

**Curriculum**

Lesson Guidelines			
	Item	Yes, No, Not Applicable (select one)	Comments
1.1	Content is accurate. Strategies and student work are appropriate for content/subject and grade level of learners. This includes third-party resources, external link content and alt tag text used within the lesson.	Choose an item	
1.2	Lesson objectives are met in the lesson content	Choose an item	
1.3	Standards and benchmarks are covered and documented by lesson using appropriate numeric naming convention.	Choose an item	
1.4	Course syllabus is reviewed for accuracy and relevance.	Choose an item	
1.5	Answer keys and Course at a Glance documents are reviewed for accuracy and completeness.	Choose an item	

**Curriculum/Instructional Design**

Lesson Guidelines			
	Item	Yes, No, Not Applicable (select one)	Comments
2.1	Content is designed with the FLVS Symphony of Skills in mind. (21 <sup>st</sup> Century Skills, Working on the Work, Prisoners of Time, Literacy Skills, and Quantum Learning).	Choose an item	
2.2	Content is organized so access to the material is clear for all students. ( <i>WOW: Organization of knowledge</i> )	Choose an item	
2.3	Lessons incorporate Gagne's Nine Events of Instruction. <ul style="list-style-type: none"> <li>• Gain Attention</li> <li>• Inform Learner of Objectives</li> <li>• Stimulate Recall of Prior Learning</li> <li>• Present Stimulus Material</li> <li>• Provide Learner Guidance</li> <li>• Elicit Performance</li> <li>• Provide Feedback</li> <li>• Assess Performance</li> <li>• Enhance Retention and Transfer</li> </ul>	Choose an item	
2.4	Multiple modalities are integrated into the design of the lessons meeting the needs of learners from a sensory, perceptual, and/or information processing perspective. ( <i>WOW: Choice</i> )	Choose an item	
2.5	Lessons and activities are clearly linked to real world problems, issues, products, performances, and exhibitions that students consider relevant and significant to their lives. ( <i>WOW: Authenticity</i> )	Choose an item	
2.6	Students are provided simulated situations, guided and independent practice, and/or out-of-seat activities in which to test new knowledge before being asked to submit work for an assignment. ( <i>WOW: Content and Substance, Protection from Adverse Consequences for Initial Failure</i> )	Choose an item	
2.7	Equitable assessment choices focused on a variety of learning styles are offered for demonstration of content mastery. Specific rubrics are provided to address each choice. ( <i>WOW: Choice, Novelty and Variety</i> )	Choose an item	
2.8	Clear expectations are stated through use of items such as rubrics, examples, and prototypes. Standards for assessing student product or performance are clear and specific. ( <i>WOW: Content and Substance</i> )	Choose an item	
2.9	Clear alignment exists/flows between objectives, content, assessments, instruction, and presentation strategies within the lesson. All must be consistent and match the content requirements, grade, and skills of the intended audience.	Choose an item	

Module Guidelines			
	Item	Yes, No, Not Applicable (select one)	Comments
3.1.1	Students are assessed at a moderate or high level of complexity in approximately 60% of the module. Assessments are written according to the FLVS assessment guidelines.	Choose an item	
3.1.2	Honors components are present in a meaningful way that leads to student mastery and follow FLVS assessment guidelines.	Choose an item	
3.1.3	Students are presented with opportunities to move from hands-on work to abstract thinking by solving real-world problems. ( <i>Problem Based Learning</i> )	Choose an item	
3.1.4	Where applicable, lessons expect students to seek feedback from other sources beyond their instructor. ( <i>WOW: Affirmation of Performance</i> )	Choose an item	
3.1.5	Glossary words are appropriate for the grade level, and definitions are accurate.	Choose an item	
3.1.6	Test Banks are present in LMS exam formatted assessments. Formatting for tests promotes a high level of academic integrity for all students, and includes a minimum of 150% test banks.	Choose an item	
3.1.7	Discussion-based assessments are included in every module or approximately every four weeks where applicable.	Choose an item	
3.1.8	Workload in modules/learning paths is well balanced for student and instructor.	Choose an item	
3.1.9	Assessment point values are appropriately weighted so there is a balance between points for module assignments, quizzes, exams, and projects. <a href="#">See Assessment document for specific details.</a>	Choose an item	
<b>Module Checklists</b>			
3.2.1	Assignment names and points match across checklists, assignment boxes, rubrics, and assessment area.	Choose an item	
3.2.2	Module checklist includes time to complete all components of each assignment and does not combine assignment times.	Choose an item	
3.2.3	Module checklists include approximate reading or study times where applicable.	Choose an item	
3.2.4	Module checklists are consistent across modules.	Choose an item	

