

Activity 1 – Create a Personal Bank

Before you develop a test, create a personal bank to create and store questions in.

1. Click **Banks > Create a new bank**
2. Enter **US History Bank** followed by your initials as the bank title
3. Enter a bank description: **Questions about the Great Depression**
4. Make the bank personal by selecting **Only me** from the “These items are for” menu
5. Click **Create bank...STOP!!!**

You can also add questions to the preloaded banks in LimeLight. To see these available banks, click **Banks**. On the Bank management page, you will see a list of personal, school, and district banks.

Question Management

Now that you have a question bank, create questions for your students. There are four different question formats:

Question Type	Question Description
Multiple Choice	Test question with one to five possible answers
True/False	Test question with two possible answers
Constructed Response	Test question with a written student response
Multipart Constructed Response	Multiple Test questions with a written student response

The details of each question, including the bank it is stored in, subject, grade range, related passages, and any tools required to answer the questions (calculator, protractor, etc.), are filled in at the bottom of the question creation page.

The question taxonomy section has the following options:

Taxonomy Type	Description
Marzano number	The Dimension of thinking for successful learning according to Dr. Robert Marzano: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues and advanced organizers

Bloom's number	The critical thinking level of the question, according to Dr. Benjamin Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation
P-value	Statistical measurement of validity: whether the question measures a student's mastery of a standard
Depth-of-Knowledge	The level of a student's recall, according to Dr. Norman Webb: Level 1 (recall), level 2 (skill/concept), level 3 (strategic thinking), and level 4 (extended thinking)

Activity 2 – Create a Multiple Choice Question

Now that you have created a question bank, create some questions to store in your bank. Start with a multiple choice question.

- Under tasks (on the slide), click **Questions**, click **Create a new question**
- Select **Multiple choice** from the Question type menu
- Choose **A-D** for the number of answer options
- Select **B** as the letter of the correct answer
- Enter the following question:

During which years did the Great Depression take place?

- Type the following answers in the Responses text boxes:

A: 1957–1962
 B: 1929–1941
 C: 1917–1923
 D: 1909–1916

- Click "Add justifications to these responses" under response box A
- Enter the following justifications:

A: Student confused the dates with the Sputnik program.
 B: This is the correct time period during which the Great Depression took place.
 C: Student confused the dates with the time frame during which the Model T automobile became popular in the United States.
 D: Student didn't read the text and chose a time frame before the Great Depression.

- Under the "Question details" section, choose the question bank you created in Activity 1
- Select **History** from the Subject menu
- Select **9** for the grade range

Note that once you select a lower grade range, the upper grade range is automatically set to the same value.

12. Under the “Question taxonomy” section, select **1 - Knowledge** for the Bloom’s number
13. Click **Create question**

Activity 3 – Create a Constructed Response Question

For your next question, create a question students must answer with a written response.

1. Click **Create a new question**
2. Select **Constructed response** from the Question type menu
3. Type the following question:

What are some ways that the Great Depression is like the global market of 2010?

4. Choose **3 inches** for the “Printed paper response height”

This is the amount of space on the test that students will have to write their responses.

5. Enter the following sample response:

Both the Great Depression and the global market of 2010 had stock market crashes and extensive job losses. Both events also had widespread bank failures.

6. Under the “Question details” section, choose the question bank you created in Activity 1
7. Select **History** from the Subject menu
8. Select **9** for the grade range
9. Under the “Question taxonomy” section, select **6 - Evaluation** for the Bloom’s number
10. Click **Create question**

Searching for Questions

To search for questions, click **Questions**. From the Question management page, select a bank, subject, and grade you would like to search in, and click **Go**. Hover over a question and click **Preview** to view the question, answer, alignments, related passages, and other question details.

Activity 4 – Align a Question to a Standard

Now that you’ve created a couple of questions, use one to measure a learning standard.

1. Under Tasks, click **Questions**
2. Search for the question you wrote in Activity 3 by selecting the question bank you created in Activity 1, **History** for the subject, and **9** for the grade level in the search criteria menus
3. Click **Go**
4. Hover your mouse cursor over the question and click **Create alignment**

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5. Select **Next Generation Sunshine...Social Studies** for the standard document, and **9** for the grade level
 6. In the box under “Select the standard(s) for this item,” use the expand/collapse boxes to drill down to any **American History** standard and select its check box

Notice that the standard appears in the box on the right with its check box selected. To remove an aligned standard, clear its check box in the box on the right.

