



ExamView Quick Step Guide

Generate Class Reports

The **ExamView Test Manager** provides numerous reports to help you understand and evaluate your students' performance. Depending on your needs, you may prepare one or more of the class reports to provide useful performance data that lets you assess your class as a whole and then determine appropriate strategies to achieve the learning objectives/standards. This section includes a brief overview and a sample of each class report.

1. **Assignment Results** - The Assignment Results report provides performance data for each student for a particular assignment. For a LAN test, the report also includes attempts to complete the assignment, the start time (date and time), and the duration of the assignment (i.e., the total time to complete the assignment).

The report also includes a separate page with the assignment statistics for the entire class (i.e., median, mean, low score, high score, range, and standard deviation) and a graph of the frequency distribution.

Using the statistical data in the Assignment Results report, you can see how the majority of the students performed on the assignment. You also might use the Assignment Results report to post the results of an assignment.

Assignment Results						
Mr. Robert Abrahms FSC High School						
Reports						Total Students: 25
Assignment:	Reports					
Category:	Test					
Term:	1					
Date:	06/14/2005					
Points:	50 (50 questions)					
Student	ID	Points	(%)	Attempts	Start Time	Duration
Alexander Aber	104681655	45	(90%)	1	06/14 2:38pm	0 min., 18 sec.
Andy Baba	656526865	38	(76%)	1	06/14 2:38pm	0 min., 19 sec.
Norman Boehl	379044498	35	(70%)	1	06/14 2:39pm	0 min., 21 sec.
Manuel Campag	210031505	43	(86%)	1	06/14 2:39pm	0 min., 20 sec.
Denise Coston	827844811	42	(84%)	1	06/14 2:40pm	0 min., 21 sec.
Wilbert Dowdy	013105510	43	(86%)	1	06/14 2:40pm	0 min., 20 sec.
Chris Farwell	346695870	39	(78%)	1	06/14 2:41pm	0 min., 18 sec.
Michael Gibbons	431603314	40	(80%)	1	06/14 2:41pm	0 min., 17 sec.
Ken Hamlett	018922988	43	(86%)	1	06/14 2:41pm	0 min., 18 sec.
Sherman Henderson	452946293	38	(76%)	1	06/14 2:42pm	0 min., 19 sec.
Jean Hutter	911832166	43	(86%)	1	06/14 2:42pm	0 min., 18 sec.
Detlef Karthaus	203996934	45	(90%)	1	06/14 2:43pm	0 min., 19 sec.
Carl Kretten	114964396	43	(86%)	1	06/14 2:43pm	0 min., 19 sec.
Karsten Loeffle	677962071	35	(70%)	1	06/14 2:44pm	0 min., 18 sec.
Geraldine McDowell	467832015	37	(74%)	1	06/14 2:44pm	0 min., 20 sec.





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- Open-Ended Responses Worksheet** - The Open-Ended Responses Worksheet report allows you to score the open-ended questions that your students complete as part of an online test. Follow these steps to score open-ended questions and enter the scores into the **Exam View** Test Manager.
 - After all of your students finish an online test, use the option to get the results into the **Exam View** Test Manager. This process reads all of the student responses for the assignment including the open-ended questions (essay, short answer, etc.).
 - Print the Open-Ended Responses Worksheet. The report includes the open-ended responses for each student and space for you to write the points earned for each question.
 - After you complete the worksheet, use the Edit Scores option to enter the results into the program.

You can use the Open-Ended Responses Worksheet report to work away from your computer. You can score open-ended questions anywhere and then enter the scores into the **Exam View** Test Manager at a convenient time.

Open-Ended Responses Worksheet			
Mr. Robert Abrahms FSC High School			
Reports			Total Students: 25
Assignment:	Chapter 1 - Introduction		
Category:	Test		
Term:	1		
Date:	06/14/2005		
Points:	50 (50 questions)		
Item #	Points Possible	Points Earned	Response
<i>Alexander Aber</i>			
46:PR	1	_____	1.8
47:PR	1	_____	72
48:PR	1	_____	226.2
49:PR	1	_____	301.6
50:PR	1	_____	9
<i>Andy Baba</i>			
46:PR	1	_____	1.8
47:PR	1	_____	72
48:PR	1	_____	226.2
49:PR	1	_____	301.6
50:PR	1	_____	9
<i>Norman Boehl</i>			
46:PR	1	_____	1.8
47:PR	1	_____	72
48:PR	1	_____	226.2
49:PR	1	_____	301.6





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- Item Analysis Summary** - The Item Analysis Summary report provides the percent of the class that answered each question correctly. For multiple choice questions, the report also shows the percent of the class that selected each response (or answer choice).