Segment Guidelines			
	Item	Yes, No, Not Applicable (select one)	Comments
4.1	Academic Integrity is promoted through a variety of student learning experiences. The development project team will reassess each of the following items to ensure a strong Academic Integrity Focus. <ul style="list-style-type: none"> <li>• Writing Components</li> <li>• Discussion Based Assessments</li> <li>• Problem Based Learning</li> <li>• Test Banks</li> <li>• Assessment Choices</li> </ul>	Choose an item	
4.2	Collaboration Opportunities are valid, valuable, and present in each segment. Students are encouraged to interact with their parents, the community, as well as the students in their class. Students collaborate with others to model communication skills and problem solving strategies. Collaboration opportunities may include, but not be limited to, discussions, blogs, collaborative work products, peer review of student-created content, participation in domestic or international community projects, or synchronous work sessions. A minimum of three Collaboration Opportunities is present in each segment unless project has prior approval for less. ( <i>WOW: Affiliation</i> )	Choose an item	
4.3	Where applicable, students are asked to write in a variety of ways throughout the course (short, long, and creative).	Choose an item	
4.4	Pretest, Module exam, and Segment exam questions are formatted to include the lesson reference and standard/benchmark covered by each question.	Choose an item	

Welcome Folder/Course Documents			
	Item	Yes, No, Not Applicable (select one)	Comments
5.1	Standards pages for each module are complete with module standards broken down by lesson for both State and National Standards.	Choose an item	
5.2	Traditional, Accelerated, and Second Segment Only Pace Charts are complete and all lessons/activities are listed.	Choose an item	

## Instructional Design

Lesson Guidelines			
	Item	Yes, No, Not Applicable (select one)	Comments
6.1	Vertical Motif employed that relates content to real-world circumstances. ( <i>WOW-Authenticity</i> )	Choose an item	
6.2	Organization of the content is designed to promote logical sequence and consumption by the student audience.	Choose an item	
6.3	Interactives serve an instructional purpose and support the objectives of the lesson. Interactives are aligned with the best presentation style for student viewing and engagement.	Choose an item	

Instructional Design Characteristics – WOW Frameworks			
	Item	Yes, No, Not Applicable (select one)	Comments
7.1	Dynamic presentation of content (multimedia, motion video, animation, audio, interactive, etc.) is included in 50-80% of lessons unless otherwise dictated by vendor SOW or project charter.	Choose an item	
7.2	Audio and video presentations are included in 10-30% of lessons unless otherwise dictated by vendor SOW or project charter.	Choose an item	
7.3	Simple interactive (rollovers, drag and drop, matching) and more advanced interactive (simulations, virtual labs, virtual reality, mini games, avatars) are included in 50-90% of lessons unless otherwise dictated by vendor SOW or project charter.	Choose an item	

Literacy			
	Item	Yes, No, Not Applicable (select one)	Comments
8.1	Readability levels are checked in each lesson and meet the established guidelines for the course.	Choose an item	
8.2	Reading strategies are provided to the student in every module.	Choose an item	

Welcome Folder/Course Documents			
	Item	Yes, No, Not Applicable (select one)	Comments
9.1	All materials needed/included in course are listed on the Materials page, directions included, and are updated in the Materials database.	Choose an item	
9.2	Course syllabus is updated and complete on FLVS website. Link to syllabus is provided except for AP Course syllabi.	Choose an item	
9.3	Answer keys, Course at a Glance, and Exemption Guide documents are completed, formatted, and uploaded.	Choose an item	
9.4	Individual pace planner (IPP) is created and functional. Separate IPP for honors lessons is included as needed.	Choose an item	
9.5	All required pages are included in the Welcome Folder and Client Welcome Folder (duplicate of the Welcome Folder) are setup per <a href="#">welcome folder guidelines</a> .	Choose an item	
9.6	All Welcome Folder pages link only to pages within the welcome folder and not to pages or files in the course. This includes the template and CSS.	Choose an item	
9.7	Navigation only links to other pages within the welcome folder.	Choose an item	

