

# Algebra CITY

*ExamView\* Assessment Suite  
Quick Start*

## *Includes:*

- Quick access to premade program, book, and unit assessments
- Directions for building and publishing your own assessments
- Management points to creating a class and assigning assessments
- Suggestions for printing and interpreting results
- Guidance for using diagnostic/prescriptive recommendations



*ExamView® Assessment Suite is a registered trademark of eInstruction Corp.*

## Installation Instructions

Follow these steps to install the *ExamView*® *Assessment Suite* and *Algebra City* assessments on your computer. The assessments will appear in the <ExamView\Tests> folder within the *ExamView* directory.

1. Insert the *ExamView* disc into the CD-ROM drive of your computer. A window automatically appears on your screen.
2. Click the “Install” button. (If “Open Folder to View Files” pops up, select it, and then double click “Setup.”) The Welcome Screen is displayed.
3. Click “Next.” The Software License Agreement screen is displayed. Click “Yes” to continue.
4. The Choose Destination Location screen is displayed. Here, the system auto-designates an installation directory. However, you may want to select a network directory so that you can access the assessment program from another network computer. Choose “Browse” to select a network drive. (You may need to work with your school’s network administrator to install the program on your school’s network; see Software Licensing Agreement in Install for permissions.)
5. In the Select Components screen, click “Next” to install all of the assessment components.
6. In the Ready to Install screen, click “Next,” and choose to have a desktop icon created. (A Device Manager will run the install in the background and may take a few minutes.)
7. Click “Close” once setup is complete, and remove the installation disc.

### If autorun does not work:

1. Click “Start” and choose “Run.”
2. In the Run window, type **d:\setup.exe**, replacing **d** with the drive letter where the disc is located.
3. Click “OK.”
4. Follow the on-screen instructions.

**Macintosh Users:** After installation, to access the *ExamView* files, go to your hard drive and access the “*ExamView Pro*” folder, where you will find the Test Manager, Test Generator, and Test Player. You can use these files to create shortcuts on your desktop.

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\*While this Quick Start Guide is intended to help users get started on the *ExamView Assessment Suite*, a much more detailed *ExamView* Guide called “Manual.pdf” is located in the CD’s *ExamView* folder.

## 1

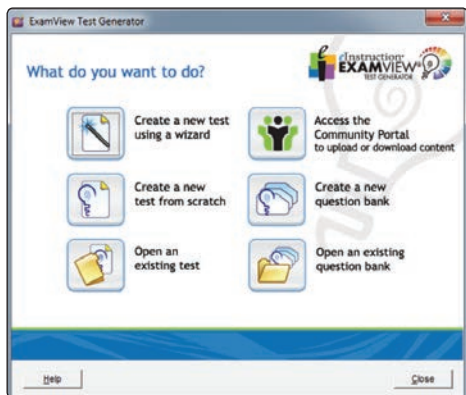
## Using ExamView to Administer a Computer-Based Test

*Algebra City* is designed to help you make the most of assessment. The ExamView CD-ROM supports targeted instruction and encourages data-driven decision making. To facilitate your instruction, PCI Education created a series of premade question banks and tests found within ExamView. In addition to the premade tests, you can use the entire bank of questions to make your own student-targeted tests. It is easy to do. After completing installation, just follow these instructions to get started.

### 1.1. Publishing a Test

To “publish” an *Algebra City* premade test so that it can be assigned to and accessed by students, open the ExamView Test Generator by clicking on the Desktop icon or from the elnstruction Tools icon on your taskbar. (When a registration window appears, register the software. Close the window.)

- Click on “Open an existing test.”
- Select a test from the Tests folder by double-clicking on it. Then select the appropriate subfolders to get to the test of your choice.
- The test will appear on your screen.
- From the menu bar, go to “File” → “Publish To” → “ExamView Test Player on LAN.”
- For Step 1, click “Limit access to students in a particular class,” and then click “Next.”
- Click “Save” to complete the process of publishing.
- Name the test in the file dialog box and click “Save.”



