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The ExamSoft Portal

The ExamSoft Portal was created with educators in mind—to make testing an easier, streamlined process for everyone involved and to help your program make the most out of assessments.

The ExamSoft Portal in 5 Easy Steps:

1. **Bank your questions** No more searching for exam items—store them all in your program’s portal and organize them how you want.

2. **Tag to learning outcomes** Help the reporting magic happen by tagging your items to course and program objectives, or even accreditation standards.

3. **Deliver secure exams** Exams are downloaded onto student devices, and once opened, the device is locked down with no access to the Internet or other applications.

4. **Immediate grading** Objective-style questions are scored immediately, and results delivered to both faculty and students as quickly as you would like.

5. **Robust reporting** Provide the feedback both students and faculty need to help with remediation and self-directed learning.
Examplify - Your Student’s Testing Application

Examplify provides the secure, offline testing platform your educational program needs to keep the exam environment secure and stable.

**Key Benefits:**

- Available on most device types: Mac/PC laptops, iPads, and Surface Pros.
- A completely locked down testing application keeps students off the Internet or other programs on their device.
- Stop worrying about broadband issues—Examplify exams are delivered offline, with no need for Wi-Fi connectivity.
- Robust exam features: If permitted, students have access to a plethora of features, including alarms, question flagging, a scientific calculator, and highlighting capabilities.
- Picture-perfect attachments: Images, PDFs, and even video attachments never looked so good! It’s easy for students to zoom in and out, rotate, or manipulate graphics how they would like.
Questions & Exam Settings

Searching for Questions

Your questions are stored within the Questions tab of their respective course and you may search for questions within your question bank in multiple ways. You may perform a standard search with the Find Questions search bar or use the Filter feature. By using the filter feature, you may search for questions outside of the course you are currently working in, granted you are at least a Course Administrator for that outside course.

1. Select your course from the My Courses page.
2. Select the Questions tab.
3. Within the Find Questions search bar, you may type in characters or keywords.
4. Once keywords are entered, you may select from the following options:
   - **Question Title Containing** - when selected, will display all the questions in your course that contain the characters or keywords that were searched within the question title.
   - **Question Stem Containing** - when selected, will display all the questions in your course that contain the characters or keywords that were searched within the question stem.
   - **Question ID** - when selected, will display all the questions in your course that contain the numbers that were searched within the question ID.
   - **Answer Choice Containing** - when selected, will display all the questions in your course that contain the characters or keywords within the answer choice text.

5. To perform a more advanced search, select the Filter option to the right of the Find Questions search box.

6. The following filters will be displayed:
- **Owners** - Search for questions created by a specific user. Click **Browse More** to show more Admin users.

  ![Owners](image)

- **Question Type** - Select the question type(s) you would like to search for.

  ![Question Type](image)
- **Date Created** - Select an option in the drop-down list or choose “Select Date Created Range” to search when questions were created.

![Date Created](image)

- **Category** - Search characters or keywords to search for questions that have a specific category tagged to them.

![Category](image)

Clicking the **Browse More** link opens a slide-out pane from the right, which will list all the categories of that category type that contain matches to the characters or keywords typed within the search bar. Clicking **Browse All** will display all the categories you have access to that match the characters or keywords in the search box.

- **Used on Assessment** - Select an option in the dropdown list or choose “Select Date Used Range” to search when questions were used on an assessment.

![Used on Assessment](image)

- **Course** - Selecting this toggle will allow you to search for questions outside of the course you are currently working in. *Note: you must be at least a Course Administrator for the outside course to access its questions.*

![Course](image)
You may clear filtering options by selecting **Clear** to the top-right of that option, or select **Clear All Filters**, which will clear all the filtering options.

7. Clicking on the **Question Performance Stats** link will expand the Filter section to display the advanced question filter options.
These advanced filter options include:

- Difficulty Index Range
- Point Biserial Range
- Average Answer Time
- Upper 27% Range
- Lower 27% Range
- Discrimination Index Range

You may input numerical values into the textboxes of the corresponding advanced filter option or click and drag the circles across the slide bar to refine your search.

You may clear advanced filtering options by selecting **Clear** to the top-right of that option, or select **Clear All Filters**, which will clear all the filtering options.

8. Click the **Apply Filters** button to search for questions based on the filter specifications.
9. All questions that meet the filter criteria will be displayed. The **Filters Applied** area displays which filters were used for the current search.
Creating Questions
All question types can be created either within the Questions tab of a Course, or when building an Assessment. When creating questions within an Assessment, they will be added to the Assessment and also saved within the Questions tab for that Course. Since the creation process is the same for both, we'll show the process once a Course has been selected.

**Multiple-Choice Question Creation:**
1. From the My Courses screen, select the Course.
2. Select the Questions tab.
3. Click the green plus sign to the left. Select Multiple Choice.
4. The new Multiple-Choice Question creation window will appear to the right. You may begin by entering the **Question Title** and **Question stem**.

5. In the provided boxes below, enter your **Answer Choices**.
   - Utilize the **Add Answer Choice** button to add more than the default four (4) answer choices.
   - Utilize the **Camera** button to attach an inline image for the question or an answer choice.
   - Utilize the **Table** button to add a table to the question stem or an answer choice.
   - Utilize the **Formula** button to open the formula editor.
   - Utilize the **Check mark** button to signify the correct answer choice(s).
   - Utilize the **Lock** button to the right of an answer choice to lock that answer choice in place for instances where Randomize Choices is enabled as an Assessment Option.
   - Utilize the **Trash** button on the right-hand side of an answer choice to remove it.

6. If there are multiple correct answer choices, commonly referred to as a **Multiple Answer Question**, the following two options will appear:
   - **Allow Partial Credit** - This option will give the student partial credit for selecting at least one of the correct answers.
   - **Allow Unlimited Selections** - Functions as Select All That Apply. This option requires the student to select all the correct answers to receive points for the question.

7. Add **Rationale** to provide feedback on a question during a Secure Exam Review, or when releasing results to students. **TIP**: Even though this is extra work for the instructor, the return on your investment to help students understand your expert thought process will be well worth it!

8. Add **Categories** by clicking the green plus button. This will display a list of all the Category Types you have access to. Next, you may start tagging categories of the selected Category Type(s) to this question. **For more information regarding Categories, please refer to our guide on page XX**.

9. Add **Attachments** by dragging files into the window, or by clicking the link to browse your computer. There may only be one question attachment per question. Within Examplify, the question attachment will be displayed to a student when they navigate to the question and can be closed / reopened while on that question.
10. Lastly, **Save** the question.

**True / False Question Creation:**
1. From the **My Courses** screen, select the Course.
2. Select the **Questions** tab.
3. Click the green plus sign to the left. Select **True / False**.
4. The new True or False question creation window will open to the right. You may begin by entering the **Question Title** and **Question** text.
5. Below the **Question** field, you may select whether the statement is **True** or **False** by clicking the appropriate answer choice option.
   - Utilize the **Camera** button to attach an inline image into the question stem.
   - Utilize the **Table** button to add a table to the question stem.
   - Utilize the **Formula** button to open the formula editor.
6. Add **Rationale** to provide feedback on a question during a Secure Exam Review, or when releasing results to students.
7. Add **Categories** by clicking the green plus button. This will display a list of all the Category Types you have access to. Next, you may start tagging categories of the selected Category Type(s) to this question. Please refer to our section on **Tagging Categories to Questions**.
8. Add **Attachments** by dragging files into the window, or by clicking the link to browse your computer. There may only be one question attachment per question. Within Examplify, the question attachment will be displayed to a student when they navigate to the question and can be closed / reopened while on that question.

![Attachments](image)

9. Lastly, **Save** the question.

**Fill in the Blank Question Creation**
1. From the **My Courses** screen, select the Course.
2. Select the **Questions** tab.
3. Click the green plus sign to the left. Select **Fill in the Blank**.
4. The new Fill in the Blank question creation window will open to the right. You can type the **Question Title** or **Question**. You may also begin your question with a blank.
5. At any point during the question creation process, you can click the **Create Blank** button to insert a **Blank**.

6. Enter an answer within the blank field. To add any number of accepted alternative answers, click the **Add alternative answer** button.

7. Continue typing within the **Question** field to complete the question, adding any more blanks along the way, if needed. If you include more than one blank, you will have the option to enable **Partial Credit**.

8. Add **Rationale** to provide feedback on a question during a Secure Exam Review, or when releasing results to students.

- Utilize the **Camera** button to attach an inline image into the question stem.
- Utilize the **Table** button to add a table to the question stem.
- Utilize the **Formula** button to open the formula editor.
9. Add **Categories** by clicking the green plus button. This will display a list of all the Category Types you have access to. Next, you may start tagging categories of the selected Category Type(s) to this question. There is more information to assist with tagging categories to questions here.

10. Add **Attachments** by dragging files into the window, or by clicking the link to browse your computer. There may only be one question attachment per question. Within Examplify, the question attachment will be displayed to a student when they navigate to the question and can be closed / reopened while on that question.

11. Lastly, **Save** the question.

**Essay Question Creation**

1. From the **My Courses** screen, select the Course.
2. Select the **Questions** tab.
3. Click the green plus sign to the left. Select **Essay**.
4. The new essay question creation window will open to the right. You may begin by entering the **Question Title** and **Question text**.

5. Below the **Question** field, you may enter the **Essay Character Limit**, if you choose to enforce a limit. If this field is left blank, there will be no character limit.
   - Utilize the **Camera** button to attach an inline image into the question stem.
   - Utilize the **Table** button to add a table to the question stem.
   - Utilize the **Formula** button to open the formula editor.
6. Add **Rationale** to provide feedback on a question during a Secure Exam Review, or when releasing results to Exam Takers.

7. Add **Categories** by clicking the green plus button. This will display a list of all the Category Types you have access to. Next, you may start tagging categories of the selected Category Type(s) to this question. There is more information to assist with tagging categories to questions here.

![Categories](image.png)

8. Add **Attachments** by dragging files into the window, or by clicking the link to browse your computer. There may only be one question attachment per question. Within Examplify, the question attachment will be displayed to a student when they navigate to the question and can be closed / reopened while on that question.

![Attachments](image.png)

9. Lastly, **Save** the question.

**Hot Spot Question Creation**

1. From the **My Courses** screen, select the Course.
2. Select the **Questions** tab.
3. Click the green plus sign to the left. Select **Hot Spot**.
4. The new Hot Spot creation window will appear to the right. Begin by entering the **Question Title** and **Question Text**.
5. Next, choose to upload an image, which will serve as a "map." Within Examplify, students will click on the image to select the correct location, item, portion, or area to correctly answer the question. We will refer to these as "hot spots".

6. Click Add Hot Spot. This button will give you a tool to draw a rectangular hot spot answer location on the image. You may add more than one hot spot for the image, however, students will only be able to indicate one answer choice. Within Examplify, there is no indication of where the hot spot(s) are located and a student will click on the image to select their answer choice. If a student’s answer choice is within a hot spot, they will receive full credit for the question. Currently partial credit is not available for Hot Spot question types.

7. When creating a hot spot, you may make it as big or small as you wish. You can also zoom into the image to create even smaller hot spots. To zoom in or out, use the + or - keys to the left of the image, or drag the blue circle across the slide bar.
8. Once a hot spot has been created, you may edit its size and location, or delete it entirely. Click the Add Hot Spot button again to deselect it, then click the hot spot you wish to edit or remove. Click and drag in the middle of the hot spot to relocate it. Click and drag on a corner square to resize the hot spot from that corner. Click Delete to remove it.
7. Add **Rationale** to provide feedback on a question during a Secure Exam Review, or when releasing results to students.

8. Add **Categories** by clicking the green plus button. This will display a list of all the Category Types you have access to. Next, you may start tagging categories of the selected Category Type(s) to this question. There is more information to assist with tagging categories to questions on pg 147.

9. Add **Attachments** by dragging files into the window, or by clicking the link to browse your computer. There may only be one question attachment per question. Within Examlify, the question attachment will be displayed to a student when they navigate to the question and can be closed / reopened while on that question.