## Instructional Design/Web Development

Content			
	Item	Yes, No, Not Applicable (select one)	Comments
10.1	HTML title, content page title (header), assignment name, and assessment name are consistent. Assessment type (pretest, quiz) may be appended to assessment name if clarity is needed for students.	Choose an item	
10.2	Content and directions are non-school/teacher specific. (i.e., no references to teacher names, school name, usernames/passwords, LMS, LMS audio tools, number of assessment submissions, etc.)	Choose an item	
10.3	Lesson objectives are present for each lesson (where applicable).	Choose an item	
10.4	Assignment point values are not listed on content pages unless the assignment includes a rubric. (This does not apply to module checklists.)	Choose an item	
10.5	Content is delivered in a way that limits to one-and-a-half scrolls per page.	Choose an item	

10.6	Interactives and tabbed panels should be fully viewable on a lesson page without the need for scrolling.	Choose an item	
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Linking and URLs			
	Item	Yes, No, Not Applicable (select one)	Comments
11.1	External links are checked for accuracy, ease of use, readability, and appropriateness.	Choose an item	
11.2	Directions for external links are clear and guide student, so very little searching is needed.	Choose an item	
11.3	External links are provided <b>after</b> the instructions, so students do not go to the external page before reading the necessary instructions.	Choose an item	
11.4	External link references site name (i.e., PBS.org's <a href="#">Writing the Constitution</a> ) and open in a new window.	Choose an item	

## Web Development

Template Specifications			
	Item	Yes, No, Not Applicable (select one)	Comments
12.1	Template(s) are created and validated as HTML5 using the W3C XHTML Validator ( <a href="http://validator.w3.org/">http://validator.w3.org/</a> ).	Choose an item	
12.2	Cascading Style Sheet(s) validate using the W3C CSS Validator ( <a href="http://jigsaw.w3.org/css-validator/">http://jigsaw.w3.org/css-validator/</a> ).	Choose an item	
12.3	Pages load/display correctly using the minimum requirements from the FLVS Web site (for all browsers).	Choose an item	
12.4	Template navigation must be stationary so navigation is always available even as the content scrolls.	Choose an item	
12.5	Stationary navigation/header should not exceed a height of 150 px (or a maximum of 165 px width for stationary side navigation) to allow for maximum content area.	Choose an item	
12.6	Page layout and positioning must be accomplished utilizing CSS. Tables are not used for design or layout.	Choose an item	

Naming Conventions			
	Item	Yes, No, Not Applicable (select one)	Comments
13.1	HTML pages (including pop-up pages), images, audio, and other media/assets are correctly named using current FLVS naming conventions.	Choose an item	
13.2	HTML page includes lesson number and name in page title and lesson title/header.	Choose an item	
13.3	Honors and Advanced lessons and assessments include honor/advanced designations.	Choose an item	
13.4	All lesson files are provided in HTML. No other formats (such as .doc, .pdf, etc.) are present.	Choose an item	
13.5	Pages linked from several course pages are saved in the gendocs folder.	Choose an item	
13.6	No use of capital letters or spaces in file names. Titles of files make use of all lowercase letters and use underscores (_) rather than spaces.	Choose an item	

Page Consistency			
	Item	Yes, No, Not Applicable (select one)	Comments
14.1	Cascading Style Sheet (CSS) used for consistent course color palette (maximum of five colors), fonts (sans serif), and page layout and spacing (including OL and UL tags).	Choose an item	
14.2	Styles are applied using an external Cascading Style Sheet (.css), not using inline or embedded styles.	Choose an item	
14.3	DIV tags are formatted consistently using CSS.	Choose an item	
14.4	References to Course Information are in bold/color utilizing CSS. References should be limited to the first module of each segment or when referring to a material for the first time.	Choose an item	
14.5	Page correctly views on 1024 x 768 and higher screen resolutions. Current maximum width in LMS window is 829.	Choose an item	
14.6	Appropriate amount of white space on each page.	Choose an item	
14.7	List items are correctly set up using UL and OL tags and are not used for single items.	Choose an item	
14.8	HTML code clean-up completed on each page.	Choose an item	

14.9	Glossary rollover term format is consistent throughout the course (such as the bolding of words and the definition being a phrase or a sentence).	Choose an item	
14.10	Secondary page pop-up window sizes are the same width and height appropriately matches content to minimize scrolling.	Choose an item	