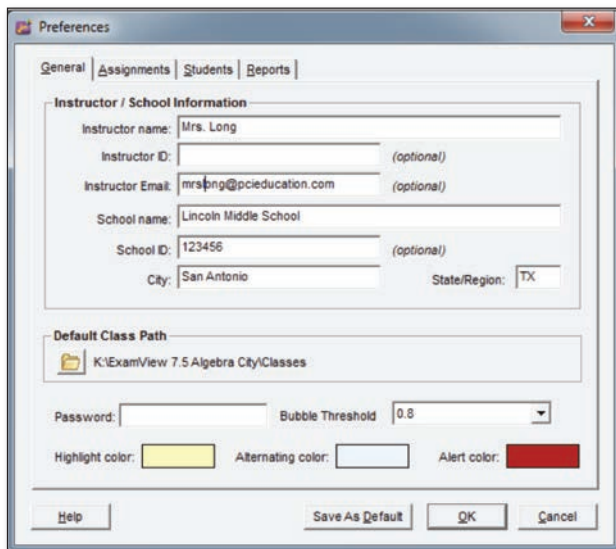
***Congratulations!*** The test can now be assigned to your class.

## 1.2. Creating a Class

Open the ExamView Test Manager by clicking on the icon on your desktop.

**1.2.A** If this is your FIRST TIME using the Test Manager to create a class, follow the steps below; otherwise, skip down to Section 1.2.B:

- When the “What do you want to do?” menu appears, click “Close” on the lower right.
- There will be a blank, gray screen. From the menu bar, go to “Edit” → “Preferences.”
- Enter instructor, e-mail, school, city, and state.
- Click “Save As Default.” Click “OK.”



The screenshot shows the 'Preferences' dialog box with the 'General' tab selected. The 'Instructor / School Information' section contains the following fields: Instructor name (Mrs. Long), Instructor ID (optional), Instructor Email (mrsplng@pcieducation.com, optional), School name (Lincoln Middle School), School ID (123456, optional), City (San Antonio), and State/Region (TX). The 'Default Class Path' section shows a folder icon and the path K:\ExamView 7.5 Algebra City\Classes. Below this are fields for Password, Bubble Threshold (0.8), Highlight color (yellow), Alternating color (white), and Alert color (red). At the bottom are buttons for Help, Save As Default, OK, and Cancel.

- Now your screen will be blank again. From the menu bar, go to “File” → “New Class.”

**1.2.B** If this is NOT your first time using ExamView Test Manager:

- At the “What do you want to do?” menu, click “Start a new class.”



### 1.3. Creating an Assignment

With the class grade book open, click “New Assignment” on the lower left of the screen.

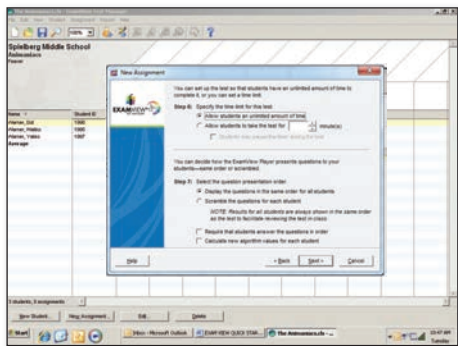
**Step 1:** Name the assignment.

**Step 2:** Select “Online test delivered over a local area network (LAN).” Click “Next.”

**Step 3:** Select the corresponding test for the assignment. Click “Next.”

**Step 4:** Create a password for the test and password options for your class.

**Step 5:** Select when students may access the test. Click “Next.”



**Steps 6 & 7:** Keep the default choices, and click “Next”.

**Step 8:** Select “Do not allow students to check answers.”

**Step 9:** Select “Do not show an end-of-test report.” Click “Next.”

Review your options, and then click “Finish” on the summary screen.

Save your class, and exit the ExamView Test Manager.

### *Congratulations!*

You have successfully created your class and first test assignment. Students can now take the test on their computers.

## 1.4. Taking a Test

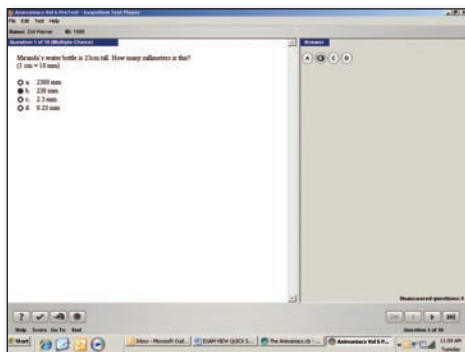
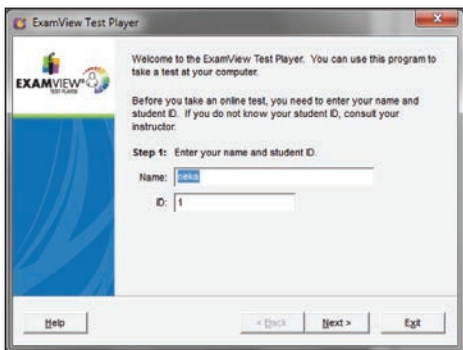
Open the ExamView Player by selecting the icon on your desktop.

