

Module 3: Assignments, Quizzes and the Gradebook in Moodle

Participant Guide

Course Duration: Approx 3.5 hrs

Course Objective:

By the end of this module you will be able to set up and manage all your student assessment through Moodle, including setting up online assignment submission, quizzes, offline activities and managing the gradebook.

Contents:

- Setting up Assignments for online submission
- Grading and giving feedback to students through Moodle
- Setting up and Managing the Moodle gradebook
- Handling offline assignments
- Setting up Quizzes in Moodle (both graded and ungraded for self-assessment revision)
- Quickly creating question banks by importing questions

This course has been prepared by the Centre for Learning Innovation and Professional Practice (CLIPP) to train Federation University in the use of the Moodle online learning systems.

This material was prepared using version 3.0 of Moodle and may be subject to minor changes with upgrades.

Module 3 – Assignments, Quizzes and the Gradebook in Moodle

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About Assessment

Assessment is a critical component in any course. Assessment is not only important for the teacher and institution to rank and grade students, it is also important to enable students to gauge their own performance and provide them with opportunities for reflection and improvement.

In this course, we'll limit our discussion to two types of assessment:

- Formative assessment
- Summative assessment

Summative assessment

Summative assessment is generally at the end of a course, such as a final exam or major essay. This kind of assessment is used to grade the student. Feedback is still important, however as the students will receive this feedback at the end of the course, this feedback will not help them improve for this course. Summative assessment is also referred to as 'Assessment *of* learning'.

Formative assessment

Formative assessment is assessment that happens throughout the course. The primary focus of this kind of assessment is on providing feedback to the students on their progress. This feedback will provide students with an indicator of their progress, allow them to reflect on where they may be going wrong, and allow them to improve. It is critical that students are provided with formative feedback throughout the course to give them these opportunities.

Formative assessment does not necessarily have to be graded although, including a smaller, graded assessment as a mid-point in the course, is good practice. Formative assessment could comprise of self-assessment revision quizzes, provided sufficient feedback is built in, or of teachers and students replying to student discussion posts. Formative assessment is also referred to as 'Assessment *for* learning'.

Where to put Assessment information

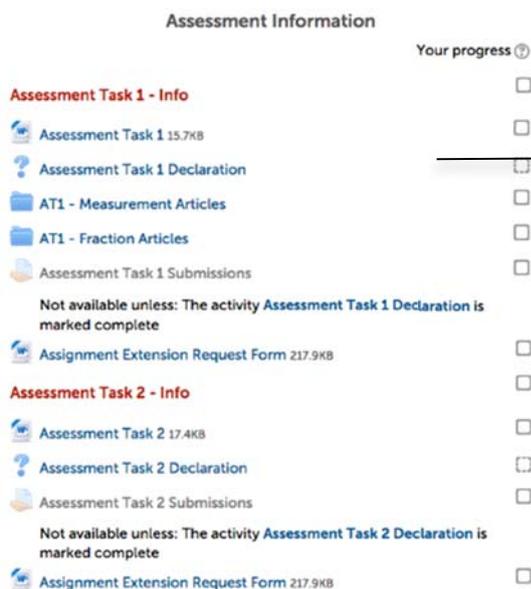
It is a good idea to keep all course assessment information – as opposed to topic assessments – separated from the learning content. Federation University has implemented a set of navigation templates that assist with structuring your Moodle course, not just with topic sections, but also with Course and Assessment information areas. If using a template, please be guided by its structure when organising your assessment information including assignment drop boxes.

Note: Course assessment generally refers to the mid and end of semester assessments. Topic and revision quizzes that you want to be assessed, should be placed at the end of the topic to which they relate.

The following images show an example of a navigation template with the Assessment topic link clearly listed within the course banner.



Assessment topic navigation link.



Add all assessment related information and submission areas in the Assessment topic.

Tip: You may want to link a copy of your course description, which contains information on the assessment requirements of your course, within your Assessment area. Simply 'Duplicate' your course description in your Course Information topic and drag the copy to your Assessment topic.

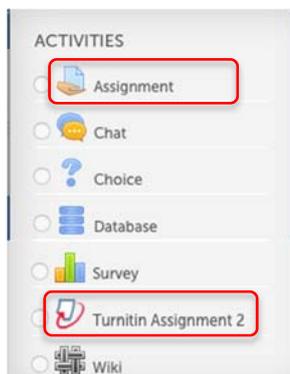
Types of assessments you might use in your course:

- essay individual
- exam
- group work - presentation etc.
- reflective journals
- participation in discussion forum

Type of assignment	How to handle in Moodle
Essay individual	Add an Assignment activity in Moodle for this type of assignment to allow students to submit online. If you are using groups, there is also a feature to allow for a single submission from the group
Exam	Add an Assignment activity in Moodle, but untick the upload file and online submission boxes. This allows Moodle to store the date of the exam in the calendar and make the exam a gradebook entry so you can enter the grades online. Use the quiz tool to create online exams.
Group work - presentation	For a presentation delivered in class you can add an Assessment without submission in Moodle so you can enter marks in the gradebook. Moodle also supports group submissions within the Assignment tool, and has several tools that your students could use to collaborate on their group project, such as discussion forums and wikis. If you require students in study groups you will need to set up and assign students to groups.
Reflective journals	The Journal tool currently in Moodle has been deprecated. Essentially the function of this tool is duplicated by allowing Online text within the Assignment tool. A better tool for students to use and keep a journal is the Mahara, an ePortfolio tool. (https://eportfolios.federation.edu.au/) The assignment activity can now be configured to allow for easy linking of Mahara ePortfolio pages and collections. With a single checkbox the assignment can prevent changes to the portfolio once submitted and provides easy access for grading.
Participation in discussion forum	You can set discussion forums to be graded. You can set numerical grades for discussion forums or use the separate and connected ways of knowing grade scale to grade the quality of posts, or create a new grade scale. These ratings can be set to be graded or not graded. If you just wanted to set participation in a discussion forum as a nominal mark, e.g. if they participated they get 10, then you could set up an offline activity to record this, however you should hide the activity from your students.

Change to how you choose Assignment types in Moodle

There are currently two assignment options in Moodle, Assignment, and Turnitin Assignment 2. Both of these will be covered in detail below.



Assignment activity in Moodle

When you add an assignment as an activity in Moodle there are several options available. All options, (excluding Turnitin) are available through the **Assignment** activity listed at the top of the activity chooser.

Assignment activity type	Description
Assignment	<p>The Assignment activity can be configured, and reconfigured to perform many assignment variations.</p> <p>You can:</p> <ul style="list-style-type: none"> ● configure the Assignment settings to allow students to upload one or more files. ● allow students to submit drafts of their assignment before they submit the final. Moodle will also keep track of all submitted versions. ● add feedback, including uploading response documents or annotating directly in the browser* (e.g. an annotated Word document or an assessment criteria sheet). ● use an online text box which allows students to type directly into the browser window. (Not recommended for substantial text input, as a network or computer failure could result in the student losing some of their work.**) ● remove the submission controls for assessments being performed outside of Moodle eg. class presentation, invigilated exam. These activities still have a gradebook and calendar entry. ● Control the release of grades, allocate markers and set marking workflows.
Turnitin	<p>Turnitin allows for the submission of assignments through the Turnitin plagiarism detection software service. Students are usually allowed to submit several times up to the due date to identify cited works and check original content. Students are encouraged to self-assess and ensure their assignment meets University standards before final submission. Turnitin also has an integrated, browser based, marking system called Grademark.</p>

* Available only when students submit a PDF

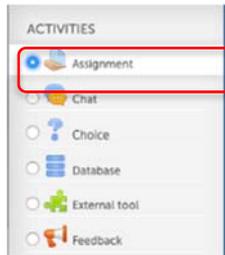
** Moodle's text editor has an auto-save feature that saves once every 5 minutes.

Creating an Assignment (*Online submission*)

Setting up an assignment activity

To add an assignment activity

1. In the course topic of your Moodle course, click **+Add and activity or resource**, select **Assignment** at the top of the Activity Chooser pop-up then click **Add**.



The Adding a new Assignment settings window appears.

The type of assignment submission you want to set up will determine the settings you choose. In this example we will be setting up an online file submission.

2. In the **Assignment Name** field type the assignment name, in this case **Essay 1**.

Tip: The name of the assignment will appear in the student calendar complete with due date. As the student's calendar will show assignments for all their courses it is important to include sufficient information in the Assignment Name field to avoid confusion, e.g. ITECH 1002 Essay 1: Computer Networks.

3. In the **Description** field, enter sufficient instructions for your students:

- **Task instructions:** It is a good idea to copy the assessment instructions from the course description document. You could also attach links to files such as marking criteria, rubrics* or assessment instruction files.
- **Submission instructions:** You should also include technical instructions for your students, such as what the expected file type, version and size should be, if they are able to submit drafts and if so how many (see below for details) and how they should name files.
- **Declaration:** If your school requires that students sign a submission declaration/cover sheet you could include an online declaration instead of making students submit a paper-based one.

4. For the purposes of this training, Open the document **Essay1_instructions.doc**, from the downloaded resources, and copy the instructions and paste them into the **Description** field.

*Moodle supports marking with Rubrics and Grading scales under the Advanced Grading settings

Note: This example is based on the assignment cover sheet for the Business School and includes information on plagiarism and student conduct as well as a Student's Statement. You should check the appropriateness of using this online declaration text with your school.

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5. Format your Description instructions as you would in any text editor.

Tip: Rather than having to recreate this, and other standard content every time you set up a new course, you can import resources and activities into your course from another course that you are an instructor in. To make this easier for schools CLIPP staff are available to work with schools to come up with school navigation templates and Master Courses

▼ General

Assignment name*

Description*

The assignment submission area is at the end of this page, please read all information here carefully before you submit.

Task Instructions:
Write an essay analysing material you have learnt in topics 1 - 4. See assessment criteria file attached for details.
Value: 40%
Word Count: 1500 words
Due Date: Week 5

Availability

6. In the **Allow submissions** from fields, set the date when the assignment is open for submissions. Leave it as today's date for this example.

Note: The default date and time allow the assignment to open immediately with submission due 1 week later.

7. In the **Due Date** field, enter the date and time the assignment is due.
8. The **Cut-off date** refers to the last day/time that students can submit. Once this time is reached the submission button disappears.
9. Leave the **Always show description** setting as **Yes**. This will allow students to see the description of the assignment even if submissions are not allowed.

▼ Availability

Allow submissions from Enable

Due date Enable

Cut-off date Enable

Always show description

Submission Types

10. Ensure **File submissions** is checked. Leave the **Mahara portfolio** and **Online text** unchecked.

Submission types

Submission types Mahara portfolio File submissions Online text

Site ePortfolios@FedUni

Lock submitted pages Yes, but unlock after grading

Maximum number of uploaded files 1

Maximum submission size Site upload limit (100MB)

Word limit Enable

11. In the **Maximum number of uploaded files**, set how many files you want students to be able to submit, you will need to include any drafts in this number. e.g. 1 draft, a cover sheet and a final document will be **3** files in total.