Tables / DIVs			
	Item	Yes, No, Not Applicable (select one)	Comments
15.1	Table size is formatted consistently (i.e., width of tables are the same percent or absolute value {where applicable}; alignment of tables are the same {center, left, right}; borders, padding, and spacing are consistent {where applicable}).	Choose an item	
15.2	Cell borders are visible on empty data table cells (where applicable).	Choose an item	
15.3	Tables are used for tabular data <b>only</b> not for layout/design.	Choose an item	

Graphics			
	Item	Yes, No, Not Applicable (select one)	Comments
16.1	Graphics are correctly named and saved to correct location using current FLVS naming conventions.	Choose an item	
16.2	Graphics are of professional quality, appropriately sized, and optimized for web use. Graphics cannot be resized utilizing the HTML code.	Choose an item	
16.3	Graphics and other content elements are multi-cultural in nature with a 50/50 ratio of white and other races.	Choose an item	
16.4	Graphics should have appropriate color contrast. Graphics that include text should have the highest possible color contrast.	Choose an item	
16.5	FLVS logo and copyright statement adhere to current FLVS branding guidelines.	Choose an item	

508 Compliance / Accessibility			
	Item	Yes, No, Not Applicable (select one)	Comments
<b>Priority 1</b>			
17.1.1	Graphics have a complete and descriptive ALT tag, long description (longdesc) page, or dlink as appropriate, or a blank ALT tag for repeating or non-content graphics <sup>1</sup> .	Choose an item	
17.1.2	Graphic used as an imagemap includes appropriate ALT tag as well as an appropriate ALT tag for each hot spot region.	Choose an item	
17.1.3	Text equivalents or alternate activity are provided when appropriate (Discovery Education, Flash, applets, etc.) <sup>2</sup> .	Choose an item	
17.1.4	Index page includes working links to all modules and a link to a text equivalent page (where applicable) <sup>3</sup> .	Choose an item	
17.1.5	All information conveyed with color includes, or has an alternative, that is not color-dependent <sup>4</sup> .	Choose an item	
17.1.6	Pages view correctly when CSS is turned off <sup>5</sup> .	Choose an item	
17.1.7	No "flicker" elements of a frequency greater than 2 Hz or lower than 55 Hz are used.	Choose an item	
17.1.8	Table headers (<th>) are used for all data tables.	Choose an item	
17.1.9	Pages using scripting languages (such as JavaScript) are either made directly accessible or an alternate is provided (such as text).	Choose an item	
17.1.10	All plug-ins (including PowerPoint and PDF files) and the content within them are accessible to assistive technologies, or there is an alternate means of providing the content.	Choose an item	
17.1.11	When a page requires a plug-in or applet, a link to the plug-in or applet must be provided (located on the materials page in Course Information) <sup>6</sup> except when the plug-in or applet is listed as an FLVS minimum requirement.	Choose an item	
17.1.12	Multimedia presentations have equivalent alternatives (text, audio) that are synchronized with the presentation.	Choose an item	
<b>Priority 2</b>			
17.2.1	Page validates to formal published grammars (HTML5).	Choose an item	
17.2.2	Heading tags are used appropriately and consistently <sup>7</sup> .	Choose an item	
17.2.3	Blockquote is used only for quotes, not for design layout/spacing <sup>8</sup> .	Choose an item	
17.2.4	Clear navigation present on every page <sup>9</sup> .	Choose an item	
17.2.5	Internal or external links make sense when read out of content without use of "Click Here."	Choose an item	

17.2.6	Course colors have sufficient contrast.	Choose an item	
17.2.7	Use relative sizing and positioning, rather than absolute. This applies to divs, tables, and font sizes (EMS) <sup>10</sup> .	Choose an item	
<b>Priority 3</b>			
17.3.1	Identify the language of the text <sup>11</sup> .	Choose an item	
17.3.2	Provide a summary for tables (caption="") that briefly describes the table structure and purpose.	Choose an item	
17.3.3	Adjacent links are separated by more than white space, such as using a character ( ), or enclosing in brackets.	Choose an item	
<b>Best Practices</b>			
17.4.1	Emphasis is assigned to words using strong—no words are in all capital letters.	Choose an item	
17.4.2	A method is provided to permit a user to skip repetitive navigation links (where applicable).	Choose an item	
17.4.3	Pages are checked using the Section 508 Checklist from WebAim ( <a href="http://webaim.org/standards/508/checklist-linearized">http://webaim.org/standards/508/checklist-linearized</a> ).	Choose an item	
17.4.4	Pages from each module are checked for accessibility using Section 508 ( <a href="http://www.section508.info/">http://www.section508.info/</a> ) or equivalent.	Choose an item	

<sup>1</sup> Repeating elements (such as the FLVS logo) and non-content graphics (graphics used as a visual clue for an item on the page along with text) should have blank ALT tags (alt="").

