

Test Builder - Step by Step

(Build a custom objective-based test using Test Builder)

1. Select **Assessment** → Choose **Test Builder**
2. At the Test Builder main page, select a **standard set**, a **subject**, and a **level**.

The screenshot shows the Odyssey 2012 Test Builder interface. The top navigation bar includes 'Dashboard', 'My Students', 'Courses & Assignments', 'Assessment', 'Reports', 'Content', 'Message Center', and 'Community'. Below this, there are tabs for 'Item Bank', 'Objective Builder', and 'Test Builder'. The 'Test Builder' tab is active, and the 'Standard' step is highlighted with a '1' in a blue circle. The 'Select Standard' section contains the following fields:

- Standard Set: Common Core
- Subject: English Language Arts
- Level: Level 7
- Keyword Search (optional):
- Objective Additions: Replace all objectives

A 'Next' button is located at the bottom left of the form.

3. Click **Next**
4. Scroll through the list of objectives available objectives (based on standard set selected) and check the boxes to select the desired **objectives** for your test

The screenshot shows the Odyssey 2012 Test Builder interface at the 'Select Objectives' step, which is highlighted with a '2' in a blue circle. The 'Review Objectives' step is highlighted with a '3' in a blue circle. The 'Select Objectives' section shows the following:

- Florida
- Language Arts, Grade 5 Objectives
- Reading Process
 - Phonics/Word Analysis
 - LA.5.1.4.2 Recognize structural analysis
The student will recognize structural analysis.
 - Vocabulary Development
 - LA.5.1.6.1 Use new vocabulary that is introduced and taught directly
The student will use new vocabulary that is introduced and taught directly.
 - LA.5.1.6.2 Listen to/read/discuss familiar/challenging text
The student will listen to, read, and discuss familiar and conceptually challenging text.
 - LA.5.1.6.3 Use context clues to determine meanings of unfamiliar words
The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.
 - LA.5.1.6.4 Categorize key vocabulary and identify salient features
The student will categorize key vocabulary and identify salient features.
 - LA.5.1.6.5 Relate new vocabulary to familiar words
The student will relate new vocabulary to familiar words.
 - LA.5.1.6.6 Identify shades of meaning in related words
The student will identify shades of meaning in related words (e.g., blaring, loud).
 - LA.5.1.6.7 Determine meanings of unfamiliar complex words
The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.
 - LA.5.1.6.8 Determine meanings of words by antonyms/synonyms/homophones

'Back' and 'Next' buttons are located at the bottom of the list.

5. Click **Next**

Note: Each CompassLearning objective represents a minimum of 4 items. Some objectives have 6-12 items. It is recommended that you narrow down your objectives so that the number of test items are reasonable for the implementation purpose. Custom objectives have as many test items as you have linked to them.

- Review your selections of Objectives. Remove or add objectives. (Click **Back** if needed) Click on the blue item code to reveal the item as the student will see it. (It will display the question with the answer when viewed as a teacher.)

Review Selected Objectives and Items

Florida

- LA.5.1.6.1 Use new vocabulary that is introduced and taught directly
The student will use new vocabulary that is introduced and taught directly.
 - E04RE401 What does the word drought mean in this passage? [Context clues]
 - E04RE402 What does the word gander mean in this passage? [Context clues]
 - E04RE403 What does the word grave mean as used in this passage? [Context clues]
 - E04RE525 Will It Work?: [Nonfiction] What does the word spiral mean? [Context clues]
 - WN4LA0194 The Lands of New Zealand: [Nonfiction] What does the word striking mean? [Context Clues]
 - WN4LA0195 The Lands of New Zealand: [Nonfiction] What is sulfur? [Context Clues]
- LA.5.1.6.3 Use context clues to determine meanings of unfamiliar words
The student will use context clues to determine meanings of unfamiliar words.
 - E04RE389 What is the meaning of litter as it is used in the paragraph? [Context clues]
 - E04RE401 What does the word drought mean in this passage? [Context clues]
 - E04RE402 What does the word gander mean in this passage? [Context clues]
 - E04RE466 What is another word for enraged? [Context clue]
- LA.5.1.6.5 Relate new vocabulary to familiar words
The student will relate new vocabulary to familiar words.
 - E04RE401 What does the word drought mean in this passage? [Context clues]
 - E04RE464 What does disjointed mean in this sentence? [Prefix]
 - E04RE525 Will It Work?: [Nonfiction] What does the word spiral mean? [Context clues]