12. In the **Maximum submission size** field, set the individual file size limit. By default, this is set as the course limit, we recommend you change this to a smaller size. Depending on the types of files you require submitted, **5 – 10 MB** should be sufficient for most written pieces.

Note: The files size limit relates to the individual size, not the collective size. If you choose 5MB, that is 5MB x Number of files.

Feedback Settings

13. Leave the Feedback settings checked to enable you to provide students with comments and files as feedback. If you will not be using a particular feedback item, uncheck it to help streamline the marking interface. The Offline grading worksheet allows you to download a spreadsheet to complete and reload to Moodle. Leave this unchecked for now.

Feedback types

Feedback types Feedback comments Feedback files Offline grading worksheet

Comment inline No

Submission Settings

14. If you want to allow students to submit draft versions of their assignments, for example if you give feedback on drafts, prior to submitting the final version, change the **Require students click submit button** to **Yes**. Once students click Yes, it will require intervention from you before they can change the final submission.

15. **Require that students accept the submission statement.** Moodle has a generic submission agreement however, as is not currently endorsed by FedUni, it is best to leave this off.

▼ Submission settings

Require students click submit button ?	No
Require that students accept the submission statement ?	No
Attempts reopened ?	Never
Maximum attempts ?	Unlimited

Group Settings

These settings are only applicable if you have configured groups within your course, and you require an assignment to involve group work.

▼ Group submission settings

Students submit in groups ?	No
Require group to make submission ?	No
Require all group members submit ?	No
Grouping for student groups ?	None

16. If you are utilising groups, then enabling **Students submit in groups** allows a group to submit a single set of documents, rather than one for each student. You can still grade the students separately. This setting is not necessary if you just require the ability to filter based on campus groups.

Important Note: If you set **Students submit in groups** to yes, and do not specify which groups may submit (use restrict access or Groupings) then only one student from each default campus group will be able to submit. All other students within the group will be able to view this student(s)' work.

Once a submission has occurred this setting cannot be changed!

For assistance with group setup, please contact CLIPP.

17. Enabling **Require group to make submission** prevents any student who is **not** a member of a group from making a submission.
18. Enabling **Require all group members submit**, makes it compulsory for all members of a group to click the submit button before the assignment is considered complete.
19. **Groupings for student groups** allows you to limit access to this assignment based on grouping membership. Eg. If you create a groups for tutorials, then place these groups into a grouping called Tutorials, the students will have to submit as a member of their tutorial group, not their campus location.

Notification Settings

20. Change the **Notify graders about submissions** setting to **No**. Leaving this setting as **Yes** means all teachers in a course will receive an email whenever a student submits an assignment. We recommend that you set this to **No**, as

in most instances you won't be looking at assignments until after the due date.

21. Change **Notify graders about late submissions** to **Yes** to receive email notifications when a student submits after the due date.

▼ Notifications

Notify graders about submissions ?	<input type="text" value="No"/>
Notify graders about late submissions ?	<input type="text" value="No"/>
Default setting for "Notify students" ?	<input type="text" value="Yes"/>

Grade Settings

22. In the **Grade** field, select the overall grade the assignment is worth. In this case the essay we'll be marking out of 100, so set the grade to **100**.

▼ Grade

Grade ?	Type <input type="text" value="Point"/>
	Scale <input type="text" value="Demonstrating outcomes"/>
	Maximum points <input type="text" value="100"/>
Grading method ?	<input type="text" value="Simple direct grading"/>
Grade category ?	<input type="text" value="Uncategorised"/>
Grade to pass ?	<input type="text"/>
Blind marking ?	<input type="text" value="No"/>
Use marking workflow ?	<input type="text" value="No"/>
Use marking allocation ?	<input type="text" value="No"/>

23. For standard marking leave the **Grading method** set to **Simple direct grading**.

Note: This example uses Simple direct grading. Advanced grading in the form of rubrics is also available. See Appendix 2 for more information.

24. If you have set different categories in the Grade Book, you can choose these from the **Grade Category** option. In most cases leave this as **Uncategorised**.

25. Grade to pass can be set to determine the completion state if required.

26. Grading workflows and marker allocation are beyond the scope of this training, however, if you would like more information on these features, please contact CLIPP

Note: Activating workflows will prevent grades from being automatically released to students.

27. Leave all common module settings as is.
28. Leave all Restrict access settings as is, unless you want to set conditional release (access) options for this assignment.
29. When you have finished setting your assignment, click **Save and display**, your window should look like the following:

Essay 1

The assignment submission area is at the end of this page, please read all information here carefully before you submit.

Task Instructions:

Write an essay analysing material you have learnt in topics 1 - 4. See assessment criteria file attached for details.

Value: 40%

Word Count: 1500 words

Due Date: Week 5

Submission Instructions

File format: Microsoft Word format or Adobe PDF

File size: No greater than 2 mb.

Naming: Essay1_<yourfullname>.docx

Note: if you are submitting a draft you should add '_draft' to the last part of your file name, then '_final' when you submit the final version. You will need to discuss the submission of drafts with your lecturer.

PLAGIARISM

The Federation Business School and the University regards as a very serious matter the action of a student who acts dishonestly or improperly, including plagiarism or cheating, in connection with his or her academic work. Under University Regulation 6.1.1 "Plagiarism" is defined as "...the presentation of the works of another person / other persons as though they are one's own by failing to properly acknowledge that person / those persons". Plagiarism may take many forms including:

- direct copying of sentences, paragraphs or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;
- paraphrasing someone else's words without acknowledging the source;
- using facts, information, ideas, concepts or diagrams derived from a source without acknowledging them;
- producing assignments which should be the student's own independent work, in unauthorised collaboration with and/or using the work of other people (e.g. a student or tutor, or working in pairs or groups and producing similar assignments on individual assessment tasks
- not referencing accurately (e.g. not citing correctly the work you have actually read)

Grading summary

Groups	2
Submitted	0
Due date	Thursday, 25 August 2016, 12:00 AM
Time remaining	6 days 9 hours

[View/grade all submissions](#)

Students submitting the assignment

To submit an assignment as a student

1. Click the **Essay 1** assignment link  **Essay 1**. The Essay 1 submission area appears:

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Submission status

Group	Default group
Submission status	Nothing has been submitted for this assignment
Grading status	Not graded
Due date	Thursday, 25 August 2016, 12:00 AM
Time remaining	6 days 9 hours
Last modified	-
Submission comments	> Comments (0)

[Add submission](#)

Make changes to your submission

2. Scroll to the bottom of the page and click the **Add submission** button.
3. The File submissions area appears:

File submissions Maximum size for new files: 100MB, maximum attachments: 1

Files

You can drag and drop files here to add them.

[Save changes](#) [Cancel](#)

4. Drag a file from your computer and drop it into the file submission area.

Note: For this to work your computer needs to be up to date with Java and one of the latest w3c compliant web browsers. eg. Firefox.

5. Alternatively, if the file does not upload, click the **Add**  link. The File picker window will now open, and you will need to select where the file is to be retrieved from. In most cases, you will choose the **Upload a file** button on the left, then click the **Browse** button on the right. For convenience Google Drive, Dropbox and OneDrive are also available for file uploading.

File picker

Recent files

Upload a file

Private files

Google Drive

Dropbox

Microsoft OneDrive

Attachment

[Browse...](#) No file selected.

Save as

Author

Student4 Test

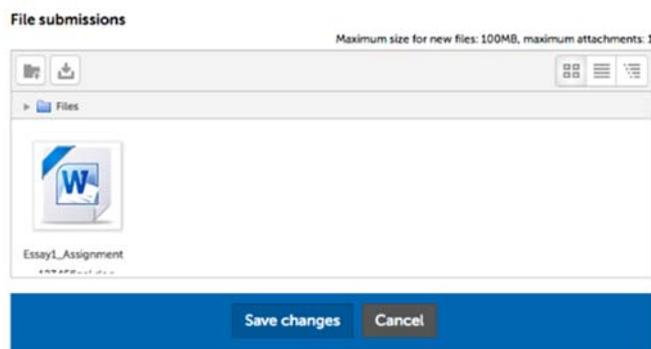
Choose license

All rights reserved

[Upload this file](#)

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- The **Browse** button opens the file browser on your computer and you will then need to select the file you require.
- Click **Upload this file**. You can change the name of the file as it is uploaded, by changing the Save as: dialogue box as required.
- You will now be returned to the file manager area. You can now add additional files if required/allowed, or click **Save changes** if you are finished adding files.



Note: You must wait until the file icon is displayed before clicking **Save changes**.

Note: Depending on the type of assignment your lecturer has set up a **Send for Marking** button may appear. If you don't see this button, don't worry your submission is complete. However, if you do, you must click it to finalise the submission. Failing to do so will prevent Moodle from time stamping your submission, which will make it appear late.

- Finally you will be returned to the assignment screen, which will show you a list of the files submitted. In the example below, the **Require students click submit** feature is enabled. This leaves the submission status as Draft until you click the Submit assignment button. Until you do, the assignment submission date is not locked in, and you may continue to make changes.

Submission status

Group	Default group
Submission status	Submitted for grading
Grading status	Not graded
Due date	Thursday, 25 August 2016, 12:00 AM
Time remaining	6 days 9 hours
Last modified	Thursday, 18 August 2016, 2:56 PM
File submissions	W Essay1_Assignment_12345final.doc Export to portfolio
Submission comments	Comments (0)

[Edit submission](#)

Make changes to your submission

Accessing submitted assignments

To simulate correcting submitted assignments, an assignment has been set up in your training course in which students have submitted

To access submitted assignments

1. To access submitted assignments; access the assignment area by clicking the **Essay 1** assignment link.



Tip: If you chose the option to have an email alert sent to you when a student submits an assignment, you could just click on the link contained in the alert email to be taken directly to the student's assignment submission.

2. The Grading summary table shows the number of participants in course, students who have submitted, and assignments that need grading.

Grading summary

Groups	2
Submitted	1
Due date	Thursday, 25 August 2016, 12:00 AM
Time remaining	6 days 9 hours

[View/grade all submissions](#)

3. To access the submitted assignments, click **View/grade all submissions**. The Submissions area appears.

Essay 1

Grading action: Choose...

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Surname: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Page: 1

Select	User picture	First name / Surname ^	Status	Group	Grade	Edit	Last modified (submission)	File submissions
<input type="checkbox"/>		Student4 Test	Submitted for grading	Default group	-	Edit	Thursday, 18 August 2016, 2:56 PM	Essay1_Assignment_12345final.doc Export to portfolio

Note: To view all content you need to scroll sideways, which is not supported by all computers. In this case, it is better to click Grade, to view the individual's files, or follow the instructions below to download all files.