<sup>2</sup> Text equivalents are provided on a separate HTML page or can be part of the content of the page.

<sup>3</sup> The text page would include individual links to all lessons instead of the index page.

<sup>4</sup> This information can be provided in the content on the page so that color is not used solely to convey the information.

<sup>5</sup> Visually impaired users may have CSS turned off for their browser. The page must still be legible and understandable without CSS applied.

<sup>6</sup> This information can be provided at the beginning of the course for any/all plug-ins or applets used in the course. This would eliminate the need for a link on every page using the plug-in/applet.

<sup>7</sup> This allows easier navigation for screen readers. See companion document [heading\\_lists\\_sample.htm](#)

<sup>8</sup> Items in blockquote are considered quotes when read by a screen reader.

<sup>9</sup> Clear navigation should include: navigation between parts of a lesson, navigation to the index page, and navigation between previous and next pages.

<sup>10</sup> This applies to font sizes in a Cascading Style Sheet as well. Font sizes should be set in ems or percent.

<sup>11</sup> Example: <HTML lang="fr"> where the value of the lang attribute is set to one of the [ISO 639 language codes](#)

## Course Pre-Release Items

Technical Delivery			
	Item	Yes, No, Not Applicable (select one)	Comments
18.1	Student can maneuver to any module in the course from any lesson in the course and can maneuver from any lesson in the module to all other lessons in the module.	Choose an item	
18.2	Glossary of terms can be accessed at the click of a single button and glossary opens in a modal window or new window.	Choose an item	
18.3	Alternate methods of content display (such as click to reveal) do not open so as to cover other portions of content.	Choose an item	

Copyright			
	Item	Yes, No, Not Applicable (select one)	Comments
19.1	All images have visible, appropriate, and accurate copyright information displayed including year image was placed in course.	Choose an item	
19.2	Image copyright information inside interactives is included in the interactive, not on the HTML page.	Choose an item	
19.3	All screen shots have copyright statement as set by EULA of the corresponding company.	Choose an item	
19.4	All external sources have appropriate copyright permission, permission is filed, and correct copyright is displayed.	Choose an item	

Proofreading			
	Item	Yes, No, Not Applicable (select one)	Comments
<b>Content</b>			
20.1.1	Each page has been reviewed for grammar, capitalization, punctuation, and text spacing errors.	Choose an item	
20.1.2	Image, alt tag, and interactive text on each page has been reviewed and checked for typos, grammar, capitalization, punctuation, and text spacing errors.	Choose an item	

20.1.3	Spellcheck (using Dreamweaver) has been performed on each page and each page has been reviewed for typos and syntax errors.	Choose an item	
20.1.4	Punctuation check is completed for items such as: periods and commas always inside quotation marks, appropriate use of EN dashes in numerical series (not hyphens), appropriate use of EM dashes in content (rather than hyphens, no space on either side of EM dash)	Choose an item	
<b>Assessments / Discussions</b>			
20.2.1	Assessment has been reviewed for misspellings, typos, syntax errors, grammar, capitalization, and punctuation errors.	Choose an item	
20.2.2	Assessment has been reviewed for broken images.	Choose an item	
20.2.3	Assessment images are of professional quality, appropriately sized, and optimized for web use.	Choose an item	
20.2.4	Assessment has been reviewed to ensure all images have copyright and appropriate alt tags (descriptive without providing answers to questions).	Choose an item	
20.2.5	Assessment images are correctly named using current FLVS naming conventions and source path points to correct location.	Choose an item	
20.2.6	Assessment has been reviewed for extra answer choice distractors or misplaced text.	Choose an item	
20.2.7	Assessment has been reviewed for missing or incomplete information.	Choose an item	
20.2.8	Assessment has been reviewed to ensure a correct answer choice is marked.	Choose an item	
20.2.9	Assessment has been reviewed to ensure the correct spacing within the questions.	Choose an item	