- Click **Next**

1 Standard
2 Select Objectives
3 Review Objectives
4 Properties
5 Confirmation

Select Test Properties

Enter a name for the test (required):

Enter a message for your student:
The message appears on the test title page. (optional)

Draft mode: Yes No

Multiple Sessions: Yes No

Allow Early Turn In: Yes No

Mastery Score:

Build Learning Path: Yes No

Navigation Allowed: Yes No

Randomize Items: Yes No

Minutes Allowed:
[Leave as 0 for unlimited time]

- Enter a **name** for your test (Follow the naming convention in the district/school to remain consistent)
- You may enter a **message** for your students (100 character limit)
- Review the default **Test Properties**
- Make any changes you wish (Is the Mastery Score set to fit your needs? Do you want to include a Learning Path with this assignment?)
- Click **Next**

12. Confirm your test properties (go Back to edit)
 - a. Number of Objectives
 - b. Number of Questions

Confirmation

Test Name:	Confirmation	Q1 5 LA Vocabulary	
Standard Set:	Florida	Q1 5 LA Vocabulary	
Teacher Message:	Read each question and answer carefully.		Test Properties:
Learning Path:	Yes		Multiple Sessions: Yes
Printable:	No		Allow Early Turn In: No
Status:	Active		Navigation Allowed: Yes
Number of Objectives:	8		Minutes Allowed: Unlimited
Number of Questions:	45 (40 unique questions)		Randomize Items: No
			Mastery Score: 70%

Objectives Tested:

LA.5.1.6.1 Use new vocabulary that is introduced and taught directly
The student will use new vocabulary that is introduced and taught directly.

LA.5.1.6.3 Use context clues to determine meanings of unfamiliar words
The student will use context clues to determine meanings of unfamiliar words.

LA.5.1.6.5 Relate new vocabulary to familiar words
The student will relate new vocabulary to familiar words.

LA.5.1.6.6 Identify shades of meaning in related words
The student will identify shades of meaning in related words (e.g., blaring, loud).

LA.5.1.6.8 Determine meanings of words by antonyms/synonyms/homophones
The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.

LA.5.1.6.9 Determine the correct meaning with multiple meanings in context
The student will determine the correct meaning of words with multiple meanings in context.

◀ Back Save

13. Click **Save**
You are taken to the **Assignment Builder**, where you can assign the test you just created!
14. Give the **assignment a name** (It could be the same as the test name. Notice the trailer of (Pre/LP)
15. Choose the order (Sequential, Self-Select, or Auto Launch)

Assignment Builder Assignment Archive Submitted Projects

Curriculum **Assignment** View Assignment

Assignment: Q1 5 LA Vocabulary (Pre/LP) **Order:** Sequential Self-Select Auto-Launch

Remove New Folder Move to Folder New Assignment Add Decision Point

Select	Update	Type	Name	Edit	Details
<input type="checkbox"/>	1	To	Q1 5 LA Vocabulary		
<input type="checkbox"/>	2	LP	Q1 5 LA Vocabulary Learning Path		

Recommendation! Click on **View Assignment** button to preview the lesson plan and view some of your selections and pre-determined features:

- Which are the activities embedded in the learning path? Click on the activity link to launch the activity in preview mode.
- Are there any pre-determined decision points?
- Do I need a printout of the lesson plan?

- Are there any offline resources available within the learning path? State Standards alignment view

16. After reviewing the Objective-based test and Learning Path (LP) folder, select the

Complete Assignment ▶

Complete Assignment button on the bottom of the page

Complete Assignment
Close

Categorize your assignment and click Next to continue.

Assignment Name: Q1 5 LA Vocabulary (Pre/LP) Description: Use new vocab, determine meaning and context clues	Availability: My Assignments Subject: Language Arts Level: Fifth
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Assignment Order: Sequential Self-Select Auto-Launch

Apply assignment order to all folders: Yes No

Suppress Duplicate Activities: Yes No

Show Resources: Yes No

Draft Mode: Yes No

Show Odyssey Writer: Yes No

Show Tool Kit: Yes No

Assign to students now? Yes No, I'll assign it later

Note: All folders with Decision Points in this assignment will remain in Sequential or Auto-Launch mode.

17. Check the Assignment Name for accuracy

18. Insert a Description (optional but recommended)

19. Select **Availability**, **Subject** and **Level**.

20. Select assignment properties:

Suppress Duplicate Activities - If an assignment appears in more than one learning path folder and Suppress duplicate Activities is marked Yes, then the student would be given credit for successfully completing the activity the first time.