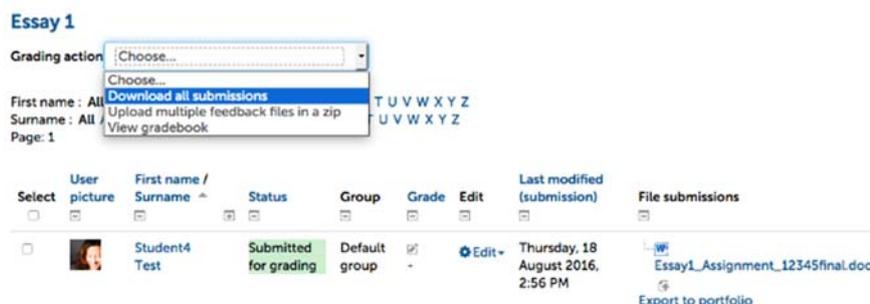
Tip: You can collapse columns by clicking the icon, and restore them by clicking .

If the student has submitted more than one file, Moodle will display copies of all of them in this view.

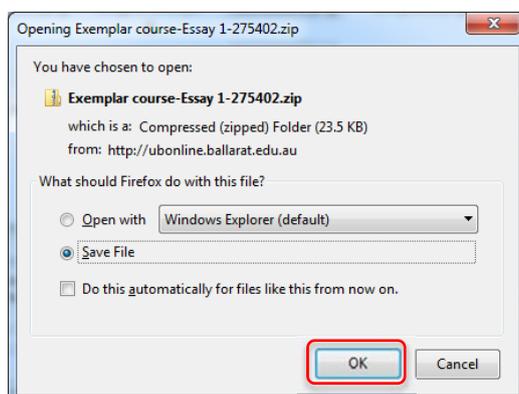
To download all assignment files

For convenience you can download all submitted files in one quick step. This is the most effective method of retrieving student submissions as Moodle automatically renames files to include the student's name to prevent confusion.

1. From the **View all assignments screen**, choose **Download all submissions**.



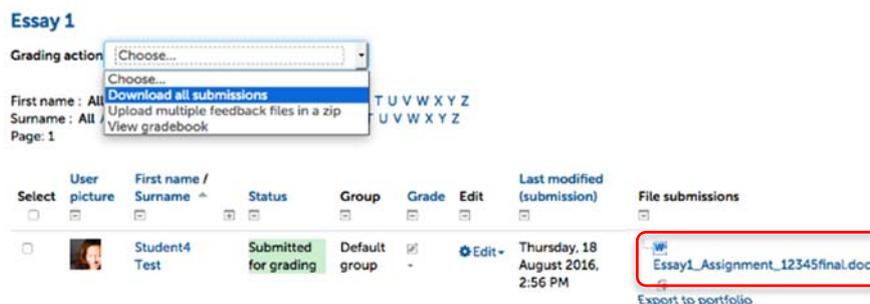
2. The following window appears:



3. Choose the **Save File** option, then click **OK**. The files download within a zip file.
4. To unzip the file, double click on the .zip file, choose **Extract all files** and follow the prompts to unzip the files.

To view an individual assignment submission

1. To view a student essay, click the file name under the **File submissions** column in the grading area. You will be prompted to **Open** or **Save** the file.



2. Save the file to your computer.

Tip: It is recommended that if you intend to add comments directly to all students' essays – for example using comments in Word, then you should download all of the files at once by using the above method, or by clicking the **Download all Submissions** in the top left corner of the Grading screen. You can then perform a bulk upload to upload the marked assessment files back into Moodle as a zip, as long as the individual file names have not changed.

Tip: Moodle now supports online PDF comments. Click on the grade icon, then scroll down to locate the **Annotate PDF heading**, and click the **Launch PDF editor...** button.

To mark and add comments to the essay

1. Open the downloaded student essay (normally a .DOC or .DOCX).
2. Click the Review tab from the Ribbon bar at the top of the screen in Word.
3. Add comments to the file by clicking the New post-it-note icon

Tip: The best way to edit a student's essay in word is to add comments. To do this place the cursor or highlight a section of text where you want to insert your comment, click the **New post-it-note icon**.

Essay 1 Assignment
Student No – 12345

Comment [UoB1]: This is a well written essay, however you have not managed to fully argue all of your points.

4. Save the changes to the file.

Note: It is recommended that you do not change the file name, as Moodle's upload multiple feedback files depends on the name being the same as the file downloaded.

To upload multiple feedback files

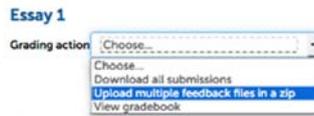
Once you have finished grading and commenting on the downloaded files, you must then create a **new** zip file to re-upload the files to Moodle.

1. Select all the files to be uploaded. Either drag a box over the files whilst holding the left mouse button, or by clicking on the top of a folder list and, whilst holding shift.
2. Right click and select
 - Windows – Send to, then Compressed (Zipped) Folder
 - Mac – Compress (X) items

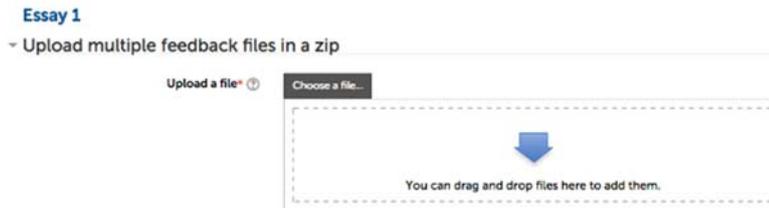
Note: You must compress the individual files, **NOT** a folder of items.

Module 3 – Assignments, Quizzes and the Gradebook in Moodle

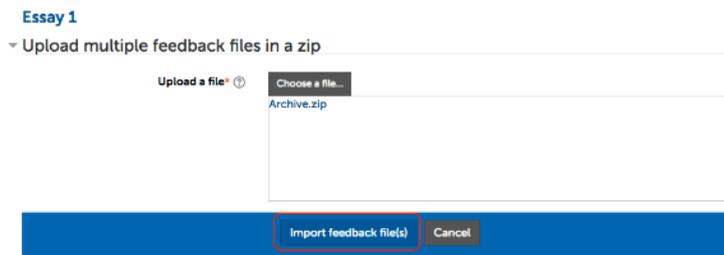
- Return to the Assignment, click **View/grade all submissions**.
- Choose **Upload multiple feedback files in a zip** from the **Grading action** drop down menu.



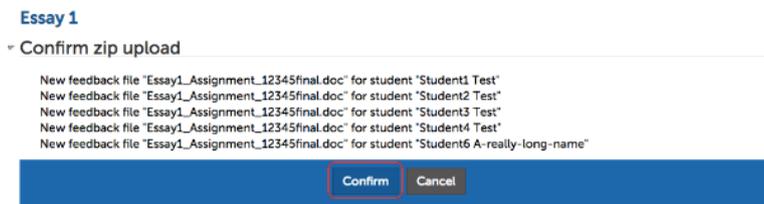
- Drag zip file to the upload box.



- Click **Import feedback file(s)**.



- Click **Confirm**.



- Click **Continue**.



- Files will be uploaded to their respective student.

Select	User picture	First name / Surname	Status	Group	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Feedback files	Final grade
<input type="checkbox"/>		Student6	Submitted for grading	Default group			Thursday, 18 August 2016, 2:56 PM	Essay1_Assignment_12345final.doc Export to portfolio	Comments (0)			Essay1_Assignment_12345final.doc Export to portfolio	
<input type="checkbox"/>		Student1	Submitted for grading	Default group			Thursday, 18 August 2016, 2:56 PM	Essay1_Assignment_12345final.doc Export to portfolio	Comments (0)			Essay1_Assignment_12345final.doc Export to portfolio	

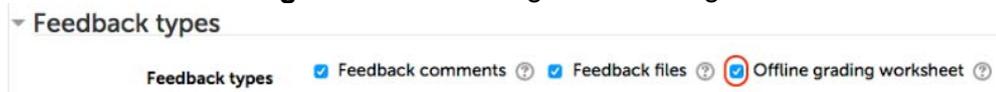
Note: Uploading multiple feedback files only refers to the file attachment. If you also require grades, you must enter this information separately.

Grade Assignments Offline

Moodle provides support for grading assignments offline. Once enabled, staff are able to download a marking worksheet that can be edited with any spreadsheet software. eg. Microsoft Excel. Once editing is complete, the worksheet can be uploaded to Moodle and the grades and comments are then added to the assignment gradebook.

To enable offline grading

1. Add or edit an existing assignment. See the Add an assignment guide for more assistance
2. Change the **Offline grading worksheet** drop down to Yes. This is located in the **Feedback settings** area of the Assignment settings.

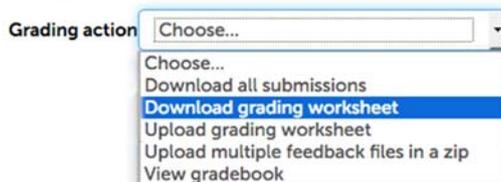


3. Click **Save and return to course**.

To download the offline grading worksheet

1. Click assignment title
2. Click View/Grade all submissions
3. Select **Download grading worksheet** from the **Grading action** drop down list at the top of the page.

Essay 1



Note: How and where the file downloads is dependent on the computer and web browser you are using. (normally this will be your Downloads folder)

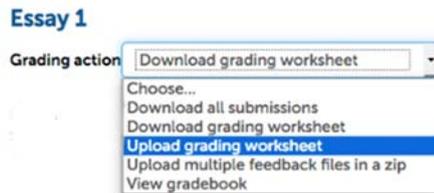
To edit grading worksheet

The grading worksheet is a CSV file and will be opened on most computers by the default spreadsheet application. If this does not happen, open your spreadsheet program, then click File, then Open. Locate and confirm the grading worksheet to begin editing. Do not forget to save your work.

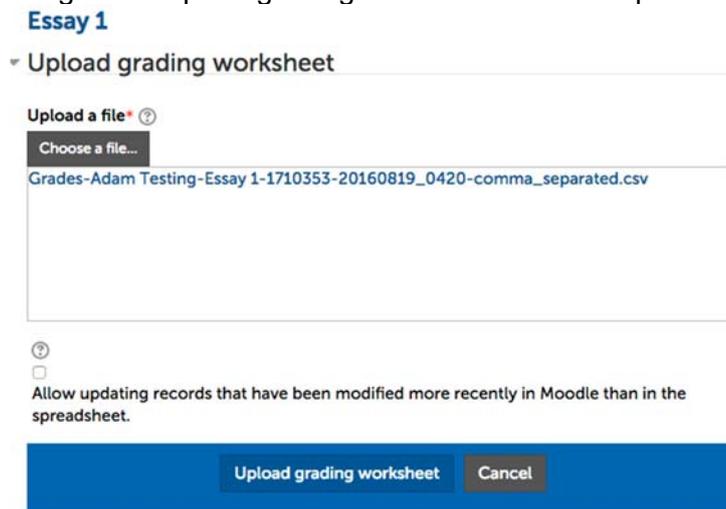
Note: If you have already commenced marking in Moodle, these grades and feedback will already be present in in the worksheet.