Navigation			
	Item	Yes, No, Not Applicable (select one)	Comments
21.1	All navigation elements (previous/next buttons, tabs, etc.) are checked for correct navigation and stationary location.	Choose an item	
21.2	Secondary internal pages open in a new pop-up window that includes print and close window options.	Choose an item	
21.3	External links are set so the external link will open in a new browser window.	Choose an item	
21.4	Links to a pop-up page from a pop-up page will open in same window and include a previous link to return to original pop-up content.	Choose an item	
21.5	A reference to previous content does not include reference to the lesson name and/or number. Links to these references are set to open in a new window or a new page is created for the reused content.	Choose an item	
21.6	An internal and external broken link check is completed in Dreamweaver and errors updated.	Choose an item	
21.7	Orphan file check completed and all orphan files removed including test files, example files, and source files.	Choose an item	

FTP Check			
	Item	Yes, No, Not Applicable (select one)	Comments
22.1	Remove all source files from course files prior to segment delivery. This includes cheatsheet and module samples.	Choose an item	
22.2	Check that all files have been uploaded upon completion of FTP.	Choose an item	
22.3	Remove unnecessary files from server such as .lck, thumb.db, .fla.	Choose an item	
22.3	All source files are uploaded to defined location.	Choose an item	

Assessment Setup			
	Item	Yes, No, Not Applicable (select one)	Comments
<b>General</b>			
23.1.1	All assessments and discussions are created in the master development Educator shell.	Choose an item	
23.1.2	Appropriate status of "Active" or "Inactive" is correct.	Choose an item	
23.1.3	Two blank assignments are setup per segment of the course.		
<b>Naming Conventions</b>			
23.2.1	Assessment name includes lesson number and lesson title and follows a numeric/alpha naming convention.	Choose an item	
23.2.2	Assessment names do not contain special characters (dashes, punctuation marks, etc.). Periods and underscores are acceptable.	Choose an item	



23.2.3	No two assessments have the exact same name.	Choose an item	
<b>Exam Gradebuilder Contributions and Point Values</b>			
23.3.1	Gradebuilder contribution entered.	Choose an item	
23.3.2	Total points of the assessment match the Gradebuilder contribution. <i>Note: Does not apply to semester exams, pre, and practice tests. If assessment is set up as a test bank, total points of scramble all or scramble group items should match the Gradebuilder contribution.</i>	Choose an item	
23.3.3	Gradebuilder contribution does not contain decimal point values.	Choose an item	
23.3.4	Semester exams are weighted to count as 20% of the student's grade for the semester. <i>Note: See formula at end of document.</i>	Choose an item	
23.3.5	Assessment question contains a point value and does not contain decimal point values.	Choose an item	
23.3.6	The point value of multiple choice questions with multiple correct answers and matching questions should be set to award an equal number of points for each correct answer to avoid decimal values. Set to checkboxes versus radio buttons.	Choose an item	
23.3.7	Gradebuilder contribution point value matches the point value given on the module checklist page(s).	Choose an item	
<b>Exam Assessment Properties</b>			
23.4.1	Assessment properties have been reviewed and set as designated by the FLVS established guidelines (number of times to submit, answer key options, etc.).	Choose an item	
23.4.2	If exam is to show feedback, the "Build Feedback" option is set to Yes and the "Show Feedback" is set to Upon Submission.	Choose an item	
23.4.3	Assessment questions that contain an image have been reviewed to ensure the image source path is for the designated course. (Example: Algebra images should not be referencing images uploaded to the Liberal Arts Math folder.)	Choose an item	
<b>Exam Scramble Properties</b>			
23.5.1	If exam is set to Scramble All, the Scramble All distribution is set and designated to give out specified number of questions.	Choose an item	
23.5.2	All questions in a Scramble All exam should have the same point value.	Choose an item	
23.5.3	If exam is set to Scramble Grouped, the Scramble Grouped distribution is set and the designated number of groups and questions to be given out for each group has been set. <i>Note: The number of groups in the test bank and the number of groups set to be given out on the exam should match.</i>	Choose an item	
23.5.4	If exam is set to scramble grouped, the group "option" box has been set as designated by the SME. <i>Caution Note: Setting the group "option" to "uniform" will give all questions in a particular group. (i.e., it does not matter what number you set, uniform overrides the number setting.)</i>	Choose an item	
23.5.5	All questions within a group must be of the same question type.	Choose an item	
23.5.6	All questions within a group must have the same point value.	Choose an item	
23.5.7	All multiple-choice questions within a group must have the same number of distractors.	Choose an item	
23.5.8	Groups must be in sequential order (all group 1 questions, all group 2 questions, etc.).	Choose an item	
23.5.9	If exam is set to scramble grouped, anchoring of exam group(s) has been set if designated by the Curriculum Specialist or SME. (i.e., extra options box drop-down set)	Choose an item	
23.5.10	Questions in a scramble all or scramble grouped exam have been reviewed to ensure all content necessary for the question is included. (Example: A series of questions which refer to an image or text: The image or text referred to must be contained in all questions vs. just the first question)	Choose an item	
<b>Exam Question Properties</b>			
23.6.1	Fill in the Blank questions have been reviewed for appropriate grading settings (Tolerance setting or Require exact match is set.)	Choose an item	
23.6.2	Fill in the Blank questions set to require exact match: Check answer box for extra spaces, character differences, and capitalization. Instructions should be noted to students for entering answer correctly (i.e., how to type their answer).	Choose an item	
23.6.3	Fill in the Blank questions' tolerance: Set the case sensitive drop down and number of characters to match to desired settings if require exact match is not being used.	Choose an item	
23.6.4	Fill in the blank (non math) questions are utilized where non-numerical answers are expected and fill in the blank (math) questions are utilized where a numerical answer only is expected.	Choose an item	
23.6.5	Multiple choice questions should have a minimum of four distractors.	Choose an item	
23.6.6	True/False and Yes/No questions are set up as such, not as Multiple Choice type questions.	Choose an item	
23.6.7	Assessment question text does not include a question number at the beginning of the question text.	Choose an item	
23.6.8	Assessment question distractor text does not include a distractor indicator (such as a, b, c, d) as part of the distractor text.	Choose an item	