You can use the response analysis in the Item Analysis Summary to identify areas in which you may want to focus a re-teaching activity so that you can better address particular learning objectives/standards. For questions with a high, correct response rate, you can use the information to validate the question. On the other hand, if students consistently answered a question incorrectly, you can assess whether this points to a problem with the question.

On a question-by-question basis, you should look for similar patterns; such information can provide insight into your students' understanding of the material covered by the assignment.

Item Analysis Summary			
Mr. Robert Abrahms FSC High School			
Math			Total Students: 25
Assignment:	Quiz 01		
Category:	Quiz		
Term:	1		
Date:	01/05/2007		
Points:	15 (15 questions)		
Question	Class Average	Correct Response	
<i>Multiple Choice</i>			
1	77.8%	C	(A: 22.2%, C: 77.8%)
2	100%	D	(D: 100%)
3	88.9%	B	(A: 11.1%, B: 88.9%)
4	94.4%	A	(A: 94.4% , B: 5.6%)
5	72.2%	A	(A: 72.2% , B: 11.1%, C: 16.7%)
6	100%	B	(B: 100%)
⚠ 7	66.7%	C	(B: 11.1%, C: 66.7% , D: 22.2%)
8	83.3%	D	(A: 11.1%, C: 5.6%, D: 83.3%)
9	100%	D	(D: 100%)
⚠ 10	66.7%	D	(A: 22.2%, C: 11.1%, D: 66.7%)
11	94.4%	C	(B: 5.6%, C: 94.4%)
12	94.4%	D	(A: 5.6%, D: 94.4%)
13	83.3%	A	(A: 83.3% , B: 5.6%, D: 11.1%)
14	77.8%	B	(A: 5.6%, B: 77.8% , C: 16.7%)
⚠ 15	66.7%	A	(A: 66.7% , B: 16.7%, D: 16.7%)

⚠ - Indicates that the question was answered incorrectly by more than 30% of the class.





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4. **Item Remediation Summary** - The Item Remediation Summary report provides a summary of questions that the class answered incorrectly at a rate higher than the set threshold level. The report pinpoints questions that may require re-teaching. The report also provides links to remedial instruction resources. Look for the globe icon to indicate that content hyperlinks are supported.

Note: Remediation hyperlinks are only available for keywords and state standards and require a netTrekker account to access link information. The state standard information must include an alignment code in order to link to remedial instruction. The **Exam View Learning Series** questions include state standard alignment codes.

You can use the Item Remediation Summary to identify problem areas for your class and locate remedial instruction activities to help with re-teaching. The report shows the questions that fall above your set threshold, the question type, class average, state or learning objective, and hyperlinked keywords and state standards associated with the questions.

Item Remediation Summary

Mr. Robert Abrahms
FSC High School

Math **Total Students:** 25

Assignment: Chapter 2 - Number Operations
Category: Test
Term: 1
Date: 06/13/2006
Points: 25 (25 questions)
Threshold Level: 20%

Questions listed in this report were incorrectly answered by a percentage higher than the threshold.
 Click a keyword or state standard link to access remediation content. †

Question Num	Type	Class Average	Learning Objective	Keywords	State Standard
2	MC	79.2%	Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., $1/2$, $5/10$, "five tenths," 0.5, shaded rectangles with half, and five tenths.	fractions , equivalent form , division , number sense	1.1.a
3	MC	78.3%	Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., $1/2$, $5/10$, "five tenths," 0.5, shaded rectangles with half, and five tenths.	fractions , equivalent form , number sense	1.1.a
4	MC	79.2%	Connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., $1/2$, $5/10$, "five tenths," 0.5, shaded rectangles with half, and five tenths.	decimals , equivalent form , number sense	1.1.a

- netTrekker Differentiated Instruction link. Learn more at www.nettrekker.com.