10. Lastly, **Save** the question.

### Importing Questions

Within the portal, you may import questions directly into your course using a variety of formats. When the file containing your questions is being imported, it is automatically processed through all of the available filters in the system for you. You may export questions from your LMS and import that file right into the portal. If your questions are within Word files, you can import them with ease. You may also manually create files that meet the question import formatting requirements for importing. Question importing is accessible to Institution, Department, and Course Administrators.

1. Select your course from the **My Courses** page.
2. Select the **Import Queue** tab.
3. Within the Import Queue tab, it will display the file names of previously imported files. If no files have been imported yet, the list will be blank. Click the **Upload** button to begin importing questions.
4. A pop-up modal window will appear. Currently, the accepted file types are .doc, .docx, .rtf, .txt, .xls, .xml, and .dat. You may **Drag & Drop** the file from its location on your computer into the pop-up window or click the **Or Choose Files** button to select your file.
5. Once the file has been submitted through the pop-up window, you will see the file name and its **Status** will change from Processing to **Ready for Review**.

![Upload](image)

6. Once the status is Ready for Review, click the **File Name** to expand the dropdown filter options. For manually created Word files, you’ll click the pencil icon within the Legacy Template box. For files that were exported from your LMS, you’ll choose the pencil icon within the corresponding LMS box. Clicking the **pencil icon** will take you to the page to begin validating questions.
Question Formatting

In order to use ExamSoft’s import feature, your exam file may need to be formatted. Please see below for how to format each type of question.

Formatting the Questions:

All Question Types (General Formatting)

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td></td>
</tr>
<tr>
<td>1. Each question must begin with a number followed by either a period “.” or a parentheses “)”, unless a question type is designated as shown in below examples.</td>
<td>1) or 1.</td>
</tr>
<tr>
<td>2. Followed by a space and then the question stem text itself</td>
<td>1) What year was Boston University founded?</td>
</tr>
<tr>
<td><strong>QUESTION TITLE (Optional):</strong> A Question Title can be imported with each question. If none is provided, the first 40 characters of the question stem will be used as the Question Title. To import a Question Title, it must be placed at the beginning of the question stem and begin with “Title:”. Maximum Characters: 40</td>
<td>Title: BU Founding Year 1) What year was Boston University founded?</td>
</tr>
</tbody>
</table>
## Multiple Choice Questions

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td></td>
</tr>
<tr>
<td>1. Each question must begin with a number, followed by either a period “1.” or a parentheses “1)”. No question type is required for multiple-choice questions.</td>
<td>1) or 1.</td>
</tr>
<tr>
<td>2. Followed by a space and then the question stem text itself</td>
<td>1) What was the original name of the business school at Boston University?</td>
</tr>
</tbody>
</table>

**QUESTION TITLE (Optional):** A Question Title can be imported with each question. If none is provided, the first 40 characters of the question stem will be used as the Question Title. To import a Question Title, it must be placed at the beginning of the question stem and begin with “Title:”. Maximum Characters: **40**

**Answer Choices**

Each answer must begin with a letter followed by a period “.” or a parentheses “)” and a space between.

**try not to have mixed notation of an answer choice in the same question. Example is meant to showcase the different acceptable notations.**

**CORRECT ANSWERS** can be indicated by:

You may place an asterisk (*) directly in front of the answer choices, with no space in between the answer choice and the asterisk.

| 1) What was the original name of the business school at Boston University? | a. School of Management  
b. Questrom School of Business  
c. College of Business Administration  
d. College of Business Management |
## True/False Questions

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td></td>
</tr>
<tr>
<td>1. Each question must begin with a number, followed by either a period “1.” or a parentheses “1)”. <em>No question type is required for multiple-choice questions.</em></td>
<td>1) or 1.</td>
</tr>
<tr>
<td>2. Followed by a space and then the question stem text itself</td>
<td>1) Boston University was founded in 1962.</td>
</tr>
<tr>
<td><strong>QUESTION TITLE (Optional):</strong> A Question Title can be imported with each question. If none is provided, the first 40 characters of the question stem will be used as the Question Title. To import a Question Title, it <em>must</em> be placed at the beginning of the question stem and begin with “Title:”. Maximum Characters: 40</td>
<td>Title: BU Founding Year 1) Boston University was founded in 1962.</td>
</tr>
<tr>
<td><strong>Answer Choices</strong></td>
<td></td>
</tr>
</tbody>
</table>
| The “True” or “T” answer choice must be listed first, prior to the “False” or “F” answer choice in order for ExamSoft to recognize it as a true and false question type. *No question type is required for true-false questions.* | 1) Boston University was founded in 1962.  
   a) True  
   *b) False  
   or  
   1) Boston University was founded in 1962.  
   a) T  
   *b) F |

## Essay/Short Answer Questions

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
<td></td>
</tr>
</tbody>
</table>
| The formatting is similar to Multiple Choice but with no answers. The primary difference is that the first line of formatting must begin with “Type: E”, followed by the optional title and the question number and wording. | Type: E Title: BU and Sports  
1) Define and explain how Boston University has had an impact on the sports community in Boston. |
Fill In The Blank Questions

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>EXAMPLE</th>
</tr>
</thead>
</table>
| **The first line of formatting must begin with** “Type: F” **,” followed by the** optional **title and the** question number and wording. | **Type: F** Title: Business Major  
1. As a business major at Boston University, I will be attending ___. |

**Answers**

Within the import function, you can only have one answer to each question, however you can have multiple versions of that answer. **CORRECT ANSWERS** can be indicated by:

You can list your answers similar to multiple choice, as “a.”, “b.”, and “c.”. This way the student can get a correct answer for different versions of the answer.

**Multiple Answers Questions**

<table>
<thead>
<tr>
<th>INSTRUCTIONS</th>
<th>EXAMPLE</th>
</tr>
</thead>
</table>
| **The first line of formatting must begin with** “Type: MA” **,” followed by the** optional **title and the** question number and wording. | **Type: MA** 1) Select two colleges at Boston University  
* a. Questrom School of Business  
b. College of Teaching  
c. School of Engineering  
*d. College of Fine Arts |

**Answer Choices**

**CORRECT ANSWERS** can be indicated by:

You may place an asterisk (*) directly in front of the answer choices, with no space in between the answer choice and the asterisk.

**Rationale**

(Optional) Can be indicated by:

Use the tilde “~” symbol after the question stem for the rationale of the question.

**Title: Pilgrims Leaving** 1) What was the original name of the business school at Boston University?  
~ See BU Founder’s section on pg 47 of your textbook  
a. School of Management  
b. Questrom School of Business  
c. College of Business Administration  
d. College of Business Management
Validating Questions

The list on the left will display all the imported questions. Each box on the left represents a different question, which displays the question number, question title, and question type. Note: the question title will default to the first 40 characters of the question stem. Selecting a question from list will display the full question to the right where you can validate each question and make any changes before finalizing the import.

1. To navigate through the questions, you can select an individual question from the list on the left or utilize the Previous and Next buttons.

2. When a question is selected, you can edit every field as if you were creating or editing a question. Note: when importing a multiple answer question, it will default to Allow Unlimited Selections and you can switch it to Allow Partial Credit. Below the answer choices, you can check the Original Highlighted Text box to verify what was brought over from the file into the Import Queue.

3. Below the Original Highlighted Text section, you can add a Question Attachment, Rationale, and tag Categories.
Adding Imported Images to the Question or Answer Choices

If there were images within your question import file, you can add them as inline images within the question stem or answer choice(s). To the right of the question stem or an answer choice, you will see a Camera Icon with a number beside it. This number indicates the number of images included in the question import file.

To insert an inline image into the Question stem or Answer Choices text, click the camera icon. This will open a side pane window which will display all the images that were included in the file you imported. From here, you can click the image you would like to add, then click the Select button.
**Remove a Question from the Import Queue**

To remove a question from the Import Queue’s validation page, locate that question within the list and click the X button. Next, click the **Remove** button to remove that question from the list.
**Importing Selected Questions**

If you would like to only import certain questions into the course’s question bank, select the check box for those questions. Next, click the **Import** button at the bottom of the page and proceed to import only the selected questions. Clicking **Unselect All** will de-select the questions that are checked.

Click the **Save** button to save all modifications that you made on the Import Queue’s validation page. *Note: it is recommended to save your work if you are going to return to the validation page to continue later or if another Admin is going to edit questions in the validation page.*

Once you have validated all the questions at the validation page, click the **Import** button. From here, you can choose to import all the valid questions into your course’s question bank by selecting **Save to Question Bank**, or, choose **Create New Assessment** to create a brand-new exam that will automatically add the questions to that exam. *Note: selecting Create New Assessment will automatically save the questions to your course’s question bank as well.*
Invalid Questions
If there are any questions with errors, they are considered invalid. If there are any invalid questions remaining at the validation page, when you click the Import button, you can choose Import Remaining to import all the valid questions or click Cancel to go back to the validation page, review any invalid questions, and proceed to import once all the questions are valid.

Once your questions are imported, the page will refresh to show an Import Success notification towards the top-right of your screen and your questions will then be available in your question bank.

Tagging Categories to Questions
Categories can be tagged to questions individually or by bulk editing within the Questions tab of your course. The process of individually tagging categories to questions is similar when creating any question type. Note: Tagging categories to questions can be done retroactively. ExamSoft gives you flexibility to add categories years after an exam has been administered and still leverage the reporting and analytics.

1. When creating a question, click the Categories green plus button. You may tag categories to existing questions as well. First, click the pencil icon associated to the question you would like to modify. Next, click the Categories green plus button. Clicking the Categories green plus button will display the category types that you have access to.
2. Choose the appropriate category type(s) from the drop-down list.
3. To select a category of the category type, you may type the name of the category in the search bar and it will automatically filter the list of displayed categories. Next, click the appropriate category from the list.

4. Clicking the **Browse More** link opens a slide-out pane from the right, which will list all the categories of that category type that contain matches to the characters or keywords typed within the search bar.

Clicking the **Browse All** link will open a slide-out pane from the right, listing all categories under that category type.
5. Click the **blue plus button** next to the category name within the list to tag that category. To tag a sub-category, click the category name, then the list will refresh to display all of its sub-categories.

As shown above, the **blue plus button** has been replaced with a **check-mark** and the categories are highlighted in blue, indicating these categories will be tagged to the question.

6. Click **Save** to finalize.

**Bulk Tagging Categories to Questions**

1. To tag categories to multiple questions, navigate to the Questions tab and select the questions you would like to tag. Next, click **Add Categories** at the bottom of the page.
2. Click the Categories **green plus button** to display the category types that you have access to, then choose the appropriate category type(s) from the drop-down list.
3. You may search within each category type and proceed to select the categories that will be bulk tagged to the initially selected questions.

4. Click the **Done** to bulk tag all selected categories to the selected questions.

**Creating an Assessment**

1. From the **My Courses** screen, select the Course.
2. Select the **Assessments** tab.

The Assessments page will list all posted and drafted exams in your course. A **Posted** exam has been made available to students within your course and a **Draft** exam has not yet been made available to students. Drafted exams can be edited before being posted.

3. Click the **Create** button to create a new assessment.
4. From this page, you can enter the **Assessment Title**, which is a required field. *Note: we recommend having at least 2-3 unique identifiers in the naming convention of your exams. For example, “NUR 110_S18_Exam 1”.* You can assign an already existing Admin user to be an **Assessment Admin** for this exam.
5. The **Type of Assessment** will be defaulted to “From Question Bank”. These types of exams can be taken by students using Examplify for Windows, Mac, or iPad if your institution allows students to use iPads. Additional assessment types will be released in the future.

6. From the **Type of Question Bank Assessment** dropdown menu, you can choose either Exam, Quiz, or Assignment. These are used for internal Admin reporting purposes and to not impact students.