**Step 1:** Have the student enter his or her name and assigned student ID number from Section 1.2. Have the student click “Next.”

**Step 2:** Have the student select the test and click “Next.”

**Step 3:** Tell the student to enter either the test password or the password based on the options selected in Section 1.3, Step 4. Click “Next” and then “Start” on the following screen if ready to begin the test.

**Step 4:** The test will appear on screen. The student must click his or her answer choice or press the corresponding key. Tell the student that clicking the forward-arrow icon on the lower right of the screen will advance the test to the next question.



Make sure the student knows to click the “End” icon on the lower left of the screen when the test is completed.

After clicking the “End” icon, the student will be given the option to go back to skipped questions, take another test, or to exit the player. Have the student select the appropriate choice.

## 1.5. Retrieving Results

- Use the ExamView Test Manager to open the class.
- With the grade book open, highlight an assignment by clicking on it. Go to “Assignment” → “Get Results from” → “LAN Test” in the menu bar. The number of correct answers will automatically appear in the grade book.<sup>(2)</sup>

### *Congratulations!*

Your results have been downloaded. Click the “Save” icon, and exit the screen when you are finished.

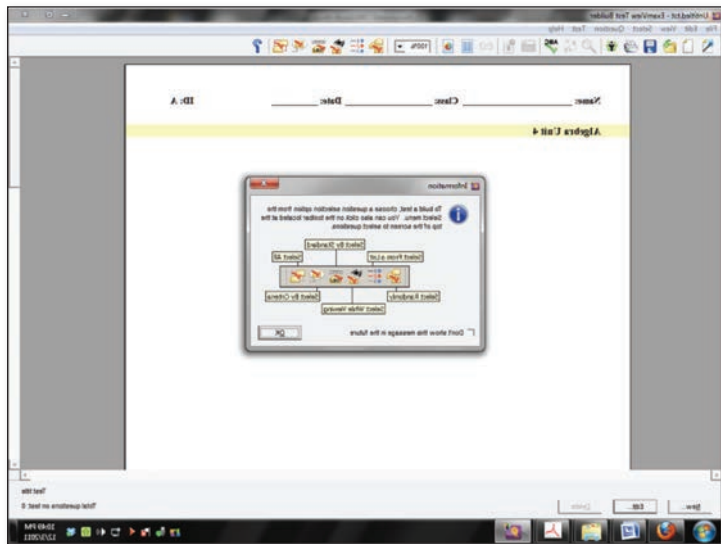
Name	Student ID	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
		Score	PTS/%	Score	PTS/%	Score	PTS/%	Score	PTS/%	Score	PTS/%	Score	PTS/%
A,A	AA	14	35%	--	--	--	--	14	35%	--	--	--	--
A,B	BB	17	42%	--	--	--	--	12	30%	--	--	--	--
C,C	CC	17	42%	--	--	--	--	8	20%	--	--	--	--
D,D	DD	17	42%	--	--	--	--	8	20%	--	--	--	--
E,E	EE	13	32%	--	--	--	--	14	35%	--	--	--	--
F,F	FF	19	47%	--	--	--	--	11	27%	--	--	--	--
G,G	GG	18	45%	--	--	--	--	9	22%	--	--	--	--
H,H	HH	18	45%	--	--	--	--	6	15%	--	--	--	--
I,I	II	15	37%	--	--	--	--	11	27%	--	--	--	--
J,J	JJ	15	37%	--	--	--	--	12	30%	--	--	--	--
K,K	KK	19	47%	--	--	--	--	9	22%	--	--	--	--
L,L	LL	16	40%	--	--	--	--	5	12%	--	--	--	--
M,M	MM	17	42%	--	--	--	--	14	35%	--	--	--	--
N,N	NN	15	37%	--	--	--	--	11	27%	--	--	--	--
O,O	OO	17	42%	--	--	--	--	8	20%	--	--	--	--
P,P	PP	16	40%	--	--	--	--	6	15%	--	--	--	--
Q,Q	QQ	5	12%	--	--	--	--	13	32%	--	--	--	--
R,R	RR	18	45%	--	--	--	--	11	27%	--	--	--	--
S,S	SS	16	40%	--	--	--	--	9	22%	--	--	--	--
T,T	TT	29	72%	--	--	--	--	18	45%	--	--	--	--
U,U	UU	13	32%	--	--	--	--	13	32%	--	--	--	--
V,V	VV	19	47%	--	--	--	--	5	12%	--	--	--	--
W,W	WW	17	42%	--	--	--	--	6	15%	--	--	--	--
X,X	XX	18	45%	--	--	--	--	14	35%	--	--	--	--
Y,Y	YY	22	55%	--	--	--	--	8	20%	--	--	--	--
Z,Z	ZZ	19	47%	--	--	--	--	14	35%	--	--	--	--