† - Special formatting is required for state standard links. Therefore, some state standards may not contain a link.

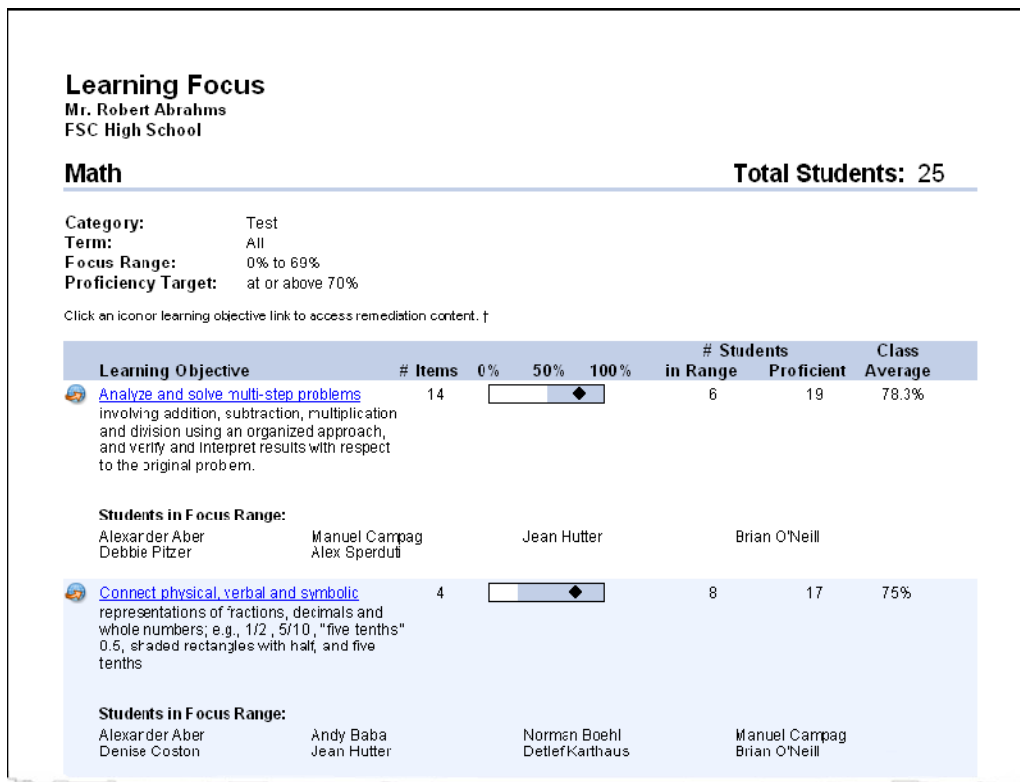




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5. **Learning Focus** - The Learning Focus report provides a wealth of information to help you identify areas where your class (as a whole) needs to focus their learning efforts. To use this report effectively, the assignments you create must consistently include data for one or more of the following fields: learning objective, local standard, state standard, or national standard.

One of the key advantages for using the **Exam View** Test Manager is that you can easily gather performance data over multiple assessments. The report shows the number of items for each standard, allowing you to gauge whether a standard was adequately covered. You can select one or more assignments by category or by date. You must also identify a focus range (e.g., 0% - 70%). The program produces a report that shows each standard (or learning objective), the number of questions assessed for that standard, class average, and how many students are in the focus range.



Note: The shaded area shows the performance for the median 70% of the students in your class. For example, if there are 20 students in your class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores represents 14 students or 70% of the class. The diamond shows the actual class average. Use the graphs to see how the majority of students performed. If the area is relatively short, students' scores were similar.