7. Click **Update alignment** to save your changes...STOP!!!

Rubric Management

Not every question has a cut-and-dry answer. Create rubrics to help students determine what elements constitute an appropriate answer. Use Rubric Management to search for rubrics or create your own.

To find a rubric, click **Rubrics** and select a bank, subject, and grade level to search in, then click **Go**. From the search results click **Preview** to see the rubric.

Creating Rubrics

When you create your own rubric, give it a title and description related to the topic it will be used for. Select a bank, subject, and grade range.

Every rubric is broken into tiers, or levels of proficiency. Add as many tiers as you need and enter a point value and description for each level.

Activity 5 – Create a Rubric

1. Under Tasks, click **Rubrics**
2. Click **Create a rubric**
3. Enter the title: **Essay Rubric**
4. Enter a description for the rubric: **Grading criteria for essay questions**
5. Select the bank you created in Activity 1
6. From the Subject menu, select **History**
7. Select **9** for the grade range
8. Under Rubric tiers, enter **5** for the point value and **Excellent use of examples; insightful analysis** for the description

Add a tier by clicking **Add a tier**. Some examples of additional rubric tiers are:

- 4 Good use of examples; thoughtful response
 - 3 Use of examples, some use of passage
 - 2 Minor use of examples; minor references to passage
 - 1 No use of examples or passage
 - 0 Fails to respond to question
9. Click **Create...STOP!!!**

Passage Management

Sometimes questions require that students read a passage and answer related questions. Use Passage Management to create, edit, and preview passages. If your school uses Lexile ratings—a way of tracking reading levels and the difficulty of a text—add the passages' Lexile ratings to keep track.

Activity 6 – Create a Passage

1. Under Tasks, click **Passages > Create a passage**
2. Enter a title: **FDR's first Inaugural Address**
3. Choose the bank you created in Activity 1 to store your passage
4. Enter the following passage text:

Finally, in our progress towards a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.

5. Select **History** for the subject and **9** for the grade range
6. Click **Create passage**
7. Click **Preview** next to your new passage

Notice that the passage and its reading level information are displayed. Clicking **Create a question for this passage** will take you to the "Create a new question" page and will automatically select the passage in the Question details section.

8. Click **X** to close the preview...STOP!!!

Searching for Passages

To search for a passage, click **Passages**. From the Passage management page, select a bank, subject, and grade you would like to search in, and click **Go**. Click **Preview** to view the passage and its reading level information.

Test Management

Now that you have created the different components of a test, the next step is to put them together in a test. Use the Test Builder section to do this. Select the bank to pull questions from and then search for questions by standard, unaligned questions, or just by bank.

Activity 7 – Create a Test

Create a test using the questions you made earlier.

1. Under Tasks, click **Tests > Create a new test**
2. Click the "Select by bank" tab
3. Choose the question bank you created in Activity 1, **History** for the subject, and **9** for the grade
4. Click **Go**

Click **Preview** next to a question to see the question, answer(s), metadata, and any standards aligned to the question. Click **X** to close the window.

5. Click the + sign next to a question to add it to your test
6. Click **Preview and save** under “Test blueprint” when you are finished adding questions to the test...STOP!!!

Drag and drop questions on the “Preview this test” screen to rearrange the order of the questions as needed.

7. Click **Save this test**
8. Enter **Test on The Great Depression** followed by your initials for the title
9. Select **Survey/Questionnaire** for the test type

The following chart describes the available test types.

Test Type	Test Description
Benchmark	Measures knowledge of content at certain points in the curriculum
Diagnostic	Used to identify learning problems
Interim	Designed for a specific time, such as a final
Other	Does not fit any of the other options
Progress Monitor	Monitors the progress of a student
Screener	Use to establish a baseline of student skills at any time
Survey/Questionnaire	Set of questions that are not usually graded

10. Select **History** for the subject and **9** for the grade range
11. Enter the following test description:

A short test on The Great Depression.

12. In the Instructions text box, enter:

Read each question carefully before answering.

13. Under Sharing, select “Keep this test private”

14. Click **Save this test...STOP!!!**

Answer Key

Answer keys are helpful for tests designed in machine-readable formats, or for tests that are printed out. Create an answer key in the same way you create a test; give the answer key a title, a subject, and a grade.

For the answer key, type the number of each type of question (multiple choice or constructed response) that will be on the test. Select the correct answer for each multiple

choice. Assign points for constructed responses. Align questions to a standard, or delete a question if needed.

Viewing a Test

To view the test you have created, click the test title on the Tests page. The test overview page has links to edit, copy, or delete the test.