7. Click the **Next** button to continue building your exam or click the **Cancel** button to go back.

8. Within the **Assessment Options** tab, you can enable or disable certain features and security settings for the exam. *Note: newly created exams have default settings and you can edit the options to your preference.*
You can click the pencil icon to edit the assessment title before the exam is posted.

9. Within the Scoring section, you can adjust the Total Assessment Points or choose to Display Scores on Exit.
● **Total Assessment Points** determines the maximum score a student can earn for the exam.

● **Display Scores on Exit** settings are optional and will display the student’s percentage and/or raw score when they submit their exam. *Note: when displaying scores on exit, it only displays the objective grading and students are notified that the grade displayed may not be their final score.*

10. Within the **Options to Enable** section, you can choose **Assessment Flow** options and **Optional Features** to change the behavior of Examplify during the exam.

- **Backward Navigation** allows students to navigate back and forth between previously answered questions.
• **Missing Answer Reminder** is only available if Backward Navigation is enabled and will warn students at the end of their exam if they have left any questions unanswered.

• **Require Answer** is only available if Backward Navigation is disabled. With this feature enabled, students will not be able to navigate to the next question without first answering the current question. *Note: this option is recommended if Backward Navigation is disabled to prevent students from accidentally navigating through questions and then not being able to go back.*

• The **Calculator** will allow students to utilize a calculator throughout their exam. *Note: this feature will enable both the basic and scientific calculator functions within Examplify.*

• **Text Highlighting** allows students to highlight any text within the question or answer text fields with many different highlighting colors.

• **Show 5 Min Alarm** enables an alarm to alert the student when five minutes remain for the assessment. *Note: there must be a Time Limit to enable this option and there is no audio associated with the Examplify alarms.*

11. Within the **Pre-Assessment Notices** section, you can add a notice to your exam that students will see and agree to before the exam content is visible. These notices can contain information such as: Institution honor code, policies, exam day reminders, instructions, or any other relevant information that would be useful to students.

If you need to create pre-assessment notices that will show up in Examplify before students enter their exam, you must have at least **Department Administration rights**. Before an exam is administered, Admin users may add as many pre-assessment notices as necessary.

Once the pre-assessment notices have been created, they may be used by other Admin users when building or editing a drafted assessment. Once the download window opens for an assessment, pre-assessment notices may **not** be added or removed.

Note, pre-assessment notices are created in Departments; any Admin user in the department may use it on an assessment.

**Exam Postings**

As a best practice, we suggest that faculty post their assessment 48 to 72 hours prior to the date of the exam. By doing this, faculty will have ample time to review and edit if necessary.
Download Window
For students using personal devices, faculty should instruct them to download their assessment at least 24 hours prior to the date of the actual exam. Lab users will need to download their assessment on the day of the exam.

Creating an Assessment Blueprint
Assessment Blueprints create a free-form or category-based framework by which the assessment creator must fulfill when creating an assessment. If you are interested in creating an exam that utilizes a blueprint, you must enable this feature when creating a new assessment. Click Yes to begin the process.

When using the assessment blueprint, you will only be able to add questions from the Blueprint view; however, you will still be able to access the List View, which displays the questions you’ve added to the assessment. Click Continue to proceed.

The next page will display assessment level statistics including: total points, estimated completion time, average point biserial, upper 27%, lower 27% discrimination index, and difficulty. Additionally, as you add questions to the blueprint, a bar graph will populate with the top 10 categories in the assessment, and the number of questions affiliated with each category.
Select Create New Content Area to begin.

Creating a Free-Form Content Area

Free-form assessment blueprints allow for the department or course administrator to create a blueprint with requirements that must be fulfilled to post the exam. These may include, a certain number of question types, questions from faculty, etc. By default, you will be able to create a free-form content area. Note: you cannot utilize a category-based blueprint within a section once you begin creating a free-form blueprint. Enter the Content Area Name in the text box and select Create to continue.

Once the content area is created, you will have the opportunity to create a section or sections with a requires number of questions that you or the assessment creator(s) will need to fulfill to post the assessment. Add and name sections as desired, select the number of questions per section, and click Create.
1. Use the **green plus sign** to add questions to the designated sections. A modal window will appear prompting you to find questions or create a new question type.

2. From this window, you can search your question bank for desired questions. Select the **blue plus sign** to add desired questions to your blueprint. Select **Save** when finished adding questions to that section.

As you add questions to the blueprint, the number of items will populate indicating if you have met the requirement for the section. When a section has not fulfilled the requirements, a warning sign 🔄 will appear. You will not be permitted to save the posting without fulfilling the requirements of each section.

**Creating a Category Content Area**

To create a category content area, **Toggle** Categories and **Select** the category type from the dropdown menu. Once you’ve selected the category type, click **Create**. Note, this list will only show the category type that you have access to see.

To add the category, begin by typing the category name into the **Add a Category** text field, or click **Browse All** to show all categories within the selected category type.
By selecting Browse All, a modal window will appear to select categories within the category type. Select the appropriate category and click Save. Note, you may only select one category for each content area.

As you add questions to the blueprint, the number of items will populate indicating if you have met the requirement for the section. When a section has not fulfilled the requirements, a warning sign will appear. You will not be permitted to save the posting without fulfilling the requirements of each section.

**Creating or Revising Questions on a New or Draft Assessment**

While building your assessment, you may need to create new questions during this process. While building an assessment, can create any new question type. These new questions will be saved alongside the other questions in the course and may be used on future assessments.

**Creating a New Question while Building an Assessment**

1. Login to your Portal and navigate to the course.
2. Open the Draft assessment.
3. Navigate to the Build Assessment sub-tab.
4. Click the green + (plus) symbol on the left-hand side of the screen.

From here, you can choose to create and add the question to the assessment.

**Revising Questions on an Assessment**

At times, you may need to revise questions before they are posted to your students. Other times, your colleagues may need to revise questions before they are used in your assessment. In either event, you will be alerted to new question versions available for any questions.

We will first explain the process of revising a question. In our example, we will need to add an attachment to our True/False question.

1. Open the drafted assessment.
2. Navigate to the Build Assessment sub-tab.
3. Click the pencil icon in line with the question you would like to revise.
5. Make any necessary revisions and click **Save**.
6. Now that the question has been updated, you will see a message above the list of question. A message will display here for every question that was revised by you or another Admin user working on this assessment.

7. Click **Review**. The question’s version history will appear, and from here you can review the edits that were made to the question stem, answer choices, rationale, or attachments.
8. To select a revision, click **Accept this Version**. A popup will appear asking you to confirm this change. You may **Accept & Save** or **Cancel**.

Posting an Assessment

Once you’re ready to finalize your assessment, you will select the appropriate post assessment settings within step three before posting.

- The Assessment Password will be entered by students to begin their assessment. This password must contain at least 6 and no more than 60 alphanumeric characters, with at least one letter and one letter.

You may also randomly generate an assessment password, which will generate a password that meets the minimum password requirements (6 characters alphanumeric). Note, the assessment password is case-sensitive.
● The Select Students button will allow you to see the list of students enrolled in the course. You can select to post the assessment to a select number of students within the course, or you can post to the entire course. To post the assessment to the entire course, click the plus sign at the top of the column header to select all students. Click Save to continue.

● The Assessment Admin(s) field will allow you to select any Admin Users that will administer the assessment. All course and assessment admins will have the ability to preview their assessment through Examplify. Any department or Institution Administrators must be added as Assessment Administrators to preview the assessment.

● The Schedule Date will indicate when you plan to administer the assessment to students. The schedule date will dictate time frames for the following reports: Category Performance, Course Performance, and appears on the Strength and Opportunity Report.

![Schedule Date](image)

07/22/2018 4:00 pm

● The Download Start and End date and time will indicate the window when students will be able to download the assessment.

![Download Start and End](image)

07/22/2018 12:00 pm - 07/22/2018 4:30 pm

● The Upload Deadline date and time indicated when a student must upload their assessment. Once the deadline passes, they will not be able to upload their exam unless the time and date are modified.

![Upload Deadline](image)

07/22/2018 6:30 pm

● The Remote Assessment Deletion checkbox will allow you to set a date and time which a downloaded assessment will be removed from the student’s computer. Note, the Remote Deletion data must occur after the Schedule Date, Download End, and Upload Deadline.

![Remote Assessment Deletion](image)

Delete all assessment downloads
07/22/2018 6:35 pm
• The Email Reminders will send emails to all students selected to take the exam that the Download Start and End date is approaching, in addition to an Upload Reminder. Note, e-mails will default to 24-hours before the applicable end dates/deadlines.

![Email Reminders](image)

• The Assessment Review Settings allow you to enable an immediate or delayed review for secure exams. Use the drop down to indicate if you wish to include an Immediate or Delayed Secure Review.

**Immediate Review Settings**
If you opt to include an Immediate Review, students can enter the review upon submitting their exam through Examplify. The following settings are required:

- The Assessment Review Password is required. The assessment review password must be between 6 and 60 characters. Additionally, you can click Generate to produce a 4-word password.
- The Time Limit will dictate how long a student can spend in the secure review.
- The Incorrect Answers Only and Rationale are optional settings you can include to enhance the review.

![Immediate Review Settings](image)

**Delayed Review Settings**
If you opt to include a Delayed Review, students can enter the review at a certain time and date set by the assessment administrator. The following settings are required:

- The Review Start and End Time will allow the students to access the review. This date must be after the Download End Date and the Upload Deadline. Note, students must have internet connection to begin the review.
● The Assessment Review Password is required. The assessment review password must be between 6 and 60 characters. Additionally, you can click Generate to produce a 4-word password.
● The Time Limit will dictate how long a student can spend in the secure review.
● The Incorrect Answers Only and Rationale are optional settings you can include to enhance the review.

Printing your Assessment
As a backup plan, you should always have a few paper copies of your assessment handy on exam day. This way, if a student forgot their device or is unable to use a loaner machine to take their exam, they may complete their exam alongside their peers.

If this feature is enabled for your department, and a student is unable to complete their exam on their personal or lab machine, you can provide them with Scantron® forms to complete their assessment. Answer files can be easily imported into the system and will be included in all analytical reports.

For students to take their assessment using Scantron® forms, you must first print the assessment. Log into your portal and navigate to the assessment. Within any sub-tab, you will see the Print button.
After selecting the **Print** Button, a window will appear on the screen. From here, you can choose to print your assessment in two different views:

- **Student View** - Recommended when printing an assessment for a student who needs a paper copy of the assessment. This view prints the assessment’s questions and answer choices without indicating the correct answer choices. This can also be printed with any attachments in the assessment.

- **Faculty View** - Recommended for internal use. This view prints the psychometrics, answer key, rationale, any attachments, the question ID, and any included categories.

Once you have decided what view you wish to print, select the green **Print** button on the bottom right-hand corner of the window.

A print window will now appear on-screen. Scroll through the document to confirm all questions are displayed. Print as many copies as needed for the number of students that need to complete their assessment using Scantron® forms. Note, any Attachments or Inline images will not be included in the printed version of the exam.

### Creating a Pre-Assessment Notice

Login to your portal, and either open a drafted assessment or choose to create a new assessment. On the **Assessment Options** page (Step 1), users can manage and add any available pre-assessment notices. If none are available, Admin users with proper permissions may create new pre-assessment notices at any time.

1. Click **Manage Notices** near the bottom of the page.
2. Doing so will open a roll-out window to the right. From here, you can search for a notice, or create a new notice. Click the green **Create Notice** button.

![Image of Pre-Assessment Notices](image)

3. A new window will appear from the right. Here, you can title the notice, and enter the body. Once done, click **Save**.

**Using Pre-Assessment Notices on an Exam**

When editing or creating a new assessment, Admin users may add pre-assessment notices to an exam. To add a notice or multiple notices to the exam, login with your Admin user account, and navigate to the “View Assessment” page of a Draft assessment. From the Pre-Assessment Notices section on this page, users may type in the notice’s title to show a list of matching results, or, click the **Browse All** link to open a roll-out window containing all pre-assessment notices created in the Department.