To upload grading worksheet

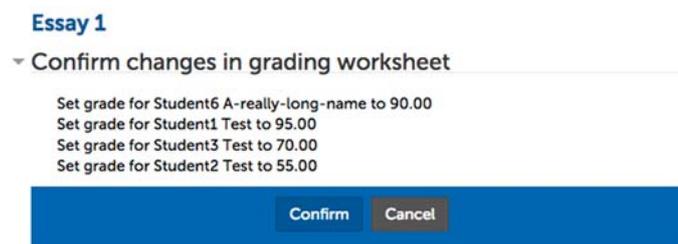
1. Click assignment title
2. Click **View/Grade all submissions**
3. Select **Upload grading worksheet** from the **Grading action** drop down list at the top of the page.



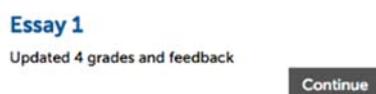
4. Drag and drop the grading worksheet in to the upload box.



5. When the file appears in the upload window, click **Upload grading worksheet**.
6. Review changes to be made, then click **Confirm**.

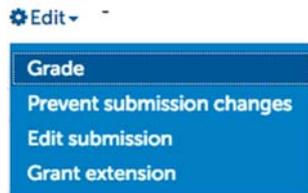


7. Click **Continue**



To grade individual student assignments and return feedback to students

10. Go back into the Submissions area of your Moodle course.
11. In the row for the student you want to grade, click either the **Grade icon** , or click the **edit link** , then choose **Grade**.



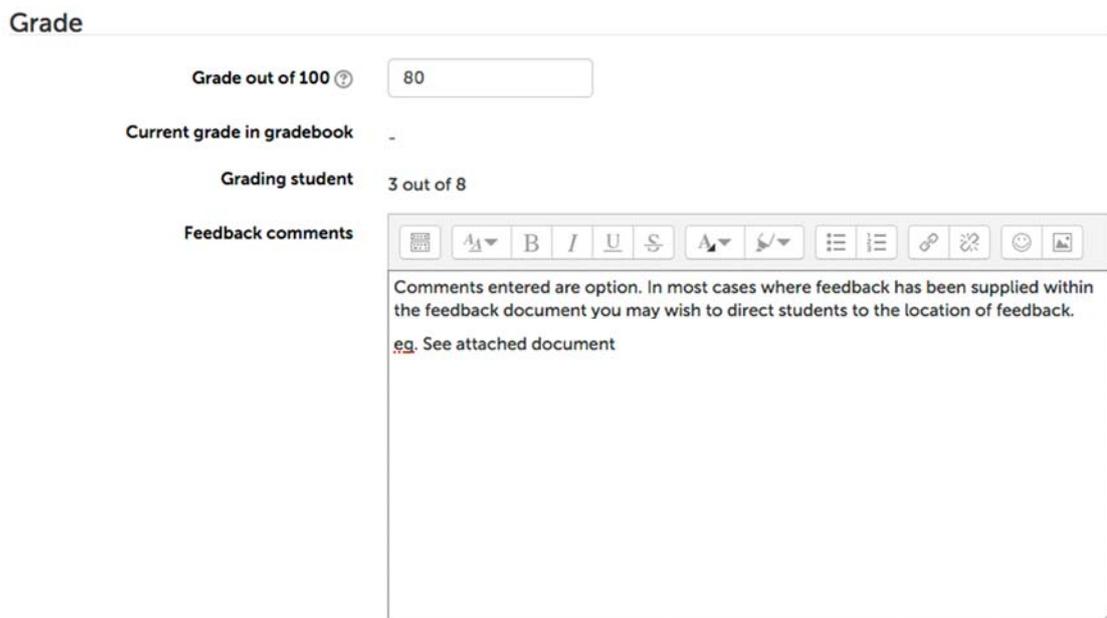
The **Grade** window appears.

12. In the **Grade out of xx** (in this case 100 as that is what we specified in the assignment settings) field, enter the grade.

Note: If you enter a value that is outside of the scale, in this case 100, you will be asked to correct the value to within the scale. You will be unable to save until you do.

13. In the **Feedback comments** area, enter some basic text for your student, e.g. general comments about the assignment, or a message directing students to open the marked copy of their assignment for feedback.
14. In the **Feedback files** area, drag and drop any feedback files such as the marked version of the essay, or click **Browse** to find the file.

Your window should now look like the following:



Grade

Grade out of 100  80

Current grade in gradebook -

Grading student 3 out of 8

Feedback comments

Comments entered are option. In most cases where feedback has been supplied within the feedback document you may wish to direct students to the location of feedback.
eg. See attached document

Module 3 – Assignments, Quizzes and the Gradebook in Moodle



15. When you have finished adding feedback, click the **Save changes** button. The feedback filters through to the submission area.

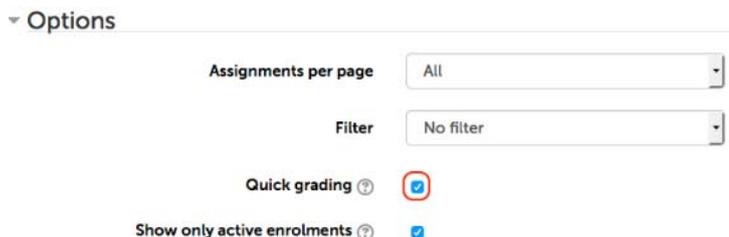


Note: If you selected **Notify students - Yes**, a notification email will be sent to your student alerting them that their assignment has been marked.

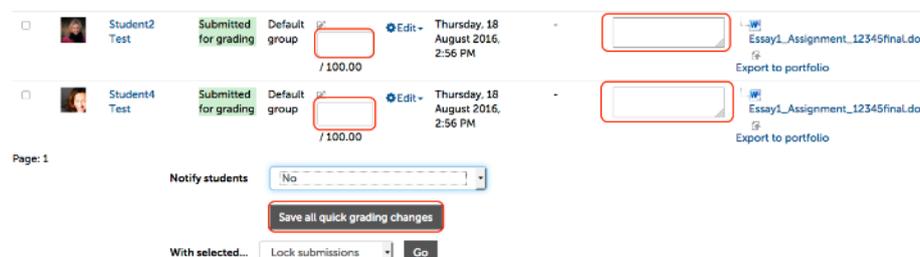
To quickly grade many assignments at once

You can quickly grade many assignments without having to go into each one individually. This process is not recommended if you wish to provide lengthy feedback as all information is discarded if your Moodle session times out before you save your progress.

1. From the **Options** area, scroll to the bottom of the page, check the **Quick grading** button.



The Grade and Comments fields become available for direct editing:



2. When you have finished, click **Save all quick grading changes**.

To access feedback as a student

As you haven't really submitted as a student you won't be able to follow this procedure in your own course.

1. On the Moodle navigation bar, click **My Classes**, then select **Dashboard**.
2. A list of courses and their associated notifications appear.

Demonstrating Moodle Course

-  You have assignments that need attention
-  There are new forum posts
-  You have Turnitin Assignment 2s that need attention

3. Click the activity icon to reveal more about each notification.

Demonstrating Moodle Course

-  You have assignments that need attention
 - Assignment: test assignment
Due date: Friday, 26 February 2016, 12:00 AM
My submission: Not submitted yet, Not graded
 - Assignment: mahara assignment
Due date: Saturday, 6 August 2016, 3:30 PM
My submission: Not submitted yet, Not graded
-  There are new forum posts
 - Forum: News and Announcements forum
2 posts since last login
 - Forum: Course Discussion Forum
4 posts since last login
 - Forum: Introductions - introduce yourself to the class here
9 posts since last login
 - Forum: Week One Reflection Questions
2 posts since last login
-  You have Turnitin Assignment 2s that need attention
 - Turnitin Assignment 2: Demonstrating Turnitin
Part 1 - Due Date: 11/04/16, 14:25
No submissions have been made
 - Turnitin Assignment 2: Essay 3
Part 1 - Due Date: 22/08/16, 14:43
No submissions have been made

4. Click the blue assignment link to access the assignment submission area.
5. Feedback appears at the bottom of the page.

Feedback

Grade	95.00 / 100.00
Graded on	Friday, 19 August 2016, 1:39 PM
Graded by	 Adam (Admin) Barbary
Feedback comments	Excellent work. Please see attached document for feedback
Feedback files	 Essay1_Assignment_12345final.doc  Export to portfolio

In addition to the above method students can also access their feedback:

- **From their notification email**

If you selected to send students a notification email, they would also receive a link in the email:

Example course -> Assignments -> Essay 1

Adam Barbary has posted some feedback on your assignment submission for 'Essay 1'

You can see it appended to your assignment submission:

<http://moodle.federation.edu.au/mod/assignment/view.php?id=3D6279>

- **Through the assignment link in the course**

Module 3 – Assignments, Quizzes and the Gradebook in Moodle



Clicking any of these three links will take the students back into the assignment from where they can now access their feedback.

Tip: You should inform students how they can access their feedback, a good way of doing this would be to post a message in the news forum informing students that their assignments have been marked and they can now access feedback by going back into the assignment in Moodle.

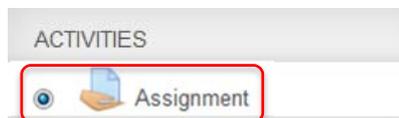
Assignment for Exam/Presentation/etc.

The Assignment module can be configured to create gradebook and calendar entries for assessment pieces that aren't completed or submitted through Moodle, such as exams, or classroom presentations.

Tip: If you do have these types of activities, but you don't intend on entering grades for them into the gradebook, you can just set up a calendar entry so students will see the presentation or exam date in their calendar. It is a good idea to ensure that all important due dates have corresponding calendar entries so students will be able to better manage their time.

