the practice of feeding information from the assessment back to the learner to enhance learning (Sadler, 1998). It can also be used to adapt the teaching to meet the needs of the learners (Black, 2003); it can be therefore used to inform both the teacher and learner. Simply providing feedback in terms of marks or grades is not sufficient, and in some circumstances can be counterproductive (Gipps, 2005; Sadler, 1998). Feedback is also needed on what has been done well, what needs attention, and what can be done to improve (Gipps, 2005). Charman (1999) identifies the immediacy of response to the student as one of the advantages of computer-based assessment, but is 'response' the same thing as 'feedback'? Kendle and Northcote (2000) cite Bernard and Naidu (1992) who found that the provision of merely right/wrong feedback had "virtually no effect" (p. 49). The quality of feedback is "an important determinant of the effectiveness of formative assessment" (Yorke, 2003, p. 482). Nicol and Macfarlane-Dick (2006) synthesised seven principles of good feedback practice from the research literature:

Good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching. (p. 205)

Not all feedback needs to come from the tutor. Boston (2002) believes that learners have an important role to play in formative assessment through self-evaluation. Jenkins (2004) describes case studies in which students need to provide a reason for their answers to online objective tests. These reasons are made available to the class, requiring students to justify their answer to their peers. A vote could be taken to determine the most appropriate reasons for the correct answer. Nicol (2006) describes a successful case study of psychology students who used online discussion groups to formulate correct answers in place of feedback from tutors.

How to write good questions

Bothell (2001) and Shank (2006a; 2006b) discuss common mistakes made when writing assessments and show how to write better multiple-choice questions and tests. Aisbitt and Sangster (2005) describe eight problems encountered relating to the authoring of online assessment that could have been avoided with appropriate planning.

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