4. From this window, you can bulk select all notices, preview a notice, or select each notice individually. Once finished, click **Save** to add them. Pre-assessment notices will display to students on the exam in the order in which they are added.

5. Each pre-assessment notice that was selected will appear in small blue boxes on the Assessment Options page. To remove a notice, simply click the **X** within its box.

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If at any point you need to add more notices, simply start typing in the notice's title or click **Browse All** to open a window with all notices that have not yet been added to the assessment.

**Managing Pre-Assessment Notices**
Throughout the semester, Institution or Department administrators may need to edit or delete pre-assessment notices. When editing or deleting a pre-assessment notice:

- Editing or deleting a pre-assessment notice will affect drafted assessments or assessments that cannot yet be downloaded.

- Editing or deleting a pre-assessment notice will **not** be reflected on assessments that have been downloaded by students.

6. To edit a pre-assessment notice, click **Manage Notices** from the Assessment Options page. From the roll-out window, click the **Pencil** icon in line with the notice you wish to edit.

7. To delete a pre-assessment notice, click **Manage Notices** from the Assessment Options page. From the roll-out window, click the **Trash** icon in line with the notice you wish to delete. A warning message will appear and will report how many assessments will be affected by this deletion.
8. Within the **Security Options** section, you can choose certain exam security features that determine how Examplify will interact with the student’s device on exam day.

- **Secure** option will completely lock down the student’s machine once the assessment has begun. They will not be able to access any information stored on their hard drive, nor will they be able to run any programs in the background or access the Internet. If the student attempts to circumvent the secure assessment by forcefully rebooting their machine, they will be returned to their exam upon successfully rebooting, and all actions will be logged for review and audit purposes.

- **Non-Secure** option will allow students to access any information stored on their hard drive and run any programs in the background. By default, **Non-Secure** assessments do not block a student’s access to the Internet.

- The **Block Internet** option is only available for a **Non-Secure** exam and will disable the student’s access to the Internet or other Wi-Fi capabilities for the length of their assessment. *Note: the student can still access any information stored on their hard drive and run any programs in the background.*

- The **Suspend** option is only available for a **Non-Secure** exam and allows students to suspend the exam timer to resume their exam later.

- **Randomize Question Sequence** randomizes the order of the questions for each student.

- **Randomize Answer Choices** randomizes the multiple-choice answer choices. *Note: you have the option to lock answer choices in place when creating or editing a multiple-choice question.*

- The **Time Limit** option will allow you to set a time limit in minutes for the assessment.

- The **Universal Resume Code** is a randomly-generated alphanumeric code unique to each assessment. For all students the exam is posted to, this code will allow them to resume their exam if their device is powered down. *Note: these codes should not be released to students unless you experience an event that requires many students to power their computer back on, such as a fire drill.*
9. The **Attachments** section, you can drag and drop a file or click **browse your computer** to locate the file you would like students to have access to at any point during the exam. You can only have one assessment attachment for an exam and this can be an image, short video, or audio clip. **Note: it is recommended to include a formula sheet as an assessment attachment if you implement a paperless environment.**

![Attachments Section](image)

10. Click the **Save & Continue** button towards the top-right or bottom-right once you have specified your Assessment Options.

11. Within the **Build Assessment** sub-tab, you can add questions to your exam. From here, you can choose to build an exam as a **Blueprint** or from the **List View**.

![Blueprint Decision](image)

- If you would like to build the exam with a Blueprint, click the green **Yes** button. The next message will confirm your decision of choosing **Blueprint View** rather than **List View**. For more information on **Creating an Assessment Blueprint**, see the handbook section covering that feature.
- If you would like to begin building an assessment through either manually creating questions or utilizing questions from your question bank, click the **No** button. A new message will appear to confirm your decision of choosing **List View** rather than **Blueprint View**.
12. Click the **green plus button** to add questions to your exam. This brings up a menu where you can choose to find questions or create new questions. Click the **Find Questions** button to search for questions within your question bank.

13. A side-pane window will appear for you to bulk add questions or add each question individually. To add a question, simply click its blue plus symbol. Once selected, it will change to a blue checkmark. If you need to remove a question, simply hover your cursor over the blue checkmark of that question. The blue checkmark will change to a blue X, then click the blue X. The confirmation message will update with each successful addition or removal.

Within this list, you can display up to six columns of the following information:

- **Question Title**
- **Question Type**
- **Last Modified** date
- **Owner** - the user who created the question
- **Question ID**
- **Pt. Biserial**
- **Difficulty** Index
- **Categories** - the number of categories tagged to the question
Once you have added all the questions to the exam, click the **Save** button to continue.

By default, each question's weight is set to 1 when added to an assessment. If you need to adjust a question's weight, navigate to the **Build Assessment** sub-tab, and click the **pencil icon** for the questions that need to have weight changed. Within the slide-out window, you may enter the new weight.

Now the **Build Assessment** page will contain all the questions added to the exam so far and you can preview the **Assessment Stats**. These stats include the following:

- **Total Points** - the total number of assessment points set in the Assessment Options sub-tab
- **Est. Completion Time** - this will auto-populate once the exam has been taken by students
- **Avg. Pt. Biserial** - this will auto-populate once the exam has been taken by students
- **Upper 27%** - this will auto-populate once the exam has been taken by students
- **Lower 27%** - this will auto-populate once the exam has been taken by students
- **Disc. Index** - this will auto-populate once the exam has been taken by students
- **Difficulty Index** - this will auto-populate once the exam has been taken by students
- **Total Categories** - the amount of unique categories tagged to questions in the exam
- **Total Questions** - the amount of questions included in the exam
- The total amount of each question type is displayed as well.

If there are categories tagged to your questions, there is a bar graph displaying the top 10 categories used in the assessment.

![Assessment Stats](image)

14. Click the **Continue** button to continue and you'll be taken to the Post Settings sub-tab.
15. Within the **Post Settings** sub-tab, you can finalize the settings of the exam and post it to students.

At the top of the screen, you will see the total number of points available for this assessment, a brief overview of assessment settings and options, the number of questions included, estimated time to complete versus the time limit (if imposed), and average point biserial and item difficulty.
16. To finalize your assessment, you will need to set the **Post Assessment Settings**. To learn more about the Post Assessment Settings, review the handbook section covering **Posting an Assessment**.

17. Once all your Post Assessment Settings have been specified, click the **Finalize** button to post the exam to the selected student(s).

18. A pop-up window will appear where you can confirm the posting specifications. Click the **Post** button to post the exam or click the **Make Changes** button to return to the Post Settings page.
**Linking Assessments**

A linked assessment allows you to repost the same exam to another section, or for administering make-up exams. Linked assessments will retain all statistical data, and results can be viewed in combined reports. When creating a linked assessment, you're unable to modify the assessment options or the question content.

1. To begin, navigate to the assessment (draft or posted) you wish to re-post and click on the title of the assessment. In the upper right-hand corner, click **More**.

2. From the drop-down menu, select **Duplicate** option.

3. A pop-up window will appear; you can choose between a linked or un-linked assessment. Select **Linked Assessment** and click **Continue**. Note, the newly linked assessment will create as a **Draft**.

You will be directed to the **Assessment Options** sub-tab of the linked assessment. At the top of the page, you can change the assessment name. Note, if you opt to change the assessment options, you will need to select enabled editing. Enabling editing will un-link the assessment, preventing you from aggregating the data across the linked assessments. You may change the name of the linked assessment by selecting the **Pencil** icon.

Clicking on the **View Assessment** sub-tab will generate the same message. Clicking the **Post Settings** will allow you to adjust the posting settings as you would when posting a **Draft** assessment.
Once you’ve finalized the posting, you will be brought back to the list of assessments within the course. The icon next to the Scheduled-On column indicates there are related assessments. Clicking this icon will open a list of all linked assessments in a slide-out panel to the right.

**Duplicating Assessments**

We recommend Duplicating an Assessment when there are changes that need to be applied the exam (i.e., changing assessment settings, question content).

1. To begin, navigate to the assessment (draft or posted) you wish to re-post and click on the title of the assessment. In the upper right-hand corner, click More.
2. From the drop-down menu, select **Duplicate** option.

3. A pop-up window will appear; you can choose between a linked or un-linked assessment. Select **Unlinked Assessment**. You will have the option to assign the Unlinked Assessment to a different course by typing in the course name in the text field. Note, you can only select courses that you have been assigned as a Course Owner.
4. Clicking on the **View Assessment** sub-tab will generate the same message. Clicking the **Post Settings** will allow you to adjust the posting settings as you would when posting a **Draft** assessment.
5. Once you’ve finalized the posting, you will be brought back to the list of assessments within the course. The icon next to the **Scheduled-On** column indicates there are related assessments. Clicking this icon will open a list of all linked assessments in a slide-out pane to the right.

**Building a Sample Mock Exam**
If you’re new to using ExamSoft, we recommend that you become familiar with the student exam experience. Taking a practice exam will allow you to understand what your students will see, understand the various assessment options when building an exam, and help you provide support and guidance to your students on exam day.

*TIP: This is also a great way to get Faculty excited about using ExamSoft. Create a fun quiz with random trivia on the school, your faculty, or pop culture and let the faculty experience the platform as students.*

**Please ensure that you are using Google Chrome or Mozilla Firefox to access the New Portal.**

1. If you haven’t already, create a practice course (i.e. ExamSoft101) for creating and/or posting mock assessments as you learn the ins and outs of ExamSoft.
2. Create a student account for yourself using a different e-mail from your admin account (you’ll use this for logging into Examplify to take your mock exam!).
3. Add your student account to your practice course.
4. Download and import this sample practice quiz file into your practice course.
5. Add a question level attachment to Question #5.
6. Create a new assessment using the questions imported from the above file.
7. Add an exam level attachment to your assessment.
8. Review all Assessment Options and select the options that will reflect your desired exam settings for the upcoming semester.
9. Review all Post Assessment Settings and select the options that will reflect your desired exam settings for the upcoming semester. *You can increase your Max Downloads in the Proctoring tab to keep practicing!*
10. Post the practice assessment to yourself. *Don’t forget your exam password!*
11. Download Examplify (student testing application) to your device.
12. Login to Examplify using the student account you created. Download and take your practice quiz!

**Examplify, Proctoring & Delivery**

**Proctoring**
Tracking downloads and uploads is a great way to monitor which students have successfully downloaded and uploaded their exam files. The **Proctoring** tab, listed within each assessment on new portal, will allow also Users
the ability to increase downloads, generate specific continuation/resume codes to allow students re-entry back into their exam should a student experience any exam complications.

**Resume Codes**
The Resume Code is a number that needs to be entered into Examplify in the event when a computer is turned off mid-exam. If a computer is turned off and it remains off for a period longer than the Rebooter Time Limit, then the student will be prompted to enter a resume code to re-enter the exam. This prevents students from shutting off their devices for long periods of time without direction from a proctor.

There are two options when providing a resume code. You may provide a resume code that can only be used by that individual student for that exam or you can provide a Universal Resume Code which can be used by all students for that assessment.

**To Generate an Individual Resume Code**
1. Log into your ExamSoft portal
2. Choose your course from the My Courses page and select the Assessments sub-tab. Select the desired assessment and navigate to the Proctoring tab.
3. Enter the continuation code from the student’s Examplify Screen (in this example: 342230) in the Continuation Code box in the User’s portal.
4. Click the SUBMIT button and receive the Individual Resume Code in a new pop-out window (for this example: 43A38).
Keep in mind, the code displayed on the student’s Examplify screen is unique! If the wrong code is entered, the portal’s Continuation Code window will signify an incorrect continuation code.

5. Enter the Individual Resume Code in the blank provided in Examplify. The student will now be able to continue into the assessment.

To Retrieve the Universal Resume Code
This code is unique to each assessment and can be used for any student that the assessment has been posted to. It will be provided when initially creating the assessment and can also be retrieved after the assessment has been posted.