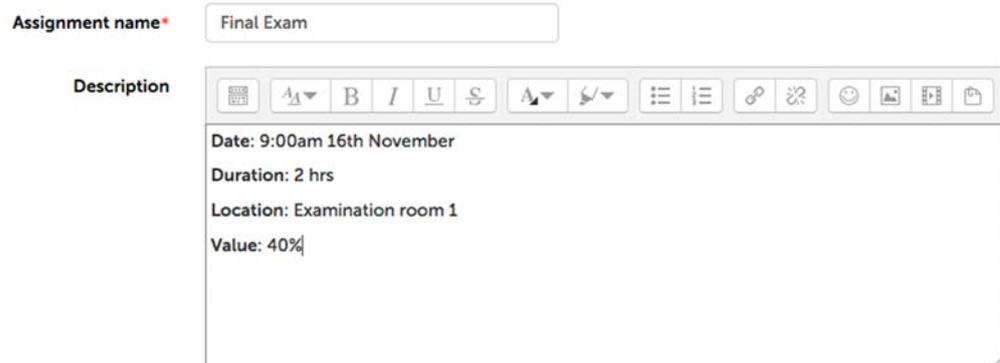
To add a placeholder assignment

1. In the course topic of your Moodle course, click the **Add an activity or Resource** link list and choose **Assignment**.



2. In the **Assignment name** field, enter the name of the activity. E.g. **Final Exam**.
3. In the **Description** field, enter information about the activity. E.g. where it will take place, what they need to prepare and what the assignment is worth.

▼ General

A screenshot of the Moodle Assignment Settings form. The 'Assignment name' field contains 'Final Exam'. The 'Description' field contains a rich text editor with the following text: 'Date: 9:00am 16th November', 'Duration: 2 hrs', 'Location: Examination room 1', and 'Value: 40%'. The rich text editor toolbar includes icons for text color, background color, bold, italic, underline, strikethrough, list, link, unlink, smiley, image, table, and print.

Assignment Settings

4. In the **Due date** field, enter the date and time of the exam. This will put an entry for this assessment in the calendar for this date.
5. Make sure that **Cut-off date** is unchecked.
6. Make sure that all **Submission types** are unchecked.

Submission types Mahara portfolio File submissions Online text

7. In the **Grade** field, select the overall grade the Exam is marked from.
8. Click **Save and Return to course**. When students click on this assignment they will see the relevant details, but have no area for submission:

Module 3 – Assignments, Quizzes and the Gradebook in Moodle

Final Exam

Date: 9:00am 16th November

Duration: 2 hrs

Location: Examination room 1

Value: 40%

Submission status

Submission status	This assignment does not require you to submit anything online
Grading status	Not graded
Due date	Wednesday, 16 November 2016, 9:00 AM
Time remaining	88 days 17 hours
Last modified	-
Submission comments	▶ Comments (0)

This event will also appear in the student's calendar

Turnitin submission

Turnitin provides students and staff an opportunity to check the original content of submitted material. It does this by comparing the submitted work with that of numerous online databases, journal articles and web content (both current and archived). Turnitin then returns an originality report detailing how much of the content is original and how much it determines matches information in its database.

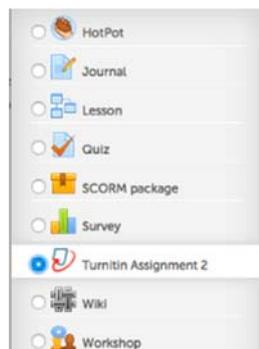
Note: CLIPP provides comprehensive Turnitin training. The procedures below are simplified instructions on how to set up the assignment. Staff are encouraged to take Turnitin training or seek assistance from CLIPP if they have not used Turnitin in the past.

For information on interpreting Turnitin results go to the Turnitin link located within the **Study Help** drop down menu, under the Federation logo:



To create a Turnitin assessed assignment in your course:

1. Turn Editing on
2. Click **+Add an Activity or Resource**, and choose **Turnitin Assignment 2** from the drop-down menu.



3. Fill in the Assignment title box

Turnitin Assignment Name*

Summary

Task Instructions
Write an essay analysing material you have covered in topics 1-4. See attached criteria file for further details
Value: 40%
Word Count: 1500 words
Due Date: Week 5
Submission Instructions
File Format: Word 2003 or later File Size: 2MB

4. Leave **Submission type** as **Any**.

Submission Type* ? Any Submission Type

Number of Parts ? 1

Maximum File Size ? Site upload limit (40MB)

Allow submission of any file type? ? No

5. **Number of parts** allows for multiple files. (This is not recommended as the multipart upload uses tabs and grade calculations can be affected)
6. **Maximum File Size** can generally be left at the **default 40MB**.
7. Ensure that **Allow submission of any file type** is set to **No**. Should a non-supported file type be lodged the student will receive an error.
8. Ensure **Display Originality Report to Students** is set to **Yes**

Display Originality Reports to Students ? Yes

Grade Display ? Show grades as Fraction (e.g. 89/100)

Auto Refresh Grades / Scores ? Yes, automatically refresh originality

Set these values as assignment defaults

9. You may set the **Grade Display** (Whilst in Turnitin) to a fraction or percentage.
10. **Auto Refresh Grades/Scores** will synchronise the results from Turnitin's Gradermark tool with the Moodle gradebook.
11. Leave the grade **Type** as **Point**.

Grade ? Type Point

Scale Demonstrating outcomes

Maximum points 100

Grade category ? Uncategorized

Grade to pass ?

12. Set the **Maximum points** to what you wish to be displayed in the Moodle Gradebook.
13. **Grade Category** and **Grade to pass** can be ignored.
14. For each part (single file upload) select the **Start date**, and **Due date** from using the calendar tool provided. The **Post date** is the date the grade is released to student. Set the **Max marks** that the submission will be marked from.

Assignment Part 1

Name* Part 1

Start Date 19 August 2016 14:38

Due Date 26 August 2016 14:38

Post Date 26 August 2016 14:38

Max Marks 100

Module 3 – Assignments, Quizzes and the Gradebook in Moodle

15. Decide whether you will accept late submissions and configure that option. Note that preventing late submissions may mean that students are unable to submit at all because Turnitin will not allow them to upload after the due date.

Originality Report Options

Allow Submissions after the Due Date

Report Generation Speed

Note: Originality Report generation for resubmissions is subject to a twenty-four hour delay.

Store Student Papers

16. It's recommended that you allow Turnitin to generate reports immediately, and allow students to submit up until the due date. Note, that the first submission takes minutes to process, but all subsequent submissions have a 24hr delay.

Note: If you do not select "Yes" for at least one of the "Check against..." options below then an Originality report will NOT be generated.

Check against stored student papers

Check against internet

Check against journals, periodicals and publications

Exclude Bibliography

Exclude Quoted Material

Exclude Small Matches

17. The settings indicated above represent the usual defaults, and cover most scenarios. When you are happy that the settings are configured correctly, click the **Save and return** to course button.
18. To access documents submitted to Turnitin, click the **assignment name**.
19. Click the **Similarity percentage** to view the report.
20. Click the **Pencil icon** to grade the assignment using **Grademark**.
21. Click the **cloud with down arrow icon** to download a single assignment.
22. Check the small box at the top of the student list to reveal the **Download** link. Click **Download** to download all assignments in bulk.

Part 1

Title	Start Date	Due Date	Post Date	Marks Available	Export
Turnitin Assignment - by Aaron Academic (Part 1)	7 Jan 2015 - 09:53	14 Jan 2015 - 09:53	14 Jan 2015 - 09:53	100	

Summary:
Test of Lecturer permissions on new Moodle

Show 10 Entries Search Refresh Submissions Turnitin Messages Inbox

Showing 1 to 9 of 9 entries

Student	Submission Title	Turnitin Paper ID	Submitted	Similarity				
<input type="checkbox"/>	Test_Student6	872_Doc_with_ext	549460191	10/06/15, 15:27	2%			
<input type="checkbox"/>	Test_Student5	The Mini Invenator	503263345	8/02/15, 13:36	77%			
<input type="checkbox"/>	Test_Student4	Test_Word_with_XXI	549480407	10/06/15, 15:28	2%			
<input type="checkbox"/>	Test_Student3	Test_XXI	54945662	10/06/15, 15:26	2%			
<input type="checkbox"/>	Test_Student2	Test_Test_Document	54945926	10/06/15, 15:24	2%			
<input type="checkbox"/>	Test_Student1	Test_No extension	548278311	5/05/15, 16:03	2%			
<input type="checkbox"/>	teacher 4, test	Prof Day	546033782	28/05/15, 22:59	1%			

Module 3 – Assignments, Quizzes and the Gradebook in Moodle

Note: You must **NEVER** import a Turnitin assignment from another course. Should you accidentally do this, please delete the imported assignment immediately. You may create a new Turnitin assignment within the course.

More information about interpreting reports and navigating the Turnitin screen can be found at Turnitin.com. In particular, you may wish to view:

About Originality Check - http://www.turnitin.com/en_us/training/instructor-training/about-originalitycheck

Viewing Originalist Reports - http://www.turnitin.com/en_us/training/instructor-training/viewing-originality-reports

Quizzes

Online quizzes are useful for formative assessment, such as student self-assessment, revision quizzes, or small graded assessments. The quiz tool allows you to create large question banks organised into categories from which questions can be drawn into quizzes. It also allows you to embed feedback in both the individual question and the overall quiz as well as specify when and what feedback should be released to students.

Categories

Each course has a default question bank to which you can add, edit and manage questions that used in quizzes. In addition to the default course category it is suggested that you create sub categories to better organise and enhance the utility of your question bank.

Categories allow for complex hierarchies where subcategories can be nested inside others. Organising your questions into categories not only helps you to better manage your questions but also allows you to randomly select a given number of questions from a particular category or sub category. This can assist with preventing cheating and simplifies the exporting of questions when sharing with others.

Naming & organising categories

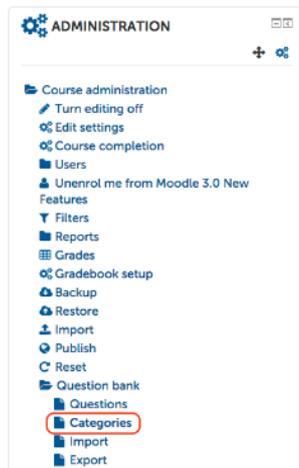
You should give your categories meaningful names and properly structure sub-categories. This is especially important if you intend to share question banks between courses.