Assignment Properties			
23.7.1	Point value and the Gradebuilder contribution for the assignment match.	Choose an item	
23.7.2	Assignment details text is non-learning management specific and do not repeat the assignment instructions in the HTML content.	Choose an item	
23.7.3	Point value and the Gradebuilder contribution for the assignment match.	Choose an item	

Gradebuilder			
	Item	Yes, No, Not Applicable (select one)	Comments
24.1	Gradebuilder "point" column has been reviewed to ensure a point value is entered for each assessment in the list.	Choose an item	
24.2	Gradebuilder "term" column has been reviewed to ensure the appropriate term has been set for each assessment in the list.	Choose an item	
24.3	Gradebuilder has been ordered and an order number exists for each assessment in the "layout" column.	Choose an item	
24.4	Where applicable, the Honors checkbox is selected to designate an assessment that is to be counted as Honors or Advanced.	Choose an item	
24.5	Where applicable, the Extra Credit checkbox is selected to designate an assessment that is to be counted as extra credit.	Choose an item	

### Formula to use for semester exam grade builder contribution weighting

Points for the standard segment exam include points from all assessments **except**: honors, pretest and practice tests, blank assignments, extra credit

Points for the honors segment exam include points from all assessments **including** honors **except**: pretest and practice tests, blank assignments, extra credit

The points in a semester (without honors work or the semester exam factored in) must be 80% of the TOTAL semester points.

The semester exam points will be the other 20% of the TOTAL semester points.

$$\frac{\text{SE Points}}{20} = \frac{\text{Other Points}}{80}$$

Make a proportion out of the relationship between the 80% and the 20%.

You know the other points in the semester (minus the semester exam and the honors work), so you can fill in that number. Let's say that is 3000 points total. You don't know what the SE total gradebuilder contribution points will have to be, so call that x. Cross multiply the 3000 and the 20 to get 60,000. Cross multiply the 80 and the x to get 80x. Now, divide both sides by 80 and x = 750. Since we called x the total SE gradebuilder points, we know that the semester exam must be 750 points.

$$\frac{x}{20} = \frac{3000}{80}$$

$$80x = 20(3000)$$

$$80x = 60000$$

$$x = 60000/80$$

$$x = 750$$