

When creating tests delivered through Blackboard, follow these best practice guidelines.



Question Creation Methods

- When working in a test canvas, [create questions](#) using Blackboard's question type forms. If you want to create self-scoring tests, use objective question formats: [multiple choice](#), [multiple answer](#), [matching](#), [true-false](#), [fill in the blank](#), [ordering](#), or [hot spot](#).
- Or, [create a pool file from a Word document](#), then [build a test from the pool](#).
- If a textbook publisher offers downloadable test banks, look for test or pool *export files* that are meant to be [imported](#) in Blackboard 7 or higher. After importing questions, always review their answer and scoring options.
- Never copy and paste questions directly from a Word document or web page into Blackboard. This often results in copying hidden HTML code that could break the test.

Test Length

If a test is longer than 50 questions or a test is designed to take more than one hour to complete, divide the large test into a few smaller tests. This can help mitigate the risks associated with long test sessions, such as session time-outs due to inactivity or dropped Wi-Fi signals.

Test Options Settings

- If you have a long test, it is a best practice to set [Test Presentation](#) to *All at Once* so that the student will see all test questions on the same page. This improves the student's navigation through the test.
- If you select [Force Complete](#), the student can only open the test one time. If the student experiences a technical problem or exits the test without submitting it, the student will not be able to resume the test. You may be contacted by the student to [clear the test attempt](#) so that they can try again.
- The [feedback](#) options that you choose to display for a test will be available to students for the duration of the course through the [My Grades](#) tool. If you do not want students to see test questions or answers in their feedback, only select *Score per Question*. You may make changes to [Test Options](#) feedback settings at any time.

Discourage Cheating through Test Design

Faculty concerned about cheating in online testing are encouraged to use these *design-based strategies*:

- Develop tests using large [question pools](#) (containing at least 100 questions) and [random blocks](#). With a large bank of possible questions, no two students will have the same test or order of questions.
- Update your tests or question pools each time you teach the course so that tests are different each time.
- When [making a test available](#), use the *Timer* and *Auto-Submit* Test Options to limit the time students have to complete the test.
- Customize when test feedback becomes available through [Test Options](#). Under the *Show Test Results and Feedback to Students* section, use the *When* drop-down menu to create a rule that shows only test scores *After Submission*. You may create a second *When* rule to show additional feedback *After Attempts are Graded*.