For example, if you are running a first year SOSE course in which you had several topics, such as Australian, European, American geography and society, etc. you might create a hierarchical category structure like this:

- Geography – First year
 - Asian Geography
 - European Geography
 - American Geography
 - Australian Geography
- Sociology – First year
 - Asian Sociology
 - European Sociology
 - American Sociology
 - Australian Sociology
- History – First year
 - Asian History
 - European History
 - American History
 - Australian History

To create question categories

1. Click **Question bank** from the Administration block, then select Categories.



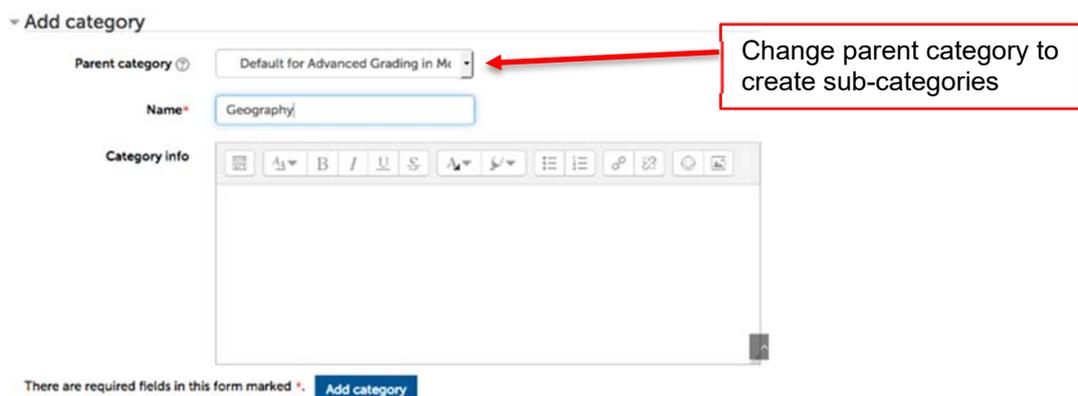
2. A list of existing categories appears. This list shows the default category for your course, as well as any categories that may have been added.

Edit categories ?

Question categories for 'Course: Advanced Grading in Moodle'

- Default for Advanced Grading in Moodle (0)
The default category for questions shared in context 'Advanced Grading in Moodle'.
✱

3. Locate the **Add a Category** area towards the bottom of the page.
4. Leave the **Parent** category as the default.
5. In the **Name** field, enter a meaningful name for your category, in this example **Geography**.

A screenshot of the 'Add category' form in Moodle. The 'Parent category' dropdown is set to 'Default for Advanced Grading in Moodle'. The 'Name' field contains 'Geography'. A red arrow points to the 'Parent category' dropdown with the text 'Change parent category to create sub-categories'. Below the form is a 'Category info' text area with a rich text editor toolbar. At the bottom, there is a note: 'There are required fields in this form marked *.' and an 'Add category' button.

Tip: If you intend sharing this category at a later date, you should also include information about yourself and how you would like others to use your question banks, e.g.
These questions were developed for first year geography students on 15, October 2009 by Joe Bloggs of Science. Feel free to use these questions. Feel free to contact me on 1234 or j.bloggs@federation.edu.au if you have any comments or suggestions.

6. Click **Add category**. Your new category is added to your course categories area.

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7. Repeat these steps to add two more course categories, for these categories make **Geography** the parent category:

- Asian Geography
- European Geography

Your course categories area should look like the following:

Edit categories

Question categories for 'Course: Advanced Grading in Moodle'

- Default for Advanced Grading in Moodle (0)

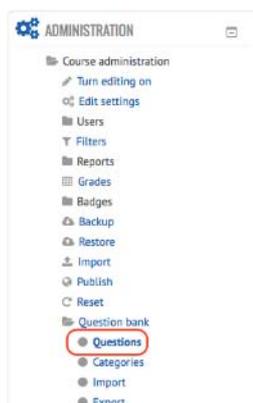
The default category for questions shared in context 'Advanced Grading in Moodle'.

-   Geography (0)  
 -   Asian Geography (0)   
 -   European Geography (0)    

Questions

Once you've created categories you can add questions to create question banks.

1. To access Questions, click **Question bank** from the Administration block, then choose **Questions**.

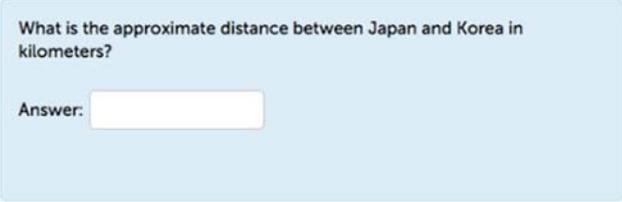
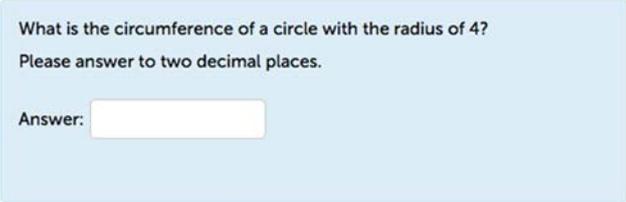
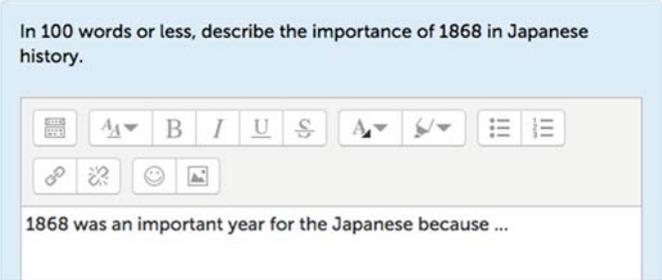


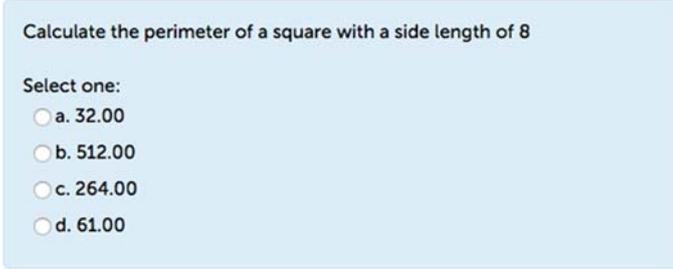
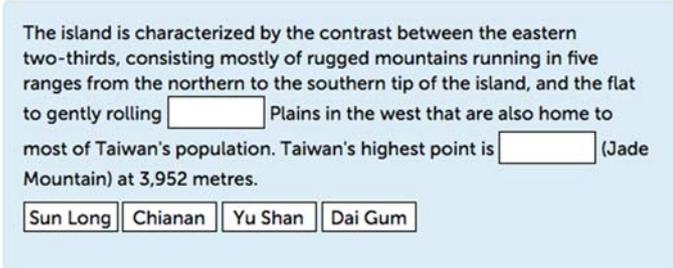
Question types

Moodle offers a range of question types you can use. The following information on question types has been taken from the **Moodle online help**:

Question types	Explanation
Multiple Choice	<p>In response to a question (that may include media) the respondent chooses from multiple answers. There are two types of multiple choice questions - single answer and multiple answers.</p> 

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<p>True/False</p>	<p>In response to a question (that may include media), the respondent selects from two options: True or False.</p> 
<p>Short Answer</p>	<p>In response to a question (that may include media), the respondent types a word or phrase. There may several possible correct answers, with different grades. Answers may or may not be sensitive to case.</p> 
<p>Numerical</p>	<p>From the student perspective, a numerical question looks just like a short-answer question. The difference is that numerical answers are allowed to have an accepted error. This allows a continuous range of answers to be set.</p> 
<p>Calculated</p>	<p>Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with individual values when the quiz is taken.</p> 
<p>Essay</p>	<p>In response to a question (that may include media) the respondent writes an answer in essay format. The question also supports the ability to have an answer template and a marking notes for staff. Essay questions MUST be manually graded before results are returned to students.</p> 

<p>Matching</p>	<p>A list of sub questions is provided, along with a list of answers. The respondent must "match" the correct answers with each question.</p> 
<p>Random Short-Answer Matching</p>	<p>From the student perspective, this question type looks just like a Short-answer question. The difference is that the sub-questions are drawn randomly from Short Answer questions in the current category.</p>
<p>Embedded Answers (Cloze)</p>	<p>These very flexible questions consist of a passage of text that has various answers embedded within it, including multiple choice, short answers and numerical answers.</p> <p>This question is tricky to prepare. Please use the Select missing words question type which has a similar appearance, but is much simpler to configure.</p>
<p>Calculated multichoice</p>	<p>Calculated multichoice questions are multichoice questions where the choice elements are numeric values determined by formulas. The values for the formulas are selected randomly from a set when the quiz is taken, giving a unique question and distractors for each participant.</p> 
<p>Calculated simple</p>	<p>A simpler version of calculated questions, which are like numerical questions, but with the numbers used selected randomly from a set when the quiz is taken. Appearance is identical to the Calculated question type.</p>
<p>Drag and drop into text</p>	<p>An easy to author question that allows for words to be dropped into gaps in a sentence. The sentence can have a single drag and drop space or many.</p> 

<p>Drag and drop markers</p>	<p>A very versatile question that allows regions on a background image to be mapped as 'drop zones'. Tags dropped in these zone are considered to be correct. Slightly difficult to configure.</p> <div data-bbox="486 324 1161 1016"> <p>Label the countries by dropping the pin in the middle of the correct country.</p> <p>Note: The circle with cross-hairs is where the mark will be recorded.</p>  </div>
<p>Drag and drop onto image</p>	<p>Images and text can be dragged into place on a background image. Easy to configure and supports multiple 'sets' of drop items.</p> <div data-bbox="486 1126 1161 1854"> <p>Place the landmarks and their names on the map.</p>  </div>
<p>Select missing words</p>	<p>Similar to Cloze, but much easier to configure. Supports multiple sets of words.</p>

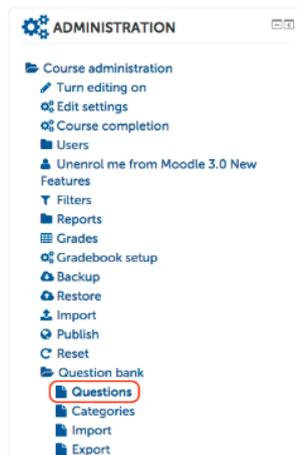
Module 3 – Assignments, Quizzes and the Gradebook in Moodle

	<p>Asia is Earth's largest and <input type="text" value="Choose..."/> populous continent, located primarily in the eastern and northern hemispheres and sharing the continental landmass of Eurasia with the continent of <input type="text" value="Choose..."/>. Asia covers an area of 44,579,000 square kilometers, about 30% of Earth's total land area and 8.7% of the Earth's total surface area. The continent, which has <input type="text" value="Choose..."/> people, is home to the majority of the human population, was the site of many of the earliest human civilizations. Asia is notable for not only its overall large size and population, but also dense and large settlements as well as vast barely populated regions within the continent of 4.4 billion people.</p> <p>In general terms, Asia is bounded on the east by the <input type="text" value="Choose..."/> Ocean, on the south by the <input type="text" value="Choose..."/> Ocean and on the north by the <input type="text" value="Choose..."/> Ocean.</p> <p>The western boundary with Europe is a historical and cultural construct, as there is no clear physical and geographical separation between them. The most commonly accepted boundaries place Asia to the east of the Suez Canal, the Ural River, and the Ural Mountains, and south of the Caucasus Mountains and the Caspian and Black Seas.</p>
Description	This is not a real question. It simply prints some text (and possibly graphics) without requiring an answer. This can be used to provide some information to be used by a following group of questions.