1. The Universal Resume Code is automatically generated under the Security Options dialog within the Assessment Options tab and cannot be edited. This code can be viewed in this location during the assessment creation process and after the exam has been posted.

2. This code can also be viewed under the Proctoring tab within the assessment; simply click the link to Show Universal Resume Code to view the code.

Exam Proctoring
1. From the Assessments tab within a course, select the appropriate assessment.
2. Select the **Proctoring** sub-tab.
   - Once selected, all assessment information will be displayed on the **Exam Proctoring** page.
   - **Owner** - The User designated as the owner of this assessment when created
   - **Type** - The assessment type selected when assessment was created
   - **Scheduled On Date** - Denotes when exam is intended to be taken by students
   - **Download Window** - Denotes time window when students will be able to download the assessment
   - **Time Until Exam** - An easy to see countdown until the time of the exam

**Tracking Student Activity**

1. Tracking totals for the assessment will be shown at the top of the **Proctoring** screen.
   - **Students Posted** - The number of students the assessment has been posted to
   - **Downloads** - The number of students who have successfully downloaded the exam to their computer
   - **Uploads** - The number of students who have successfully taken assessment and uploaded their answer files
   - **Upload Deadline** *(if applicable)* - Date & time of when answer files need to be submitted

2. Under the assessment totals, there will be a list of the students that the assessment was posted to. Clicking the expand icon will allow you to add additional columns to the grid if there are others not being displayed. Using the filters, you can view the following information:

![Image of a table showing student information](image-url)

   - **Exam Taker** - The student’s name used during account creation
   - **Student ID** - The student’s unique ID
   - **Max Downloads** - The number of times a student may download this assessment (will always default to one)
   - **Downloads** - Shows the number of times the assessment has been downloaded along with the date and time stamp of the initial download
   - **Upload Status** - The date and time when answer files were successfully uploaded per student in green text

3. To increase the number of exam downloads for an individual student, select the plus sign within the **Max Downloads** column. To decrease the number of exam downloads for an individual student, select the
minus sign within the **Max Downloads** column. Either may also be adjusted by typing in the number of allowed downloads in the window.

4. On the **Proctoring** tab, a User can produce a **Continuation Code** in the event an individual student’s computer is turned off mid-exam. This code will only work for this student and is specific to this exam only.

5. Alternatively, a User can also display the **Universal Resume Code** or **Assessment Password**, if needed.

### Viewing a Student’s Exam Snapshot

After a student uploads an answer file, an Admin user with access to the Proctoring page of the assessment may view a student’s exam snapshot. This snapshot will allow the Admin user to see exam information, such as: When the student opened the exam, when they answered a question and what that answer choice was, when a student navigated to another item on their exam, as well as when the student submitted their answer file.

### How to View Student Exam Snapshots

If a student has downloaded and uploaded an answer file for an assessment delivered on the New Portal, their exam snapshots will be available to view from the assessment Proctoring page. Note, however, if a student submitted their answer file via Scantron or other paper format, their exam snapshots will not be available.

1. Login with your Admin user account and navigate to the assessment.
2. Click on the **Proctoring** sub-tab.
3. To view a student’s snapshot, locate their name within the list, and click on their **Uploads** timestamp.

![Image of Uploads timestamp](image1)

4. Click the **Snapshot** icon.

5. A new roll-out window will appear. Within the list, all results are automatically sorted by their “Activity #”. Each action will be assigned to its own activity.

![Image of Snapshot icon](image2)

6. When viewing a student snapshot, there are some items within the list that are clickable. When clicking one of the items below, the information will be displayed in a new roll-out window.

   - **Assessment start**
     
     ![Image of Assessment start](image3)

   - Selecting an answer choice for a Multiple-choice question. The roll-out window will display the answer choice chosen by the student, as well as its answer choice text.

![Image of Multiple-choice question](image4)
• Fill in the blank response(s).

ANSWERS ENTERED
1. Spain
2. France
3. Mexico
4. Republic of Texas
5. United States of America

• Essay response (without formatting used during the exam)

TEXT ENTERED
Words: 20
Characters (including spaces): 128
Characters (without spaces): 110

The Texas Republic-claimed borders were based upon the Treaties of Velasco between the newly created Texas Republic and Antonio.

• Resuming an assessment

ASSESSMENT: RESUMED
Timestamp: 01/06/2016 at 3:52 pm

• Screenshot of characters entered during essay questions, or any large deletion of text
• Final Snapshot
<table>
<thead>
<tr>
<th>ACTIVITY #</th>
<th>QUESTION #</th>
<th>ID</th>
<th>QUESTION TYPE</th>
<th>ACTIVITY</th>
<th>TIMESTAMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>368</td>
<td>MC</td>
<td>Choice: A</td>
<td>Oct 24, 2017 12:44:55 AM</td>
</tr>
</tbody>
</table>
**Make-Up Assessments**

If a student is not able to sit for an assessment at the scheduled time, you may elect to give that student an opportunity to make up the missed exam. This document outlines two different methods for setting up and administering make-up assessments.

**Option 1: Create a Linked Assessment**

Creating a linked assessment will not allow you to edit any of the question content, nor options to enable. You will be able to create a new password and select the group of students that will see the exam available for download.

1. Begin by navigating to the appropriate course.
2. Open the assessment.
3. Create a **Linked Assessment**.
4. Create a new assessment password, select the students to post to, as well as other posting settings. We recommend utilizing the remote assessment deletion option, as well as strict download start and end times for this make-up exam. Post the assessment and notify the students that need to take the make-up exam of the new posting and its assessment password.

   * You will not be able to edit any of the question content or assessment settings when creating a Linked assessment. Note, this method will allow you to run a Combined report with the original posting and the Linked assessment.

**Option 2: Create an Unlinked Assessment**

1. Begin by navigating to the appropriate course.
2. Open the assessment.
3. Create an **Unlinked Assessment**.
4. If required, alter the questions on the assessment, and change any assessment options. Create a new assessment password, select the students to post to, as well as other posting settings. We recommend utilizing the remote assessment deletion option, as well as strict download start and end times for this make-up exam. Post the assessment and notify the students that need to take the make-up exam of the new posting and its assessment password.

   * You will be able to edit all of the assessment options, content, and post settings. Note, this method will not allow you to run a Combined report for the original posting, and the Unlinked assessment.
Exam Delivery Best Practices

First Exam Checklist

Policies & Administration
- Ensure exam day policies are in place (i.e., proctoring practices, student procedures).
- Determine and communicate make-up assessment practices.

Preparing Students
- Email students and ask them to download and install Examplify onto their devices (Installation instructions: Win/Mac, iPad)

Preparing the Exam
- Import or create all assessment questions
- Create assessment
- Preview exam in Examplify
- Post assessment
- Check Proctoring tab to ensure students have downloaded assessment

Preparing your Proctor
- Print a paper copy of the assessment - just in case!
- Provide Proctor with:
  - Assessment password
  - Universal Resume Code

During the Exam
- Ensure all students have successfully uploaded by:
  - Requiring all students to show proctor their green upload confirmation screen upon exit
  - Checking Proctoring tab in Admin portal for answer file upload/import times
After the Exam
  o Run any reports necessary for faculty:
    o Assessment Results
    o Basic Class Report
    o Strengths & Opportunities Report (individual student performance)
    o Item Analysis Report
    o Release results to students as appropriate

Be Prepared for Exam Day
We want you to be prepared for the expected and unexpected on exam day! Below are the ExamSoft recommended best practices to help you develop your exam delivery policies.

General Exam Day Tips
  o Have students download their exam file 24-48 hours prior to exam day.
  o Exam proctor(s) should have the assessment password and universal resume code.
  o Print a paper copy of your exam or download a PDF to your computer
  o Exam proctor(s) should have access to the Proctoring tab for quick access to student usernames, ability to increase the number of downloads, and track exam taker downloads and uploads.
  o Anti-virus programs should be disabled on the device or lab machine prior to entering a secure exam.
    o If your students bring their own devices, distribute the Disabling Anti-Virus Software instructions prior to exam day.
  o For optimal performance, advise students to restart their devices within 24-48 hours of exam day.

Internet Outage
  o Require your students to download their exam prior to arriving to class!
    o Students will be able to enter and complete their exams without internet access. Their answer file will be saved and secure on their device until they are able to reconnect to the internet.
  o If your exam has an upload deadline, make sure to adjust the time if the internet is not restored by the upload deadline.
    o This will allow students to reach an area with internet access to upload their answer file. Don’t worry, they will not be able to re-enter their exam once they’ve exited a secure exam.
  o Be ready to make photocopies or print from your downloaded file, if students are unable to download their exam.
    o After the exam, you can import their answers, so you can still run all your favorite ExamSoft reports.
Power Outage
  o Battery life check! Advise students to fully charge their devices prior to any exam.
    o Students will still be able to complete their exam offline (provided they have enough
      battery life on their device) and their answer file will upload once they have an
      internet connection
    o If you choose to postpone your exam until power is restored, have the students completely
      shut down their devices to stop the timer on their exam.

Mid-Exam Evacuation (i.e. fire drill)
  o Instruct the students to completely shut down their device to stop the timer.
    o **DO NOT** instruct them to submit their exam.
    o Closing the laptop may only put the computer to sleep, rather than shut it down. If
      the computer is not shut down, the timer will keep running.
  o Upon returning, give the students the universal resume code to re-enter the exam.
  o All content prior to 60 seconds before shutting down will be saved on their device.
Reporting & Review

After an assessment has been administered, Users have access to a plethora of information to view the content of the assessment, student activity, adjusting the scores, grading essays and accessing reports.

Assessment Options
The Assessment Options tab gives an overview of the options selected when initially creating the assessment. Options include:

- Scoring Options
- Options to Enable
- Security Options
- Assessment Level Attachments
- Pre-Assessment Notices

View Assessment
The View Assessment tab features the list of all questions encompassed within the assessment. Clicking the expand icon will allow you to add more columns to the table if there are any not being displayed.
Post Settings

The Post Settings tab will contain the posting settings that were selected when the assessment was drafted and posted. These settings include:

- Assessment Password
- Students Selected
- Assessment Admins
- Schedule Date
- Download Start/End Dates
- Upload Deadline (optional)
- Email Reminders

Note, an admin can update certain posting parameters once an assessment has already been posted.

Proctoring

The Proctoring tab gives Admin users the ability to track student activity during an assessment. This includes:

- Track Exam Taker Downloads + Uploads
- Accepting multiple uploads
- Producing Individual/Universal Resume Codes
- Show Assessment Password
- Increase Maximum Downloads for Students
- Accessing Exam Log Files
- Emailing Students
Accepting Multiple Uploads

1. First, login to your portal and locate the assessment. To accept another answer file, you must first give the student or students more than one download. If you are unfamiliar with this process, please review our guide on Exam Proctoring.

2. Once a student uploads a second answer file, the user will see a number populate next to the date and time stamp. The number indicates how many upload records are tied to the specific student. The date and time stamp will reflect whichever upload has been selected, and by default the system will use the first upload for scoring.

3. Clicking the number next to the uploads column for a student will open a small window, displaying information about each.

Within the window, users can see the date, time, score, and source of the answer file. Users may also see whether the upload was late or not and select the file for scoring using their radial buttons. Once the upload is selected, click Save to finalize.

4. When another upload is selected to be scored, the date and time stamp within the Uploads column will update to the selected exam file’s time-stamp.
Reporting

The Reporting/Adjust Scoring tab gives access to a basic class report of the assessment, the individual student Strengths & Opportunities Reports, the Summary Report, as well as the ability to adjust scoring on the exam or for individual questions.

- **View: “Class”**

![Basic Class Report](image1)

- **View: “Students”**

![Student Performance](image2)

- **View: “Summary”**

![Summary Report](image3)
Summary Report

The Summary Report is a Faculty End of Exam Report which shows an overview of performance for both Exam Takers, and category performance. This report will only reflect students that have uploaded their exams.