2. To see student results as a percentage, click on the “PTS/%” icon on the toolbar at the top of the screen.



## 2 Using Algebra City Banks to Create Targeted Tests

The ExamView Test Generator offers several question selection options to create your own new test. You can use the Quick Test Wizard or one of the other six options, depending on your testing and reporting needs. For example, you can select questions by viewing the actual questions and deciding which to include on a test. Or, you can select questions by learning objective or standard (CCSS).



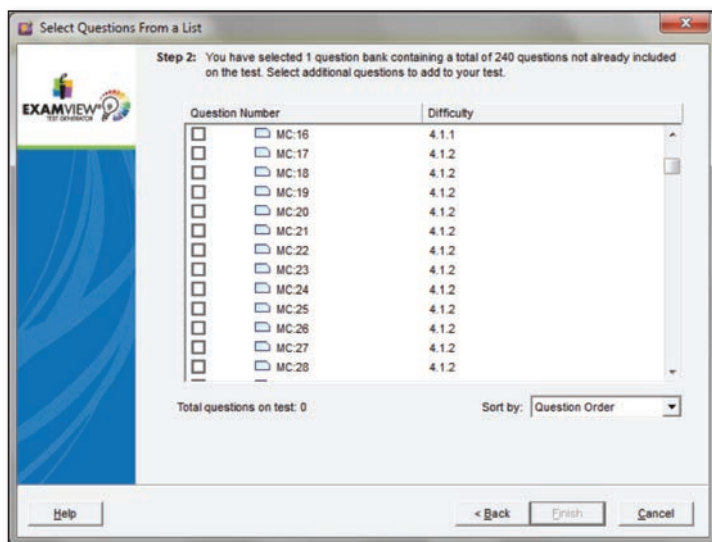
### Building Your Own New Test

**Step 1:** Launch the ExamView Test Generator. A welcome screen with several options will appear. Choose the “Create a new test from scratch” option.

**Step 2:** Name your test. Click “OK.”

**Step 3:** Choose one of the question selection options from the Select menu, or click the corresponding colored toolbar button.

- **Select Randomly** – Choose this option to select questions randomly.
- **Select from a List** – To print question banks, manually review the printed questions and choose which you want to include on a test by documenting the question numbers. Then, select the question numbers from a list shown here. You can make use of the DIF data here by understanding that each question is connected to this category by its Book, Unit, and Lesson number. For example, a question with a DIF of 4.2.2 was reviewed in Algebra City Book 4, Unit 2, Lesson 2. Choose this option to quickly identify all the questions within a specific lesson or lessons.



- **Select While Viewing** – Choose to view the questions and make your selections individually while viewing them.

Select Questions While Viewing

Step 2: You have selected 1 question bank containing a total of 240 questions not already included on the test. Select additional questions to add to your test.

**SE4 Assessment**

**MULTIPLE CHOICE**

1. What is the vertex of the quadratic function  $y = x^2 + 4x - 37$ ?

a. (-2, 1)  
b. (-2, 17)  
c. (2, 12)  
d. (2, 17)

ANS: A PTS: 1 DIF: 4.1.1  
REF: Book 4 (Polynomials and Factoring), Unit 1 (What does a parabola look like?), Lesson 1 (Graphing Parabolas)  
OBJ: Know that the vertex, line of symmetry, and whether a parabola opens upwards or downwards can be determined from its quadratic function.  
NAT: CCSS.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. | CCSS.F.IF.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.  
TOP: Draw a parabola as the graph of a quadratic function and explore its features, such as the vertex, line of symmetry, and maximum or minimum value. Graph a quadratic function and apply an understanding of quadratic functions to real-world problems.  
KEY: parabola | quadratic function | vertex  
MSC: Bloom's Revised (2001): Applying

2. What is the vertex of the quadratic function  $y = 4x^2 + 8x - 37$ ?

a. (-1, -7)  
b. (-1, 9)  
c. (1, -7)  
d. (1, 9)

ANS: A PTS: 1 DIF: 4.1.1

Total questions on test: 0

Help Options < Back Finish Cancel

- **Select by Standard** – Use this option to easily select questions based on learning objectives or standards (CCSS).