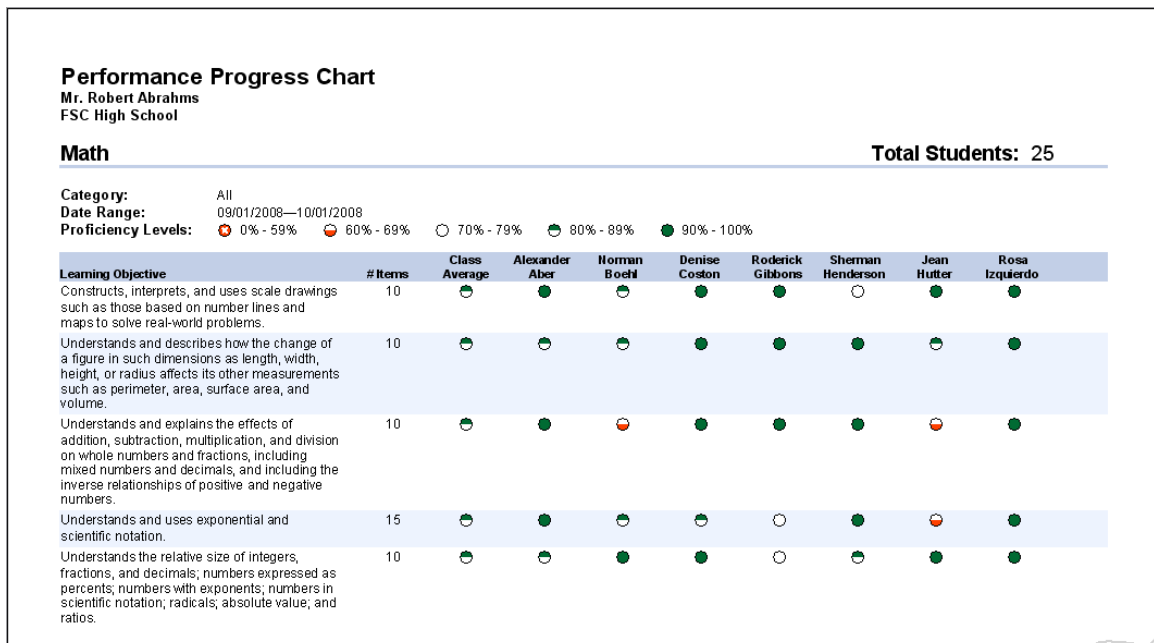


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6. **Class Performance Progress Chart** - The Class Performance Progress Chart report shows at a glance how each student is performing on each of the learning objectives/standards for all assignments in a category over a specified date range. The report lists a learning objective/standard, the number of items (i.e., questions) that assess that learning objective/standard, and a proficiency indicator for each of the students.

To use the Class Performance Progress Chart report effectively, you must consistently include question information for one or more of the following fields in each of the items you create: learning objective, local standard, state standard, or national standard. (Many publishers include this information for the questions they provide.)

To customize the Class Performance Progress Chart, you can set the category of assignments, the date range of the class assignments, and the proficiency level based on your performance criteria. The report shows one of three to five icons to indicate each student's performance on each of the learning objectives/standards.





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Generate Student Reports

The **ExamView** Test Manager provides many reports that highlight each student's individual performance for one or more assignments. This section includes a brief overview and a sample of each student report.

1. **Assignment Results** - The Assignment Results report reflects a student's performance for one assignment. The report includes the following information: assignment average, points earned for each question, and the student's response for each question.

If you select the option for performance results for learning objectives/standards, the Assignment Results report also includes each learning objective and the following performance data for that learning objective/standard: the average, points earned, the proficiency level, and the specific questions in the class assignment. To use the Assignment Results report effectively, you must consistently include question information for one or more of the following fields in each of the items you create: learning objective, local standard, state standard, or national standard.

You can use this report to identify each student's proficiency level for each of the learning objectives/standards for each assignment. This information may also help you to identify areas in which a student may need remedial work.

Assignment Results
 Mr. Robert Abrahms
 FSC High School
 American History

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

Assignment: Chapter 1 - Introduction
Category: Test
Term: /
Date: 06/14/2006
Points: 50 (50 questions)

Learning Objective	Average	Points	0% 50% 100%	Questions
Adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.	63%	6/10		MC: 40, 41, 42, 43, 44, 45; PR: 47, 48, 49, 51
Analyzes and applies geometric relationships involving plane cross-sections (the intersection of a plane and a three-dimensional figure).	100%	10/10		MC: 20, 21, 22, 23, 24, 25, 25, 27, 28, 29
Designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.	100%	10/10		MC: 5, 6, 7, 8, 9, 15, 16, 17, 13, 18
Interprets data that have been collected, organized, and displayed in charts, tables, and plots.	93%	9/10		MC: 1, 2, 3, 4, 10, 11, 12, 13, 14; PR: 45
Understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms.	100%	10/10		MC: 30, 31, 32, 33, 34, 35, 35, 37, 38, 39





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2. **Assignment Review** - The Assignment Review report provides a tool to help your students understand the mistakes they made on an assignment. For each question answered incorrectly, the report shows the following: points earned, student's response, correct answer, explanation, study tip, and focus area (depending on the information available).