1. Select the desired assessment.
2. Next, navigate to Reporting/Adjust Scoring.
3. Select Summary.

The summary report will appear below. While viewing the summary report, you will be able to review certain aspects of the assessment:

- **Assessment Performance** - The assessment performance section of the report displays how students did on the specified assessment.

  - **Average score** - Calculates the average score for all students that have taken the assessment.
  - **Low score** - Displays the lowest percentage score that a student has earned for the assessment.
  - **High score** - Displays the highest percentage score that a student has earned for the assessment.
  - **Total Student Performance Histogram** - Creates a graph that will show the number of students, along with the percentile bracket that they fall under.
- **Category Performance** - Displays how categories performed across the entire assessment.
  - Users can **Select Categories** or **Use Top 25**.
  - **Select categories** - The user can select the categories used on the assessment to be shown on the report.
  - **Use top 25** - Generates the top 25 categories tagged to the most questions.

Once done, users will be presented with a list of the selected categories.

- The **Average** icon represents the class average score for the specific category or subcategory.
- The **Score Range** icon represents the score range of all students per category or subcategory.
Basic Class Report

1. Once logged in, click on the course name to select the course to which the assessment was posted. Clicking the expand icon will allow you to add more columns to the grid if there are any not being displayed.

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE ID</th>
<th>START DATE</th>
<th>END DATE</th>
<th>ADMIN</th>
<th>STUDENTS ENROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Literature I</td>
<td>British Literature I</td>
<td>Jan 1, 2017</td>
<td>Dec 31, 2017</td>
<td>T. Account</td>
<td>1</td>
</tr>
<tr>
<td>Studies in American South</td>
<td>Studies in American South</td>
<td>Jan 1, 2017</td>
<td>Dec 31, 2017</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Narrative Nonfiction</td>
<td>Narrative Nonfiction</td>
<td>Jan 1, 2017</td>
<td>Dec 31, 2017</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>U.S. Literature to 1875</td>
<td>U.S. Literature to 1875</td>
<td>Jan 1, 2017</td>
<td>Dec 31, 2017</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2. Now, select the assessment from this list.

3. By default, you will be brought to the Proctoring view of the exam. Click Reporting / Adjust Scoring to access the reporting options.

4. By default, you will be brought to the Class view of the report. If students have uploaded their exam, you will be able to view the Basic Class Report. Included in this report will be the mean, median, high, and low scores.

Beneath the statistics, you will see the list of questions, their weight, percentage of students that have answered this question correctly, the point biserial score, and the percentage of lower 27% and upper 27% of students which answered the question correctly. The point biserial score represents the correlation between a student’s responses on an item, and how the student performed on the overall exam.

- 1.00: Negative correlation
- 0: No correlation
- 1.00: Positive correlation
Clicking on the pencil icon next to each question within this list will show the performance stats and scoring adjustment options.

- **Pt. Biserial** turns red when it is less than 0.09.
- **Discrimination index** turns red when it is between 0.01 - 0.09 or if it is a negative value (it does not turn red if the value = 0).
- **% Correct** turns red when it is less than 60%.

5. To view the results for a specific student, you must first change the view from Class to Students.

The page will refresh to show the student performance for the selected exam.
**Item Analysis Report**

The *Item Analysis Report* provides the statistical analysis on certain types of questions used on an assessment, including question performance, question descriptions, answer choice text, response frequencies, discrimination index, point bi-serial, and overall performance history to enable Users to improve their question creation process.

*The Item Analysis Report only provides this statistical information for Multiple Choice, True/False, and FITB/Matching questions; it cannot provide such information for Essay type questions.*

**Exporting the Item Analysis Report**

1. Navigate to the **Assessments** tab within your course.
2. Once you have chosen your posted assessment, navigate to the **View Assessments** sub-tab.
3. Begin selecting the checkboxes for the questions you would like to export.
4. Once all necessary questions are selected, choose **Export** from the bottom toolbar.
5. From the new window shown, choose **Item Analysis** and click the green **Export** button.
6. A `.csv` file will automatically download to your computer, exporting all information for the questions chosen.
   - Statistics that relate to the exam as a whole (including Number of Students, KR-20, Standard Deviation, Mean Score, etc.) will display below the first-row header.
   - Below that, each item chosen will display statistical data to include on its performance in this exam. Each question type will be separated by a blank row.
   - All response frequencies for both Multiple Choice and FITB/Matching will be shown. Correct answers for Multiple Choice and Multiple Answer items are indicated with TRUE or FALSE.
   - All calculations will change when additional students upload their answer files.

**Individual Strengths and Opportunities Report**

The Individual Strengths & Opportunities Report will allow Users to view the student's overview, category performance, as well as a question review per exam. This report can be used to review with the student in the room. The report will show statistics and performances as they relate to the score thresholds set when creating or editing the course.

**Generating the Individual Strengths & Opportunities Report**

1. Begin by logging in and select the appropriate course by clicking its Name. Clicking the expand icon will allow you to add more columns to the grid if there are any not being displayed.
2. Select the exam from the list by clicking its Name.
3. You will be brought to the Proctoring sub-tab by default. Click on the Reporting/Adjust Scoring sub-tab.
4. By default, you will see the Class view. Select Students to see the list of all students with access to the assessment.

5. Click on the Eye icon for a student.
6. A slide-out panel will appear on page with 3 options for the selected student.
7. At the top of the window, you can easily navigate through the list of students by utilizing the Previous and Next buttons.
Student Overview

When expanded, the **Student Overview** tab will show the student’s score, statistics, as well as the average score for this assessment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Overview</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU210: Community Health Nursing</td>
<td>93.61%</td>
<td>90.09%</td>
</tr>
</tbody>
</table>

**Category Performance**

When expanded, the **Category Performance** will show the student’s performance per category. Each category will be separated by the different category types, clearly labeled in bold before listing the category performance(s).

**Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>CATEGORY NAME</th>
<th>STUDENT SCORE</th>
<th>AVERAGE SCORE</th>
<th>RAW SCORE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing</td>
<td>100%</td>
<td>94.44%</td>
<td>3/4</td>
<td>▲</td>
</tr>
<tr>
<td>Applying</td>
<td>85.66%</td>
<td>72.66%</td>
<td>2.57/3</td>
<td>●</td>
</tr>
</tbody>
</table>

Within the list of categories used on the assessment, the list will show the Category Type as a header, with its categories listed below. If there are any sub-categories, they can be expanded by clicking the link as shown below.

**NCLEX Standards**

<table>
<thead>
<tr>
<th>CATEGORY NAME</th>
<th>STUDENT SCORE</th>
<th>AVERAGE SCORE</th>
<th>RAW SCORE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Maintenance</td>
<td>80%</td>
<td>92.22%</td>
<td>4/5</td>
<td>●</td>
</tr>
</tbody>
</table>

Each subcategory will display the student’s performance per category. To collapse the list of sub-categories, click the link once again.
● The icon represents the student score for the specific category or subcategory.
● The icon represents the class average score for the specific category or subcategory.
● The icon represents the score range of all students per category or subcategory.
● The icon represents a score that is below the at-risk threshold percentage. By default, any score lower than 60% is marked as need(s) improvement / are at risk.
● The icon represents a score that is below the needs review threshold percentage. By default, any score lower than 70% but greater than or equal to 60% is marked as needs review.
● The icon represents a score is greater than or equal to 70%.

Questions
When expanded, the Questions section will show all questions in the exam by default. This may be changed by clicking the Incorrect Questions button. Depending on your View settings, the list of questions will either display all questions, or only the questions that the student answered incorrectly. Utilizing either view, you will see the # of Incorrect Questions / # Total.

Multiple Choice Questions
For multiple choice, 1 answer questions, the questions and answers will appear as such: The question number as it appeared to the student, full question text, all answer choices, green highlighted text and green check mark indicating the student selected the correct answer choice, red highlighted text and red no symbol indicating the student selected the incorrect answer choice, as well the points awarded / total points available, and the number of categories tagged to the question.
Clicking the number of tagged categories will generate a slide-out window showing each tagged category, separated by their category type.

**Fill-in-the-blank Questions**
For fill-in-the-blank question types, the questions and answers will appear as such: The full question text and blanks (each numbered appropriately), the answer provided by the student, green highlighted text and a green check mark indicating the student entered an accepted response, red highlighted text and a red no symbol indicating the student entered the unaccepted response, as well the points awarded / total points available, and the number of categories tagged to the question. Clicking the number of tagged categories will generate a slide-out window showing each tagged category, separated by their category type.

If the student entered an unaccepted answer, the accepted answer(s) will be listed to the right of their response. If there are multiple accepted responses, you will see the accepted responses listed next to the student’s unaccepted response.
**True/False Questions**

For true / false question types, the questions and answers will appear as such: The question number as it appeared to the student, full question text, true/false answer choices, green highlighted text and green check mark indicating the student selected the correct answer choice, red highlighted text and red no symbol indicating the student selected the incorrect answer choice, as well the points rewarded/total points available, and the number of categories tagged to the question. Clicking the number of tagged categories will generate a slide-out window showing each tagged category, separated by their category type.

<table>
<thead>
<tr>
<th>Question</th>
<th>True/False: Hawkeye disguises himself as a bear in the Huron village.</th>
<th>Points</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>True</td>
<td>5.88 / 5.88</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>✔ True</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>False</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Essay Questions**

For essay question types, the questions and answers will appear as such: The question number as it appeared to the student, full question text, and the full answer response. You will also see the points rewarded / total points available, and the number of categories tagged to the question. Clicking the number of tagged categories will generate a slide-out window showing each tagged category, separated by their category type.

<table>
<thead>
<tr>
<th>Question</th>
<th>Full Question Text</th>
<th>Points</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How does this novel reflect on not only what interpersonal conflict really is/functions, but also how conflict was all encompassing for the lives of most people at this time period? Conflict is the main theme of this novel - but there are many types of conflict in this story: man vs nature, French vs British, Indian tribe vs. Indian tribe, man vs self, etc. Characters (and the entire European population brought to America at this time) struggle with the new wild frontier that they are not familiar with and their lives are hard. They struggle to find adequate food, water, etc. for their family and this can be incredibly harsh and depressing. They are also struggling with the different native tribes, who battle and conflict amongst each other as well.</td>
<td>3.76 / 5.88</td>
<td>1</td>
</tr>
</tbody>
</table>

**Multiple Choice Questions with Multiple Correct Answers**

For multiple choice, multiple correct answer question types, the questions and answers will appear as such: The question number as it appeared to the student, full question text, all answer choices, green highlighted text and green check mark indicating the student selected the correct answer choice, red highlighted text and red no symbol indicating the student selected the incorrect answer choice, as well the points rewarded/total points available, and the number of categories tagged to the question. Clicking the number of tagged categories will generate a slide-out window showing each tagged category, separated by their category type.

<table>
<thead>
<tr>
<th>Question</th>
<th>Question Text</th>
<th>Points</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A laser meter can be used for determining which of the following parameters? (SELECT 3)</td>
<td>11.11 / 11.11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>A. Front surface power</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Back surface power</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Equivalent power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ D.</td>
<td>Neutralizing power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ K.</td>
<td>Prism power and base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔ G.</td>
<td>Cylinder axis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Base curve</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If a student missed an accepted answer choice, that answer choice will be bolded within the list. To go back to the list of students, simply click the Back to Report button at the top of the report.

Releasing Student Results

1. Navigate to the Assessments tab within your course.
2. Select the delivered assessment from the list.
3. Choose the Reporting/Adjust Scoring sub-tab.

4. Click on the green Release Results button.

5. A new modal window will appear, showing the options provided when releasing results to students.
6. Fill out each section completely:
Step 1: Select the report sections to release

- Student Overview - Shows the student's score, statistics, and average score for this assessment.
- Category Performance - Shows the students' performance per category within the assessment.
- Questions - Displays the question stems, answer text, and answer choices for all questions.
  - Only release incorrect questions - Displays only the questions the student answered incorrectly on the assessment.
  - Release answer choice only; without question stem or answer text - Displays only the answer choice selected by the student for all questions on the assessment.
- Only release categories visible to students - If this option is selected when releasing results to students, it will not include Category Types marked as "internal use only" in the Category Performance section (For more information on creating categories, view our Creating & Adding Another Category reference guide).