Select Questions by Standard

Step 2: Select a question type and type of standard. For each different standard, enter the number of questions to include on the test. Then click the Select button. You may repeat this step multiple times. Click Close when you finish selecting questions.

Question type: Any Standard type: Learning Objective

Learning Objective	Already Selected	Number Remaining	Additional Selections	Total
Analyze quadratic equations to solve real-world problems about parabolic motion, for example, kicked or hit balls.	0	4	0	0
Be able to add and subtract fractions and rational expressions with common denominators.	0	12	0	0
Be able to add and subtract fractions and rational expressions with different denominators.	0	12	0	0
Be able to compute the discriminant for a quadratic equation and use it to determine the number of real solutions.	0	12	0	0
Be able to compute the minimum or				
<b>Total</b>	<b>0</b>	<b>352</b>	<b>0</b>	<b>0</b>

Total questions on test: 0

Select All Clear All

Help < Back Select Close



**Step 4:** After you choose a question selection option, identify the question bank(s) you want to use to create the test.

Note: Four Algebra City banks are identified and categorized by Book (SE1, SE2, SE3, and SE4).

Highlight one or more question banks and click “Select.” The question banks you choose appear in the lower portion of the window. Click “OK” to move to the next step.

Note: If the question bank(s) you want does not appear in the list, click “Folder” to locate the question bank(s).

**Step 5:** Use the options to select the questions for your test.

Depending on which question selection option you chose, ExamView Test Generator displays a window with the options you need to build a test.

**Step 6:** Change the appearance of the test, print the test, or publish it online. (To publish your test on the Internet, select Export > HTML to save it as an HTML file that you can post to your website. See Help > Help topics or the file “Manual.pdf” found in the ExamView folder for more details.)

**Step 7:** Save the test.



### 3 Printing and Interpreting Results

With the class grade book open in the Test Manager, go to “Report” in the menu bar and select the type of report you would like to print. Below are descriptions of the different types of ExamView reports:

#### Prescriptive/Diagnostic and Progress Reporting

**Learning Focus** – This comprehensive report identifies the areas where your class (as a whole) needs to focus their learning efforts using the data from the learning objective or Common Core State Standards.

**Class Assignment Summary** – This report provides each student’s average for all assignments. You can summarize the data for all terms or one term. For example, you can create a report that shows each student’s average for all tests in the first term.

Over time, the Class Assignment Summary provides useful data to help you assess the performance of your class as a whole. From this information, you might be better equipped to assess the effectiveness of your teaching strategies and the associated assignments as they relate to the learning objectives and standards.

**Learning Focus**  
Mrs. Long  
Lincoln High School

Total Students: 15

Category: All  
Term: 2  
Focus Range: 0% to 100%  
Proficiency Target: at or above 70%

Learning Objective	# Items	0%	50%	100%	# Students	Proficient	Class Average
Be able to recognize when it is necessary to reverse an inequality sign.	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	6	56.7%
Be able to solve and graph one-, two-, and multi-step inequalities.	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	7	57.2%
Know how solving an inequality is similar to and different from solving an equation.	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	52.2%
Know that an inequality stays true when it is multiplied or divided by a positive number and becomes false when multiplied or divided by a negative number.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	55%
Use equations and inequalities to solve real-world problems, for example, changes in temperature.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	65%
Use the Triangle Inequality Theorem to determine side lengths of a triangle.	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	65%

Note: The shaded area shows the performance for the median 10% of the students in your class. If there are 20 students in your class, the top 2 scores (25%) and lowest 2 scores (25%) would not be included. The range of scores for the students (70%) would be represented. The diamond  shows the actual class average.