Click **edit** next to Sharing to change how the test is shared. Share the test with your school (called “subscription” in LimeLight), your district, or keep it private.

To print a copy of your test, select a Web or PDF version of the test or answer key. A window will be displayed from which you can print.

Sharing Created Tests

The following table describes the different options for how to share created tests.

Test Sharing	Test Sharing Description
Shared	A test created by a teacher and able to be copied by others
Published	A test from the district level, distributed to schools
Private	A test usually created by a teacher for use in only his or her classroom

Searching for Shared Tests

To search for a shared test, click **Tests > Shared Tests**. Select a school and click **Go**. Click the title of the test and click **Web test** to view the test.

If you wish to assign the test, click **Copy and assign this test**. From the test overview page, click **Edit this test**. Update the order of the questions, if needed, and then click **Save this test**.

On the Update this test page, rename the test. You can also update the test description, instructions, and sharing. Click **Save this test**.

Assigning Tests

The test overview page is where you assign a test to a class. Click the name of a test to access the test overview. Select the check box next to the class, or classes, to which you want to assign the test. Type a time limit, in minutes, for the test. If you do not enter a time limit, or type 0, no limit will be assigned. Allow students to review the correct answers after the test by selecting the checkbox next to Allow. When you are finished, click **Update assignments**.

Grading

After students have taken the assigned tests, review the results by clicking **View results**. You will see a results table broken down by question and student. Multiple choice and true/false answers will be tallied with correct answers highlighted in green. A preview button is available next to each question column so you can review the question.

Grading Constructed Response Questions

Unlike true/false and multiple choice questions, constructed response questions require you to enter a grade. To grade these questions, click the number of the question at the top of the grade table.

On the grading page, the sample response for the question will appear in addition to a link to preview the question. If the question has an assigned rubric, it will appear on the right.

Under each student's name will be his or her answer. Choose a score and then save the scores when you are finished grading.

Reports

To review your students' performance, view one of the four reports available in LimeLight. Each report is designed to help you gain insight into the needs of your students. From the LimeLight home page, click **Test reports** to view the list. The following table describes what each report generates.

Report	Report Description
Class Grade	Grades per specific class, list of tests assigned and taken by each student
Instructor Summary	Distribution of test scores, list of each student's grade and percentage
Study Guide	Each student's test with responses
Indicator Analysis	For use with tests aligned to standards

Remediation Content

After viewing the progress of your students, find remediation content. From the LimeLight home page, click **Test reports** and select your class from the dropdown next to Class Grade Report. Next, click **HTML** to view the report. From the list of students in the class, select the name of the student you wish to review.

On the grade report page, view how the student performed for each standard. Next to each standard will be a link to Promethean Planet—a remediation program you can use to pull projects and activities specific to each standard and student.

Note: Remediation content is available when test questions are aligned to standards.

Activity 8 – View Report & Remediation Content

You want to assign remediation content. View the Class Grade report to view the content selection.

1. From the LimeLight home page, click **Test reports**
2. Next to Class Grade Report, select a class from the list that has been assigned a test

Select a class that has completed a test aligned to standards.

3. Click **HTML**
4. Click **Student Name** to sort the report by students' last names

5. Click the name of a specific student
6. View list of indicators from taken tests
7. Click **Promethean Planet** to view remediation content for a specific standard

The site will open in a new window or tab.

Administrator View

LimeLight has a section designed for administrators under the School Administration tab. Use LimeLight to perform tasks for the entire district or specific schools.

The following table describes some Admin tasks.

Admin Tasks	Task Description
Accounts	Search for student or teacher accounts by username, last name, or first name
Create an account	Create an account for teachers or students
Reports and lists	View user lists, user login cards, and reports for the district
School logo	Upload the school's logo
School settings	Change and update settings for schools in the district
Application settings	Manage the settings for available applications
Bulk account tools	Create or delete a large batch of user accounts, or transfer users to different schools

Publishing Tests for your District

As an administrator, you are able to create tests and publish them across the district.

Once you have created a test, view the Test Overview page by clicking on the test's title on the Tests page.

Click **edit** next to Publishing. Select a date range for the test to be administered. Keep the date format MM/DD/YYYY. Choose where the test should be published: entire school or entire district. Choose whether printed versions of the test will be allowed. When you've made your changes, click **Create publication**.

The test is now published and will show up in the Recent Activity section of users' LimeLight home page, as well as the Published Tests tab on the Tests page.

Summary

In this session you:

- Created a bank, two test questions, a passage, and a rubric
- Aligned a test question to a standard
- Generated a test
- Completed some administrative tasks