Step 2: Choose a date and time to release the results

- Release now - Results will be released immediately to the student portal.
- Scheduled Release - Choose a date and time to release results in the future.

Step 3: Select Students - Select the appropriate students to release results to.

1. Click the green Schedule Release button. Results will be successfully released to all students selected.

Unreleasing Student Results

Once results are released to students, you can also choose to un-release those same results.

1. Navigate to the Assessments tab within your course.
2. Select the delivered assessment from the list.
3. Choose the Reporting/Adjust Scoring sub-tab.
4. Click on the grey **Unrelease Results** button.

5. From the new modal window provided, select the students who you wish to unrelease the results to.

6. Once the necessary students have been selected, choose the green **Unrelease Results** button provided. Results will be successfully unreleased to all students selected.
**Running a Combined Report**

A combined report will aggregate the statistics across all linked assessments. With this report, you can pull a single report containing all data from the entire roster of students within a course.

1. First, you will need to locate the linked assessments within your course. Any linked assessment will have a **Clock** icon to the far right of the list view.
   *Note: To run a combined report, each linked assessment must have at least 1 upload.*

2. Click either of the linked assessment’s name. Next, click Reporting/Adjust Scoring sub-tab. You will see a message near the top of the page alerting you that this exam is one of multiple linked assessments. Click **View Combined Report**.

3. The page will refresh to show the combined report statistics. All statistics and question metrics will be updated to reflect the aggregated data.

**Evaluating the Statistics**

Users can evaluate the performance of assessments, questions, and distractors by utilizing the available ExamSoft reports to gather specific statistics. This allows faculty to identify how their questions are performing and make any necessary changes.

Psychometrics are the mathematical statistics of each question and assessment and can be interpreted very differently based on the purpose of the question. No single statistic can give you the entire picture of how an item should be interpreted. Likewise, there are no ideal psychometrics that are accurate for every item. The best practice is always to evaluate all pieces of information available about an item while accounting for the intention of the question. A question that was created by the faculty member as an “easy” question may serve that specific purpose, but it has very different psychometric results than that of a question that was created to be
discriminatory. Additionally, consider any outside factors that could be influencing the statistics (including content delivery method, conflicting information given to the students, testing environment, etc.) Lastly, always keep in mind how many students took the exam. If the number is very low, then the statistics are significantly less reliable than if it is a large group of students.

Exam Statistics
Exam Statistics are derived based on the performance of all students on all questions of the exam. This data can be found on several reports.

- **Mean**: The mean is the average score of all students who took the exam. It is found by dividing the sum of the scores by the total number of students who took the exam.
- **Median**: The median is the score that marks the midpoint of all student’s scores. It is the score that is halfway between the highest and lowest scores.
- **Standard Deviation**: The standard deviation indicates the variation of exam scores. A low standard deviation indicates that student’s scores were close to the average, while a high standard deviation indicates that there was a large variation in scores.
- **Reliability KR-20 (Kuder-Richardson Formula) (0.00-1.00)**: The KR-20 measures internal consistency reliability. It considers all dichotomous questions and how many students answered each question correctly. A high KR-20 indicates that if the same students took the same assessment there is a higher chance that the results would be the same. A low KR-20 means that the results would be more likely to be different.

Question Statistics
Question Statistics are statistics that assess a single question. These can be found on the item analysis as well as in the question history for each question. These can be calculated based on question performance from a single assessment or across the life of the question.

- **Difficulty Index (0.00-1.00)**: The difficulty index measures the proportion of students who answered an item correctly. A higher value indicates a greater proportion of students responded to an item correctly. A lower value indicates that fewer students got the question correct. In addition to being provided the overall difficulty index, there is an Upper Difficulty Index and Lower Difficulty Index. These follow the same format as above but only consider the top 27% of the class and the lower 27% of the class respectively. Thus, the Upper Difficulty Index/Lower Difficulty index reflects what percentage of the top 27%/lower 27% of scorers on an exam answered the question correctly. The Upper and Lower Groups of students are based on the top 27% and bottom 27% of performers respectively. 27% is an industry standard in item analyses.

- **Discrimination Index (-1.00-1.00)**: The discrimination index of a question shows the difference in performance between the upper 27% and the lower 27%. It is determined by subtracting the difficulty index of the lower 27% from the difficulty index of the upper 27%. A score close to 0 indicates that the upper students and the lower students performed similarly on this question. As a discrimination index becomes negative, this indicates that more of the lower performers got this question correct than the upper performers. As it becomes more positive, more of the upper performers got this question correct.
Determining an acceptable item discrimination score depends on the intention of the item. For example, if it is intended to be a mastery-level item, then a score as low as 0 to .2 is acceptable. If it is intended to be a highly discriminating item, target a score of .25 to .5.

- **Point Bi.Serial (-1.00-1.00):** The point biserial measures the correlation between a student’s response on a given item and how the student performed on the overall exam.

  A point biserial that is greater than 0 indicates a positive correlation between the performance on the item and the performance on the exam. Students who did well on the exam also did well on this question and students who did poorly on the item did poorly on the exam. A point biserial closer to 1 indicates a very strong correlation. A negative point biserial score indicates a negative correlation between the two.

  Students that did well on the item did not do well on the exam and students who did not do well on the item did do well on the exam. This may be something to review. A point bi serial close to 0 indicates that there was little correlation between the performance of this item and performance on the test as a whole. This may indicate that the question tested on material outside of the other learning outcomes assessed on the exam or that it was a mastery item where all or most of the class got the question correct.

- **Response Frequencies:** This details the percentage of students that selected each answer choice. If there is an incorrect distractor that is receiving a very large portion of the answers, you may need to assess if that was the intention for this question or if something in that answer choice is causing confusion. Additionally, an answer choice with very low proportions of responses may need to be reviewed as well.

  When reviewing response frequencies, you may wish to also examine the distribution of responses from your top 27% and lower 27%. If a large portion of your top 27% picked the same incorrect answer choice, it may indicate a need to review further.

**Printing the Strengths & Opportunities Report**

Printing the individual Strengths & Opportunities report will allow Users to review with the student in a secure setting, or at a designated time with the rest of the class. The report will show statistics and category performances as they relate to the score thresholds set when creating the course.

**Generating the Individual Strengths & Opportunities Report**

1. Begin by logging in and select the appropriate course by clicking its **Name**. Clicking the expand icon will allow you to add more columns to the grid if there are any not being displayed.
2. Select the exam from the list by clicking its **Name**.

3. Click the **Reporting/Adjust Scoring** sub-tab.
4. By default, you will be in the **Class** view. Click **Students** to see the list of all students with access to the assessment.

5. Click on the **Eye** icon for a student.

6. A slide-out panel will appear on page with 3 options for the selected student.

7. With the report shown on screen, click **Print** to prepare the hard-copy version of this report.
8. Select the report options you wish to print. Note, you must select at least one option to print that student’s individual strengths & opportunities report.

   TIP: When printing these reports, please use a local printer and not a shared or public printer. Doing so will eliminate the risk of other students getting hold of these reports and distributing the question content and answers to students that have not yet taken the exam.

Releasing Student Results

Timely feedback on assessments can be provided to students that impact their learning experience. Releasing results is a quick and easy way to show students how they performed on a recent exam that enables them to monitor their own progress and adjust their studying strategies.

Users may choose the specific information they want to release to students after each assessment. The report will show their grade versus the class average, as well as give them a breakdown of their performance based on categories.

Releasing Student Results

1. Navigate to the Assessments tab within your course.
2. Select the delivered assessment from the list.
3. Click on the green Release Results button.
4. A new modal window will appear, showing the options provided when releasing results to students.
Step 1: Select the report sections to release

1. Select the report sections to release

- **Student Overview** – shows the student’s score, statistics, and the average score for this assessment.
- **Class Performance** – shows overall class performance, including average score and other statistics.
- **Category Performance** – shows the student’s performance per category within the assessment.
- **Questions** – displays the question stems, answer text, and answer choices for all questions.
  - Only release incorrect questions – displays the questions a student answered incorrectly on the assessment.
  - Release answer choice only, without question stem or answer text – displays the answer choice selected by the student for all questions on the assessment.
- **Only release categories visible to students** - If this option is selected when releasing results to students, it will not include Category Types marked as “internal use only” in the Category Performance section (*For more information on creating categories, view our guide on Creating & Adding another Category above*).

Step 2: Choose a date and time to release the results

2. Choose a date and time to release the results

- **Release Now** - Results will be released immediately to the student portal.
- **Scheduled Release** - Choose a date and time to release results in the future.
Step 3: Select Students - Select the appropriate students to release results to.

1. Select Students to release results to.

2. Click the green Schedule Release button. Results will be successfully released to all students selected.

Un-releasing Student Results

Once results are released to students, you can also choose to un-release those same results.

1. Navigate to the Assesments tab within your course.
2. Select the delivered assessment from the list.
3. Choose the Reporting/Adjust Scoring sub-tab. Click on the grey Un-release Results button.
4. From the new modal window, select the students who you wish to un-release the results to.

Course Performance Reports

The Course Performance Report, which is a part of the Advanced Reports options in new portal, allows Users to see how certain courses are performing over a selected period of time. Users have the ability to run this report for all courses within a selected Department or can individually choose certain courses to be included in the final report. By taking the report down to the student level, it will compare all student scores, which can even outline any "at-risk" courses that were selected.

Generating a Course Performance Report

1. Once logged in, select the Admin tab and choose Advanced Reports.
2. This will generate the Advanced Reports screen. While viewing My Reports, click Create New Report.
3. From the options given on screen, select Course Performance.

4. You can now customize your Course Performance Report:
   - **Report Name** - Customize a name for your report, to be able to easily access it from your list of Advanced Reports.
   - **Date Range** - Select the date range for your courses.
   - **Department** - Select the desired Department that the courses reside in. Once a Department has been selected, the courses field will be provided, as shown below:
   - **Courses (optional)** - Begin typing the name of the course(s) to include in your report or select Browse All to be given a full list of courses in the selected Department; More than one course can be selected.
   - **Course Sections** – Select the course sections to be included in the report (if applicable).
   - **Student Groups** – Select the groups to be included in the report (if applicable).
   - **Assessment Types (optional)** - Select the assessment types that will be included in the final report; More than one assessment type can be selected.
   - **At Risk Threshold (optional)** - This is where a User can determine what constitutes an at-risk student to show up in the final report. Slide the toggles for both Course at Risk and Student At Risk Threshold to their necessary locations, on a scale of 0 to 100, or simply type the desired threshold in the provided field.

5. Once completed, select Generate Report.

**Viewing a Course Performance Report**

1. Once a Course Performance Report has been generated, the number of at-risk courses will be outlined in red at the top.
2. Depending on the courses selected in the report settings, all courses will be outlined in their own drop-down.
   - **At-Risk Assessments** - Produces the number of at risk assessments within the course.
• **At-Risk Students** - Produces the number of at risk students out of the total amount of students within the course.

• **Total Assessments** - Prints the number of assessments included in the course.

• **Total Quizzes** - Prints the number of quizzes included in the course.

3. Simply select the > icon to show the course performance details:

![Image of course performance details]

- **Average** - Shows the average score out of all students who took the assessment.

- **Score Range** - Indicates the range in which students scored on this assessment.

- **Assessment Type** - Based on the assessment types selected when generating the report.

- **Scheduled On** - Shows Users the scheduled-on date provided when posting an assessment.

- **Average Score** - Other than a visual representation, the average score is given as a percentage.

- **Status** - The overall status of the assessment, based on student scores and the at-risk thresholds provided.

- **At-Risk** - Indicates the assessment is at risk, due to thresholds provided upon generating the report.