**Class Assignment Summary**  
Mrs. Long  
Lincoln High School

Total Students: 15

Category: All  
Term: All

Student	Score	Percent	0%	50%	100%	Item 1	Item 2	Item 3	Item 4
Isaacson A	10	80.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
King B	10	80.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Knox C	9	60.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Isaacson D	10	100%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Isaacson E	7	60.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Jordan F	10	87.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Clayton G	9	80.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
McLain H	7	67.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Clark I	9	80.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
King J	10	87.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
King K	6	60.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Isaacson L	10	100%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Isaacson M	9	75.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Isaacson N	9	80.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Isaacson O	9	80.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...
Average	88.0%	88.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	...	...	...	...

November 10, 2011 Page 1 of 2

**Class Assignment Summary**  
Mrs. Long  
Lincoln High School

Total Students: 15

Category: All  
Term: All

Median	Mean	Low	High	Range	Std. Deviation
70%	88.0%	60.0%	100%	40.0%	16.7%

Frequency Distribution

Score	Students
6	3
7	2
8	2
9	3
10	5

Total Students: 15

November 10, 2011 Page 2 of 2

**Progress Report** – This 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.

**Assignment Review** - This report shows the points earned, the correct answer, and notably, the specific Algebra City book, unit, and lesson reference where this material is taught.

**Progress Report**  
Mrs. Long  
Lincoln High School  
Algebra

**Rashad Z** **Overall Average: 85%**

Assignment	Date	Category	Points	Percent	Class Average
Term 1					
Book 2 Unit 6	11/07/2011	Benchmark	29/36	80.6%	55.3%
Book 1 Unit 5	11/10/2011	Benchmark	20/32	62.5%	65.5%
Book 3 Unit 7	11/10/2011	Benchmark	20/36	55.6%	73.5%
Book 4 Unit 6	11/10/2011	Benchmark	32/36	88.9%	78.5%
<b>Term Average:</b>			<b>119/140</b>	<b>85%</b>	<b>68.8%</b>
<b>Overall Average:</b>				<b>85%</b>	<b>68.8%</b>

November 10, 2011 Page 1 of 1

**Assignment Review**  
Mrs. Long  
Lincoln High School  
Algebra

**Ary P** **Score: 77.8%** (28/36)

Assignment: Book 2 Unit 6  
Category: Benchmark  
Term: 2  
Date: 11/07/2011  
Points: 36 (28 questions)

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

Question	Review
6 (0/1)	<p><b>Multiple Choice</b></p> <p>Your Response: A      Correct Answer: D</p> <p>Reference: Book 2 (Equations and Inequalities), Unit 6 (Why do inequality signs change?), Lesson 1 (Numbers and Their Opposites)</p> <p>National Standard: CC.5S.6.NS.7 Understand ordering and absolute value of rational numbers.</p>
10 (0/1)	<p><b>Multiple Choice</b></p> <p>Your Response: A      Correct Answer: C</p> <p>Reference: Book 2 (Equations and Inequalities), Unit 6 (Why do inequality signs change?), Lesson 1 (Numbers and Their Opposites)</p> <p>National Standard: CC.5S.6.NS.7 Understand ordering and absolute value of rational numbers.   CC.5S.7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.</p>
11 (0/1)	<p><b>Multiple Choice</b></p> <p>Your Response: A      Correct Answer: D</p> <p>Reference: Book 2 (Equations and Inequalities), Unit 6 (Why do inequality signs change?), Lesson 1 (Numbers and Their Opposites)</p> <p>National Standard: CC.5S.6.NS.7 Understand ordering and absolute value of rational numbers.   CC.5S.7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.</p>
12 (0/1)	<p><b>Multiple Choice</b></p> <p>Your Response: A      Correct Answer: D</p> <p>Reference: Book 2 (Equations and Inequalities), Unit 6 (Why do inequality signs change?), Lesson 1 (Numbers and Their Opposites)</p> <p>National Standard: CC.5S.6.NS.7 Understand ordering and absolute value of rational numbers.   CC.5S.7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.</p>
13 (0/1)	<p><b>Multiple Choice</b></p> <p>Your Response: A      Correct Answer: D</p> <p>Reference: Book 2 (Equations and Inequalities), Unit 6 (Why do inequality signs change?), Lesson 2 (Solving and Graphing Inequalities)</p> <p>National Standard: CC.5S.6.EE.3 Understand solving an equation or inequality as a process of answering a question which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.   A.REI.2.1 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>

December 18, 2011 Page 1 of 2





Customer Service: 1-800-897-3202

For more information about *Algebra City*, visit [www.proedinc.com](http://www.proedinc.com).

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