Show Resources - Default is **No**. If select **Yes**, students will be able to print offline resources pages from their assignment page.

Odyssey Writer and Show Tool Kit – Provide resources within each of the activities in this assignment.

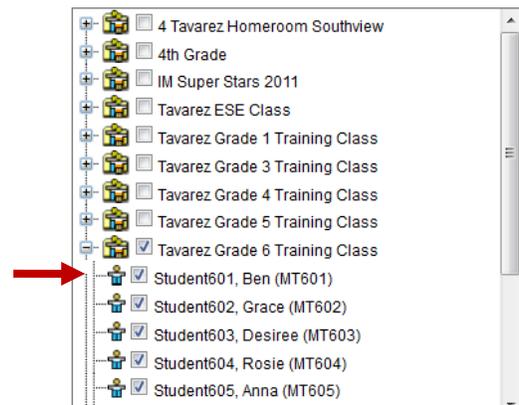
21. Decide whether you want to assign it now, or later.

a. Select **Yes** to assign to students now

b. Select **No** to archive the assignment for later use.

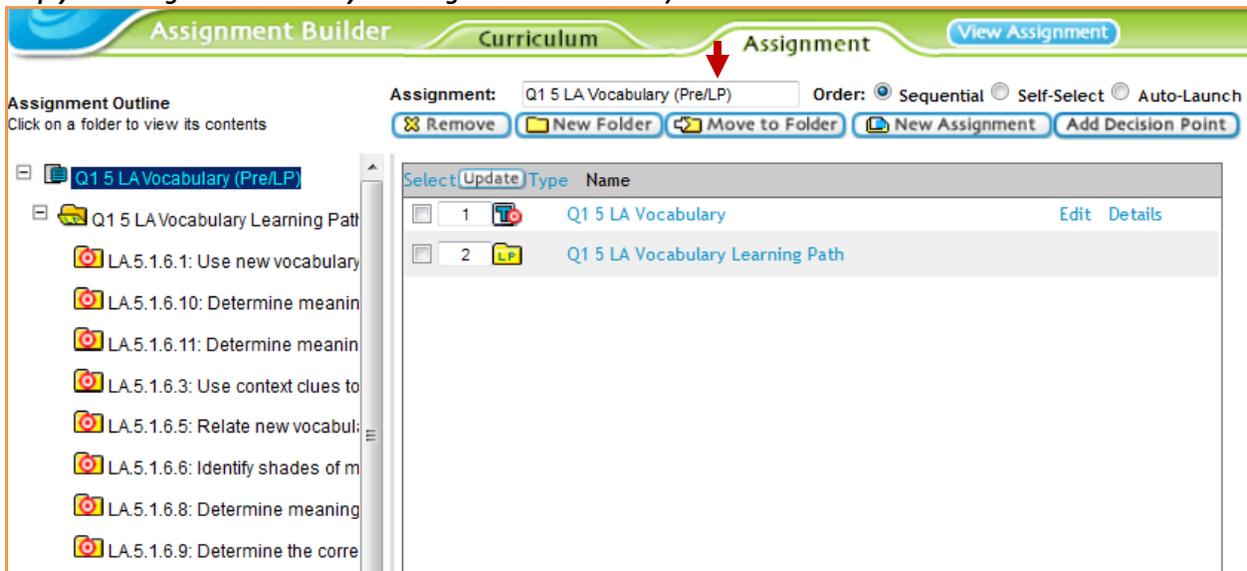
18. Click on the **Next** button.

19. If you want to assign now, select the Class (all students or individual students) and click the **Finish** button at the bottom.



The Test Builder tool allows for the creation of a **Pre-Test and Post-Test**. To be able to get comparison data, you must be sure that the Test Properties for each of the tests are identical. The following steps will help you create a Post-Test.