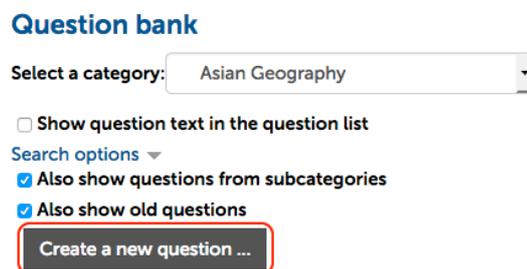
To create questions

In the following procedure you will practice creating five different types of questions. To make data entry easier you can copy and paste question text from the Word document **Questions_Asian Geography.txt** in the file provided.

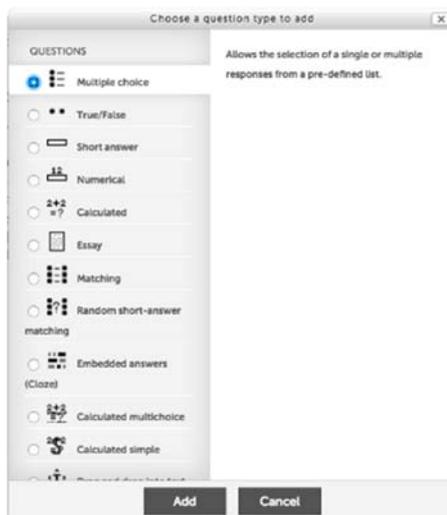
1. To access Questions, click **Question bank** from the Settings block, then choose Questions.



2. From the **Category** drop-down list select the category in which you want to add questions, in this example **Asian Geography**.



3. Click **Create a new question ...** a pop-up window will appear

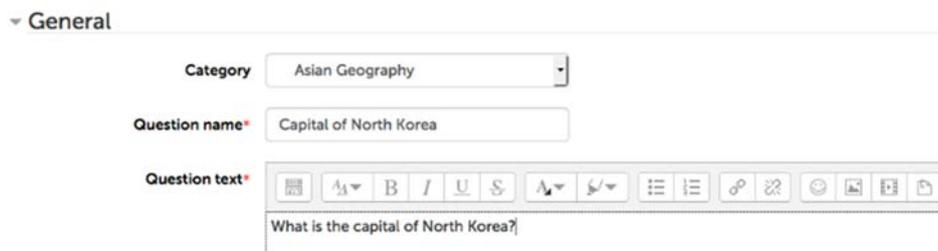


4. Select the question type to add, then click **Add**.

To create a Multiple Choice question

Probably the most prevalent of all online quiz questions, the Multiple Choice question is very versatile. Not only can questions contain video, images, text and audio, so too can the responses. Multiple choice also supports partially correct answers, and customised feedback for each response. The number of answers is also completely configurable from two to however many you'd like. When utilising the Multiple Choice question type, it's important to avoid 'gimme' style answers and ensure that the answers require the student to think and utilise knowledge gained in your course. Avoid relying on language to trip up students with double meanings and focus on topic knowledge.

1. From the **Create a new question ...** pop-up select **Multiple Choice**.
2. In the **Question name** field enter an appropriate name for your question, in this case **Capital of North Korea**
3. In the **Question text** box, enter the question:



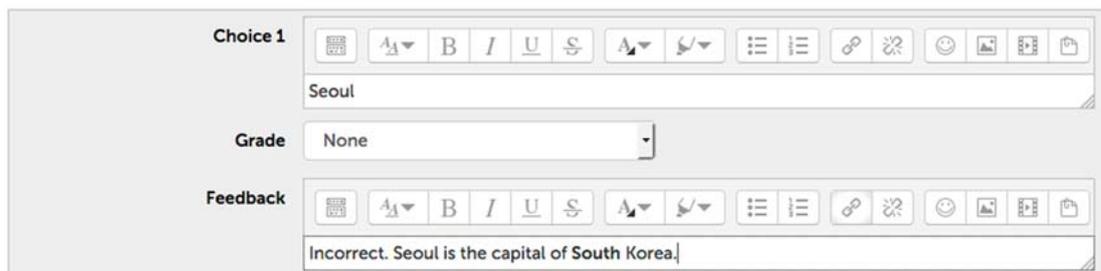
The screenshot shows the 'General' tab of the Moodle question creation form. The 'Category' dropdown is set to 'Asian Geography'. The 'Question name' field contains 'Capital of North Korea'. The 'Question text' field contains 'What is the capital of North Korea?' and includes a rich text editor toolbar with options for bold, italic, underline, strikethrough, text color, background color, list, link, unlink, image, and video.

4. Leave the **Default mark as 1**.
5. Leave General feedback blank. This feedback is provided to the students regardless of the response being correct or incorrect.
6. It is best to leave the One or multiple answers as **One answer only**.

Tip - Multiple answers: Multiple answers are very tricky to calculate fairly. If you were using multiple answers you will need to set partial % marks or negative % marks for answers. For example, if you had a multiple answer question in which two of the possible options were partially correct, you could set both to be 50% each, so students need to select both answers to gain full marks. However, in this example, to prevent students from just selecting all answers to get full marks you would also need to set negative marks for the incorrect answers, e.g. if you had 4 options with 2 being correct and 2 incorrect, you would also need to set -50% for both the incorrect answers. This then leaves the issue of one correct and one incorrect amounting to 0.

7. Leave the **Shuffle** and **Number the choices** options as the default.
8. For **Choice 1**, enter the first option in the **Answer** field: **Seoul**
9. Leave the **Grade** as None as this is the incorrect answer.
10. In the **Feedback** field, enter feedback for this answer such as incorrect, or more information as to why this option is incorrect:

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The screenshot shows the Moodle quiz question editor for 'Choice 1'. It features a rich text editor with the answer 'Seoul'. Below the editor, the 'Grade' is set to 'None'. The 'Feedback' field contains the text 'Incorrect. Seoul is the capital of South Korea.'.

11. Continue this process to enter the rest of the answer options. For the correct answer ensure that the grade is set to **100%**.



The screenshot shows the Moodle quiz question editor for 'Choice 2'. It features a rich text editor with the answer 'Pyongyang'. Below the editor, the 'Grade' is set to '100%'. The 'Feedback' field contains the text 'Correct!'.

12. In the **Combined feedback** fields, you may amend the feedback for **correct** and **incorrect** responses if you like. In the incorrect feedback you may wish to include further revision tips.

Note: If you don't have multiple answers with partial marks, changes to the partially incorrect field are ignored.

13. For Multiple tries (Optional), leave the penalty for incorrect tries at 33.3333%.

Note: If you were setting a quiz to adaptive mode and wanted students to have marks subtracted for each incorrect response, you would need to have a penalty. Typically the quizzes you set will either be self-assessments, which you will allow students to do multiple attempts without losing marks, or graded assessment quizzes for which you will probably only allow a single attempt. Given these two scenarios, the penalty factor is ignored. It is also possible to override the application of penalties in the quiz settings.

Tip: If you wanted to set up your quiz as something your students can do multiple times, you can add hints to your questions. The student will be presented with a 'Check' button. If the student enters their answer, then clicks check, and their answer is wrong, the hint appears and they get another attempt.

14. If you wish to provide hints (only applicable for quizzes with multiple attempts) fill in the hint fields and select whether to clear the original response.

15. When you have finished, click **Save Changes**.

To create a True/False question

True/False questions are used to test the validity of a statement. Although a student has a 50-50 chance of guessing the correct answer, these types of questions allow for a quicker response and hence allow a test to cover a

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larger field of knowledge than multiple choice questions. Care should be taken to ensure the statement is in fact 100% true or false.

1. From the **Create a new question ...** pop-up select **True/False**.
2. In the **Question name** field enter an appropriate name for your question, in this case **AG5 - Capital of Vietnam**
3. In the **Question text** field, enter the question written as a statement of fact.

The screenshot shows the 'General' section of the Moodle question editor. The 'Category' dropdown is set to 'Asian Geography (1)'. The 'Question name*' field contains 'Capital of Vietnam'. The 'Question text*' field contains 'Saigon is the capital of Vietnam.' and includes a rich text editor toolbar with various icons for text formatting and insertion.

4. Leave the **Default mark** as 1.
5. In the **Correct answer** drop-down, select whether the statement is True or False, in this example it is **False**.
6. In the **Feedback for the response** fields, enter the appropriate feedback for both True or False:

This screenshot shows the 'Correct answer' dropdown set to 'False'. Below it are two feedback text areas. The first, 'Feedback for the response True', contains the text 'Incorrect'. The second, 'Feedback for the response False', contains the text: 'That is correct. The present day capital of Vietnam is Hanoi. The capital of Vietnam has changed repeatedly throughout its history. You can find a complete list on [Wikipedia](#).'

7. When you have finished, click **Save changes**.

To create a Short answer question

Short answer should really be called Key Word questions as the response must be a 100% match to set answers. Moodle cannot determine if a sentence is equivalent only whether the response is an exact match. Therefore, you should limit your questions to target a specific response. One benefit of the Moodle quiz engine is that it allows for new information to be added to questions, a new valid response or correction of an error. Quiz results can then be recalculated based on this new information for all attempts.

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1. From the **Create a new question ...** pop-up select **Short answer**.
2. In the **Question name** field enter an appropriate name for your question, in this case **Country Beijing is capital of**

▼ General

Category

Question name*

Question text*

☰ A **B** *I* U ~~S~~ A ↵ ☰ ☰ 🔗 🔗 😊 🖼️ 📄 📄

Beijing is the capital of which country?

3. Leave the **Default mark** as 1.
4. In the **Case sensitivity** field, change to **YES, case must match**.

Case sensitivity

5. In the **Answer1** field, enter the short answer: **China**.
6. In the **Grade** field, enter **100%**
7. In the **Feedback** field, enter **Correct**

▼ Answers

Answer 1 Grade

Feedback

☰ A **B** *I* U ~~S~~ A ↵ ☰ ☰ 🔗 🔗 😊 🖼️ 📄 📄

Correct

Answer 2 Grade

Feedback

☰ A **B** *I* U ~~S~~ A ↵ ☰ ☰ 🔗 🔗 😊 🖼️ 📄 📄

It's important to remember that a capital city always has a capital letter.

Note: If you had alternate answers (e.g. usually different spellings or phrasings that you will also accept) you would enter these in other answer fields, and also assign a grade.

8. Leave the **Penalty for each incorrect try** as 33.3333%.
9. When you have finished, click **Save changes**.

To create a Numerical question

1. From the **Create a new question ...** pop-up select **Numerical**.
2. In the **Question name** field enter an appropriate name for your question, in this case **Distance from South Korea to Japan**
3. In the **Question text** field, enter the question, remember the answer must be numerical.

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General

Category Asian Geography (8)

Question name* Distance from South Korea to Japan

Question text*

What is the approximate distance from South Korea to Japan?