- **Doing Well** - Indicates the assessment is doing well, or above the threshold provided upon generating the report.

- **Student List** - Selecting this link will produce a new modal window of the students who have taken this assessment, with their assessment score and status. The **Status** column will show a red triangle for any students who were determined at risk for this assessment.
4. Selecting the **Edit & Create New** option will allow you to change the settings of your current report, in order to make any changes.

5. Selecting **Rerun Report** will generate another Course Performance Report that is linked to the original report itself.

**Category Performance Reports**

These reports show category performance aggregated across multiple courses and assessments. These reports will also include trend data, represented as graphs showing performance over time.

**Creating a new report**

1. Begin by logging into your portal.
2. Open the **Admin** tab and select **Advanced Reports** from the drop-down menu.
3. The page will refresh to show a list of reports run by you or others at your institution. To create a new report, click the **Create New Report** button.
4. On the next page, you will see three choices of advanced reports. Within the Category Performance box, click the **Select** button.

![Select a Report Type](image)

4. On the next screen, you will be tasked with naming the report, setting the date range, selecting the department, selecting categories, as well as a few optional settings.
   - **Report Name** - Designate a name for this report.
   - **Date Range** - This window will define the data that is aggregated from all assessments using the category or categories.
   - **Department** - Select a department from the drop-menu. This selection will define the courses you wish to be included in the report.
   - **Courses** - Choose one or more courses to be included in the report. You can either type them into the provided text field, or, click **Browse All** to view a full list of all courses within the selected department.
   - **Categories** - Select the category type (or types) using the green + button. With one (or more) selected, you will see it populated below this section. Click the **Select Categories** button to choose which categories will be analyzed, or, tick the check box to select all categories within the chosen category type.
   - **Student Groups** - Select the groups to be included in the report (if applicable).
• **Assessment Types** - This setting is optional. If you wish, select the appropriate assessment types to be included in the final report.

• **Category at Risk Threshold** - This setting is optional. By default, this threshold is set to a score of 70. If you wish to change it, move the slider, or type in the new score to set a custom “at risk” threshold. Each category score that does not meet this threshold will be marked as "at risk" within the final report.

• **Needs Review Threshold** - This setting is optional. By default, this threshold is set to a score of 70. If you wish to change it, move the slider, or type in the new score to set a custom “needs review” threshold. Each category score that does not meet this threshold will be marked as “needs review” within the final report.

5. Once ready, click the **Generate Report** button.

6. The report will display any “at risk” or “needs review” category types. Each category type will be separate from the next. Clicking on the category type’s box will expand to show the specific performance for each “at risk” or “needs review” category.

7. The number line will display all data from 0-100. For this example, the score range is also 0-100. The average score is denoted by the orange diamond at 50, resulting in the category being defined as "at risk".

8. Within the assessments column, you may click the number displayed to show a list of assessments this category was used on. Each separate assessment will display the category's average score within the list.
**Student Category Performance Report**

Student Category Performance Reports show categorical performance for students within a department. The data is aggregated across multiple courses and assessments and will display as trend data showing performance over time. This report will be saved as a template - it may be rerun by others with proper rights to Advanced Reports at your institution.

**Creating a new report**

1. Begin by logging into your portal.
2. Open the Admin tab and select Advanced Reports from the drop-down menu.
3. The page will refresh to show a list of reports run by you. Currently, all advanced reports are tied to a User's account. To create a new report, click the Create New Report button.
4. On the next page, you will see three choices of advanced reports. Click Select within the Student Category Performance box.
5. On the next screen, you will be tasked with naming the report, setting the date range, selecting the department, selecting the categories, as well as a few optional settings.
   - **Report Name** – Designate a name for this report.
   - **Date Range** - This window will define the data that is aggregated from all assessments using the category or categories.
   - **Department** – Select a department from the drop-down menu. This selection will define which courses the report will pull data from.
   - **Courses** - With a department selected, the button will allow you to choose the course or courses.
   - **Categories** - Select the category type (or types) using the green + button. With one (or more) selected, you will see it populated below this section. Click the Select Categories button to choose which categories will be analyzed, or, tick the checkbox to select all categories within the chosen category type.
   - **Student Groups** - Select the groups to be included in the report (if applicable).
   - **Assessment Types** - This setting is optional. If you wish, select the appropriate assessment types to be included in the final report.
   - **Category At Risk Threshold** - This setting is optional. By default, this threshold is set to a score of 70. If you wish to change it, move the slider, or type in the new score to set a custom "at risk" threshold. Each category score that does not meet this threshold will be marked as "at risk" within the final report.
   - **Needs Review Threshold** - This setting is optional. By default, this threshold is set to a score of 70. If you wish to change it, move the slider, or type in the new score to set a custom "needs review"
threshold. Each category score that does not meet this threshold will be marked as "needs review" within the final report.

6. Once ready, click the **Generate Report** button.

![Image of Generate Report button]

7. The report will display each student in the selected course or courses, their average performance, the Categories used for the report, as well as their status. To the right, you may click the **Graph** icon to display a category performance report for the specific student.

![Image of graph icon]

8. The category performance will open to the right and will display all categories the student was assessed on, including at-risk, needs improvement, and doing well. Each category type will be separated by its own box. Clicking a box will display the student's performance for each category within that category type.

For example, this test student is performing at an at-risk level with categories in Blooms Taxonomy. Category types will be marked as At-Risk only if the average for each category used for the report falls within or below the thresholds. Each category will have its independent number line and associated symbols denoting their performance, average student performance, and score ranges of students assessed against the category. The numbers displayed within the **Questions with this Category** and **Assessments** columns are clickable items. Clicking the **Questions with this Category** number will open a report to show the question titles, student’s score, and the average score of others assessed against this category.
Review

Users can adjust the weight of a question, the correct answer for each question within an assessment or add accepted answers for a question. Users may also wish to give full credit to all students, give partial credit for any adjusted answers, throw out the question or assign a question as a bonus.

*Please note, any adjustments made to a question will only affect within the current assessment. To update the question permanently, a User must create a new revision of the question.*

Adjusting Questions

1. Begin by logging in and clicking the **Course Name** where the assessment was posted to.
2. Next, select the assessment where you will begin adjusting questions. Select the assessment’s **Name** to get started.
3. Within the exam, click the **Reporting/Adjust Scoring** sub-tab.
4. From this tab, you will see all exam statistics, high and low scores, as well as the KR-20 score for this assessment. Scroll down the page and click the **Pencil** icon to begin adjusting any question.

Adjusting Weight

At the top of the screen, you will see a myriad of information, including question statistics. Most importantly, you will be able to adjust the question weight here. Input a new number, then click **Save**.

Adjust Scoring Options

When adjusting question answers, users have either 3 or 4 adjusting options to choose from: **Give Full Credit to All Exam Takers**, **Throw Out Questions** or **Assign as Bonus Question**.

- **Give Full Credit to all Exam Takers** - This scoring option will award full credit for the selected question to all students that were assigned this assessment. Any student that previously answered this question correctly will see no change to their raw points or percentage score. Any student that previously skipped or otherwise answered this question incorrectly will see an increase of ‘1’ to their raw score, as well as an increase to their percentage and points score appropriate to the question weight.
- **Throw Out Question** - This scoring option will adjust the weight of the question to ‘0’ and remove it from the assessment reports.
- **Assign as Bonus Question** - This scoring option will remove the question from counting towards the overall available points on the assessment. If students were to answer a bonus question as well as all other questions correctly, their percentage and other scores could potentially exceed 100.
If you wish to adjust question answers with unlimited selections enabled, you will see additional options below.

- **No adjustment** - By default, this checkbox will be selected when adjusting questions with unlimited selections enabled.

- **Give partial credit for any adjusted answers** - Checking this box will give students partial credit for the answer choices they selected during their exam. For example, a student may have chosen answers A, C, D, and E for the question. Originally, you had chosen A, B, and D as the correct answers for this question. Reviewing the question after the exam, you realized that answer choice E should also have been marked as correct, so you make that adjustment. The student in this case will receive partial credit (3/4) for the answers they chose. *Note, if a student selected an incorrect answer choice, no points will be deducted from their score. In the example given, even though the student included answer choice C as correct, they will not be penalized for doing so.*

- **Accept any combination of adjusted answers** - By default, when any new adjusted answer is added, this checkbox will become enabled. This signals that students will receive full credit for any combination of correct answer choices they had selected during the exam. For example, you had selected A and D as correct answer choices for the question. When reviewing the questions after the students had already taken the exam, you realize the answer choice C is also correct. Adding answer choice C as correct will give the students full credit for the question if they answered either A and D, A and C, C and D or A, C and D. *Note, students must select a combination of correct answer choices to receive credit for the question.*

- **Require all adjusted answers** - Selecting this checkbox will require a student to have selected all adjusted answers in order to receive full credit. For example, you had selected A and C as correct answer choices for the question. When reviewing the questions after the students had already taken the exam, you realize that answer choice B is also correct since many students chose this answer choice. Adding answer choice B will give the students full credit that chose answer choices A, B and C. *Note, if you need to remove an answer choice, the Require all adjusted answers will be chosen by default.*

**Adjusting Answer Choices**

Below the list of adjust scoring options, there will be a table of **Answer Choices**. Many times, a user will need to adjust the answer for fill-in-the-blank question types when discretion is appropriate. Within the table, mark given answers as correct by first selecting the **Pencil** to adjust answer. Users can then select the **checkbox** for any given additional answer choices within the **Adjust Answer** column.
Once you have made any necessary adjustments, click **Save**. The question list for this assessment will update to show where adjustments have been made.

**Essay Grading**

The **Grading** tab allows essay questions to be graded by Users in the portal. This tab will only show up if essay questions have been added to an exam. You may select to grade essays by each individual question or grade each student’s responses individually.

- **View: “Questions”**

- **View: “Students”**
Essay Grading
Admin users can grade essays within the portal to include personalized comments and feedback for each student’s response. Basic Grading will allow anyone with access to the assessment to grade all student’s essay responses.

Locate the Questions Requiring Grading
1. Navigate to the Assessments tab within you’re the course.
2. Select the assessment.
3. Navigate to the Grading sub-tab in the assessment.
4. On the Questions Requiring Grading page, you will see the page show in two ways:
   a. View: Questions – a list of all essay questions on the assessment. Clicking the pencil icon for any essay question from this view will show all students that attempted the question.
   b. View: Students – a list of all students that submitted an answer file. Clicking the pencil icon for any student within the list will allow the Admin user to grade all essay responses for the selected student.

Basic Grading by Students
1. Select the pencil icon in-line with the Student to be graded.
2. A new window will appear with a list of all students to be graded, as well as their grading status. Click Start Grading to begin.
3. Input the student’s score for each essay question. To go back or advance to a different question number, click the Previous or Next buttons.
4. Admin users may add Grader Notes if desired. Type the note in the field provided and click Add Note once finished. All notes will be saved and listed with the date/time with options to Edit or Delete any of your notes.
5. Once scoring is completed, choose Score and Continue, which will process to the next question (if applicable).
6. The Start Grading window should now reflect the score given to the student, with a Green Checkmark in the Graded column.
7. To grade the next student, follow the process of steps 1-4 over again. Once all students have been graded, the **Grading** sub-tab will represent that.

**Anonymous Grading**
Anonymous grading can be setup for any assessment that contains essay questions. Selecting anonymous grading will hide the student’s identity when grading.

**Setting up Anonymous Grading**
1. Login to the portal and select the assessment.
2. Navigate to the **Grading** sub-tab.
3. Depending on the selected view, you can enable **Anonymous Grading** from the **Grading** home page.

**Enabling Anonymous Grading – Questions View**
1. From the **Grading** gage, you will see the following:

![Questions requiring grading](image1)

2. Toggle the “**Anonymous Grading is off**” toggle to enable anonymous grading settings.

![Questions requiring grading](image2)

**Enabling Anonymous Grading – Student’s View**
From the Student’s view, Admin users may toggle on anonymous grading in the same fashion as shown above.