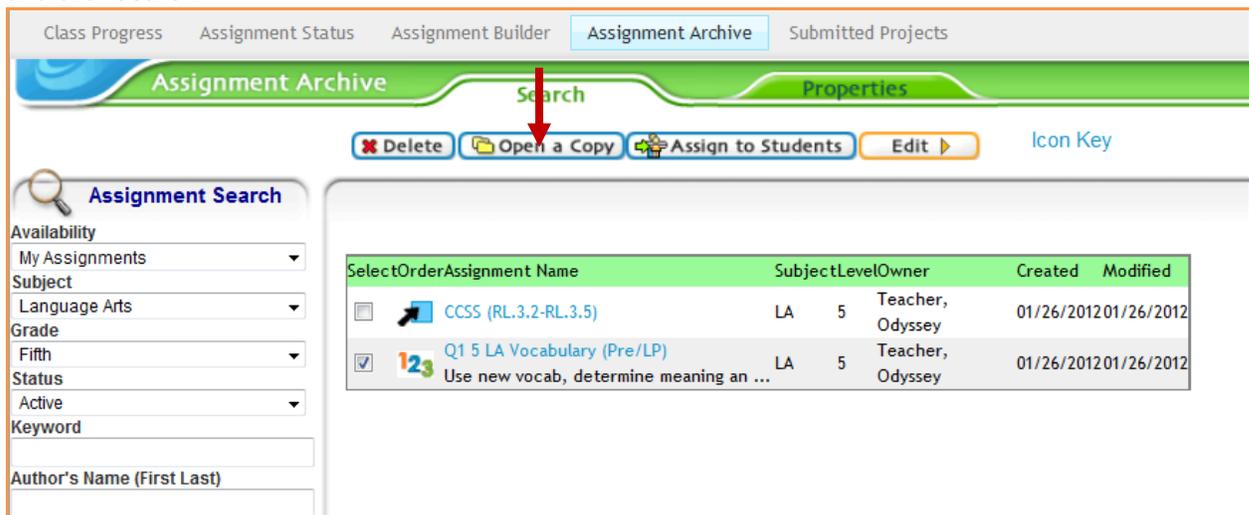
After you have followed the steps on how to create a Pre-Test (on previous pages), you will have your Pre-Test Assessment Assignment ready for students to begin. Take note on the screen shot below that the Assignment Name can be the same or contain the same naming convention used for the Test Name. **Q1 5 LA Vocabulary (Pre/LP)** (All that was added to the ASSIGNMENT NAME ONLY is an extension of (*Pre/LP). This extension will help you distinguish the test in your Assignment Archive list.)



Creating a Post-Test:

Pre-requisite: In order to create a Post-Test you MUST have the original Pre-Test available in your assignment archive!

1. Select **Assignment** → **Assignment Archive**
2. Search for the original Pre-Test assignment by selecting the appropriate criteria on the left panel and click **Search**.



Select	Order	Assignment Name	Subject	Level	Owner	Created	Modified
<input type="checkbox"/>		CCSS (RL.3.2-RL.3.5)	LA	5	Teacher, Odyssey	01/26/2012	01/26/2012
<input checked="" type="checkbox"/>	123	Q1 5 LA Vocabulary (Pre/LP) Use new vocab, determine meaning an ...	LA	5	Teacher, Odyssey	01/26/2012	01/26/2012

3. Click on the Select box next to the assessment.
4. Select **Open a Copy**

5. In **Assignment Builder**, the **only changes** you can make are
 - a. Edit the Assignment Name - change extension that was previously (Pre/LP) to (POST)
 - b. Remove the Learning Path (you may leave it on according to your implementation discussion).
 - i. To remove the Learning Path, Click on **select box** and click **Remove**

If you are creating this test in advance, select the option to **assign to students later**.

When you are ready to assign the Post-Test:

1. Select **Assignment** → **Assignment Archive**
2. Search for the Assignment marked **POST**
3. Click on the Select box next to the Assignment
4. Select **Assign to Students** on top

<input type="checkbox"/>	123	Q1 5 LA Vocabulary (*Pre/LP) Use new vocab, determine meaning an ...	LA	5	Teacher, Odyssey	01/26/2012 01/26/2012
<input type="checkbox"/>	123	Q1 5 LA Vocabulary (POST) Use new vocab, determine meaning an ...	LA	5	Teacher, Odyssey	01/26/2012 01/26/2012

***Students will now see the Post-Test on their assignment button on the Student Launch Pad.**

Suggestions:

1. Create the Pre-Test (Either assign immediately to students or archive for later) with a realistic number of objectives per test.
 - a. **Tip: In order to have the Pre-Test listed before the Post Test in the Assignment Archive, insert an * after the first parenthesis (*Pre/LP)**
2. Create the Post-Test (Hold off assigning to students until the Pre-Test has been completed and learning is taking place as they work on the learning path. A discussion with the leadership team and teachers usually takes place as to when Post-Tests will be assigned.)
3. Set up the testing environment. Make sure students are aware of the purpose of the Pre-Test. They should also be aware of the learning path to follow. Additionally, students should understand the purpose of a Post-Test.
4. Check for test completion by generating a report. There are several options. **The Objective-Based Test Results Report** will display a two-column comparison for first try and second try.