To use the Assignment Review report effectively, you must consistently include extra question information for each of the items you create. (Many publishers include this information for the questions they provide.) Students, in this example, could use the report to refer to the specified pages in their textbook as they review the questions that they answered incorrectly.

Students can use the Assignment Review report to review the completed assignments and to learn from their mistakes.

Assignment Review

Mr. Robert Abrahms
FSC High School
Math

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

Assignment: Chapter 1
Category: Test
Term: 1
Date: 07/08/2005
Points: 50 (50 questions)

Based on your results for this assignment, review the study tips below.

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





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- Student Progress Report** - The Student Progress Report shows a student's progress for one or more terms. The report organizes the results by term and provides the following information for each assignment: assignment description, date assigned, category, points earned, percent achieved, and class average. A summary shows the term average by listing the total points earned out of the total possible points, the equivalent percent, and the class average.

You can use the Student Progress Report to depict the student's progress over time.

Student Progress Report

Mr. Robert Abrahms
FSC High School
American History

Alexander Aber

Overall Average: 86.9%

Category: All
Term: All

Assignment	Date	Category	Points	Percent	Class Average
<i>Term 1</i>					
Math G6 Exam	06/08/2005	Exam	50/50	100%	87.5%
Math G6 Quiz	06/09/2005	Quiz	9/10	90%	66.8%
Math G6 Test	06/10/2005	Test	20/20	100%	76.4%
Reading G3 Exam	06/11/2005	Exam	100/100	100%	85%
Reading G3 Quiz	06/12/2005	Pop Quiz	15/15	100%	73.9%
Reading G3 Test	06/13/2005	Test	38/40	95%	80.8%
Reading G9 Exam	06/14/2005	Test	78/100	78%	80.6%
Reading G9 Quiz	06/15/2005	Homework	8/10	80%	78.4%
Term Average:			318/345	92.2%	81.9%





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4. **Learning Focus** - The Learning Focus report identifies areas where a student needs to focus his/her learning efforts. Based on a proficiency level you set, the report lists the learning objective/standards that a student has not mastered. For each of the learning objectives/standards the student has not yet mastered, the Learning Focus report lists the learning objective/standard, the associated number of items, the points earned on items, and the proficiency level that the student has attained.

You can customize the Learning Focus report to generate the performance data that best meet your needs. You can select one or more class assignments by category and the date range for the assignments. You can set an appropriate focus range (e.g., 0% - 70%) for the class assignments at a particular time in the term. As an example, you might set the focus range at 0% to 70% with the first class assignment that covers a particular learning objective/standard. Then, on a subsequent class assignment on the same learning objectives/standards, you might set the focus range to 0% to 80%.

You can use the Learning Focus report to help a student know exactly what to study in order to attain mastery level on the identified learning objectives/standards.

Learning Focus
Mr. Robert Abrahams
FSC High School
American History

Alexander Aber

Category: AI
Date Range: September 1, 2004—April 15, 2004
Focus Range: 0% to 70%

Learning Objective	# Items	Average	Points	0%	50%	100%
Adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.	10	60%	3/10			
Designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.	10	60%	3/10			
Interprets data that have been collected, organized, and displayed in charts, tables, and plots.	10	70%	7/10			

Note: The shaded area () shows the performance for the median 70% of the students in a class. For example, if there are 20 students in a class, the top 3 scores (15%) and lowest 3 scores (15%) would not be included. The range of scores for 14 students (70%) would be represented. The diamond () shows your student's actual performance. Use the graphs to see how a student performed in relation to his/her class. For example, if the diamond appears near or past the right edge of the shaded area, the student's performance is in the upper range for the class. If the shaded area is relatively short, students' scores were similar.