4. Leave the **Default mark** as 1.
5. Complete the answer, allowing for error if applicable. In this case we'll accept from 180 to 220kms, so enter 200 with an allowable error of 20

Answers

Answer 1 200 Error 20 Grade 100%

Feedback

6. If units are required or optional, select the appropriate **Unit handling** option. Typically units are located on the right, so leave the **Units go** setting as the default. Fill in the applicable units

Unit handling

Unit handling Units are optional. If a unit is entered

Unit penalty 0.1 as a fraction (0-1) of the response grade

Units are input using the text input element

Units go on the right, for example 1.00cm or 1

7. If multiple units are allowed, supply the unit and the multiplier from the answer unit base. Eg, If the answer is in Kilometres, but Meters are allowed, then enter the unit **m** and 1000 as the multiplier.

Units

Unit 1 km Multiplier 1

Unit 2 m Multiplier 1000

Unit 3 Multiplier

Blanks for 2 more units

Note: The default unit cannot be multiplied.

8. **Multiple tries** settings can be left as the default.
9. When you have finished, click **Save changes**.

To create a Calculated question

Calculated questions allow for wildcards to take the place of numbers in a mathematical calculation. The range of numbers can then be defined allowing the difficulty of the question to be managed. Moodle will choose numbers from the wildcard set, and calculate the expected answer. This allows for one question to become a different question each time the quiz is taken.

Note: This question is not relevant to our Asian Geography theme and is only included as an example.

1. From the **Create a new question ...** pop-up select **Calculated**.
2. In the **Question name** field enter an appropriate name for your question, in this case ***Circumference of a circle***
3. In the **Question text** field, enter the question, substituting the number you wish to change with a wildcard. A wildcard can be any letter or word between curly braces. Eg. {radius}

The screenshot shows the 'General' tab of the Moodle question creation interface. It includes a 'Category' dropdown menu set to 'Default for Moodle 3.0 New Features', an 'Update the category' button, and a 'Shared wild cards' section indicating 'No shared wild card in this category'. The 'Question name*' field contains 'Circumference of a circle'. The 'Question text*' field contains the text: 'What is the circumference of a circle with the radius of {radius}? Please answer to two decimal places.' The text field has a rich text editor toolbar above it.

4. Leave the **Default mark** as 1.
5. Complete the answer formula, using the wildcard(s) you used in the question, and allowing for error if applicable.

The screenshot shows the 'Answers' tab of the Moodle question creation interface. It includes an 'Answer 1 formula =' field with the formula '3.141*2*(radius)', a 'Grade' dropdown menu set to '100%', a 'Tolerance ±' field with the value '0.01' and a 'Type' dropdown menu set to 'Relative', and an 'Answer display' field with the value '2' and a 'Format' dropdown menu set to 'decimals'. The 'Feedback' field is empty and has a rich text editor toolbar above it.

6. If units are required, activate **Unit handling** and under Units specify the base unit. If multiple units are allowed, Click the **Blanks for 2 more units** and

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supply the unit and the multiplier for each. Eg, If the answer is in Meters, but Centimetres are allowed, then enter the unit cm and 100 as the multiplier.

Note: The default unit cannot be multiplied.

7. Leave the Multiple tries items on their default settings.
8. When you have finished, click **Save changes**.

Note: Once saved, the question will progress to the Wild Card data set configuration.

9. Upon saving you will be directed to select or create a wildcard dataset. Unless you wish to share an existing dataset, change the drop down to “Will use a new dataset”

Choose wildcards dataset properties

The wild cards (x..) will be substituted by a numerical value from their dataset

Mandatory wild cards present in answers

Wild card (radius)

Possible wild cards present only in the question text

Synchronize the data from shared datasets with other questions in a quiz

- Do not synchronize
- Synchronize
- Synchronize and display the shared datasets name as prefix of the question name

10. If you wish to share this dataset with other questions in this category, then choose one of the Synchronised options. The prefix option can be helpful for managing questions.

11. Click **Next page**.

12. In the Item to add area, enter a number that falls within your intended range, the Range of values, low to high, and chose the number of decimal places.

Item to add

Shared wild card (radius)

Range of Values Minimum - Maximum

Decimal places

Distribution

13. You may add each wildcard individually if you require, however Moodle will generate them for you. Select the number of sets, 20, and click **Add**.

Add

Next 'Item to Add' reuse previous value if available
 forceregeneration of only non-shared wildcards
 forceregeneration of all wildcards

Add item Add item new set(s) of wild card(s) values

5. Leave the **General feedback** field blank.

Note: General feedback appears regardless of which answer the student supplies. This is useful only if you wanted to give more background on the question. You can enter response specific feedback in other fields.

6. Leave the **shuffle** checkbox marked. This will shuffle the order in which each column will appear for each student.
7. In the **Question** and **answer** fields, enter the corresponding choices from column A and column B, e.g.

Question	Answer
Afghanistan	Kabul
East Timor	Dili
India	New Delhi
Indonesia	Jakarta
Japan	Tokyo

Tip: if you want to enter in more options, click the **Blanks for 3 More Choices** button.

8. Combined feedback and multiple tries can be left at the default settings.
9. When you are finished, click **Save changes**. The question now appears in the question bank for the selected category.

To create an Embedded answers (Cloze) question

Warning: Inclusion of this question type is purely for backward compatibility. Please use the **Select missing word** or **Drag and drop into text** question types instead. Instructions below are for reference only.

Cloze questions allow the student to select the appropriate word from a predetermined list to populate a gap in a sentence. Each list can have several possible responses and the text can have multiple gaps with its own list of words. Unfortunately, this is a very difficult question to set up, and is by and large obsolete now that Moodle has the **Select missing word** question type.

1. From the **Create a new question ...** pop-up, select Embedded answers (Cloze).
2. In the **Question name** field enter an appropriate name for your question, in this case **Cambodia**
3. In the **Question text** field, enter the question in Cloze text format: in this example:

```
{1:MULTICHOICE:Hanoi#Incorrect~Phnom Penh#Correct} is the capital of Cambodia which used to be called{1:MULTICHOICE:~Kampuchea#Correct~Siam#Incorrect }
```

General

Current category Asian Geography (12) Use this category

Save in category Asian Geography (12)

Question name* Cambodia

Question text*

{1:MULTICHOICE:Hanoi#Incorrect~Phnom Penh#Correct} is the capital of Cambodia which used to be called{1:MULTICHOICE:=Kampuchea#Correct-Siam#Incorrect}

Warning: In using these question types, spacing in the formula is critical and an extra space in the wrong place will result in an error. It is not recommended to cut and paste from Word.

4. Click **Decode and Verify the question text**. The questions should decode without any errors and give the correct grade for the right answer.

Question (#1) Multiple choice

Question definition {1:MULTICHOICE:Hanoi#Incorrect~Phnom Penh#Correct}

Default mark 1

Layout Dropdown menu in-line in the text

Shuffle the choices? No

Answer Hanoi

Grade 0

Feedback Incorrect

Answer Phnom Penh

Grade 1

Feedback Correct

5. When there are no errors showing, click **Save changes**.

Close text format

Questions require the following syntax

```
{points:QUESTIONTYPE:=Correct Answer #Feedback ~Incorrect Answer #Feedback ~Another Incorrect Answer #Feedback}
```

NOTE: no space after the colons

Where:

Points = the total value of the points awarded

QUESTIONTYPE = MULTICHOICE, MULTICHOICE_V, MULTICHOICE_H

= Represents the correct answer

~ Represents an additional wrong answer

~= Is used where the first choice is incorrect, and the choice following ~= is the correct one

~%XX% is an additional choice worth XX% of the mark.

To create a Calculated Simple question

1. From the **Create a new question ...** pop-up select **Calculated Simple**.
2. In the **Question name** field enter an appropriate name for your question, in this case **Area of a circle**
3. In the **Question text** field, enter the question, substituting the number you wish to change with a wildcard. A wildcard can be any letter or word between curly braces. Eg. {circle}

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General

Category: Default for Moodle 3.0 New Features

Question name*: Area of a circle

Question text*:
Calculate the area of a circle with a radius of {circle}

4. Leave the **Default mark** as 1.
5. Complete the answer formula, using the wildcard(s) you used in the question, and allowing for error if applicable.

Answers

Answer 1 formula = $3.142 * \{circle\} * \{circle\}$ Grade: 100%

Tolerance ±: 0.01 Type: Relative

Answer display: 2 Format: decimals

Feedback:

6. If units are required, activate the appropriate unit settings and complete the unit's suffix. If multiple units are allowed, supply the unit and the multiplier from the answer unit base. Eg, If the answer is in Meters, but Centimetres are allowed, then enter the unit cm and 100 as the multiplier.
7. Leave the **Penalty for each incorrect try** as 33.33333%
8. Click **Find the wild cards {x...} present in the correct answer formulas**.

Find the wild cards (x..) present in the correct answer formulas

9. In Range of values, enter the lowest and highest values, and chose the number of decimal places.

Wild cards parameters used to generate the values

Param (circle)

Range of Values: Minimum 1.0 - Maximum 10.0

Decimal places: 0

Generate: 10 new set(s) of wild card(s) values

Display: 1 set(s) of wild card(s) values

10. Choose the number of sets, and click **Generate**.
11. Scroll to the bottom and click **Save changes**.

To create a Calculated multichoice

This question type takes random values a little further. By specifying various formulae for answers, the student is tested on their understanding of a particular concept, but allowing for random variables allowing the question to provide a different answer each time it is attempted.

1. From the **Create a new question ...** pop-up select **Calculated multichoice**.
2. In the **Question name** field enter an appropriate name for your question, in this case **Perimeter of a square**
3. In the **Question text** field, enter the question, substituting the number you wish to change with a wildcard. A wildcard can be any letter or word between curly braces. Eg. {side} or in this case {radius}. We will reuse the wildcard set created for the perimeter of a circle question generated previously.

General

Category: Default for Moodle 3.0 New Features

Update the category

Shared wild cards

Question name*: Perimeter of a square

Question text*: Calculate the perimeter of a square with a side length of {radius}

4. Leave the **Default mark** as 1.
5. Multichoice requires that you write the formulae for the correct answer. Fill in the choice, with the formula and wildcard. Each equation needs to begin with {= and finish with }. Repeat for as many choices you require.

Answers

Choice 1: (=radius)*4 Grade: 100%

Answer display: 2 Format: decimals

Feedback: Calculate the perimeter of a square with a side length of {radius}

6. Leave the **Combined feedback** and **Multiple tries** as the default.
7. When you have finished, click **Save changes**.
8. As we have chosen the name of an existing data set, you will be presented with the option to reuse this dataset.

Choose wildcards dataset properties

The wild cards {x..} will be substituted by a numerical value from their dataset

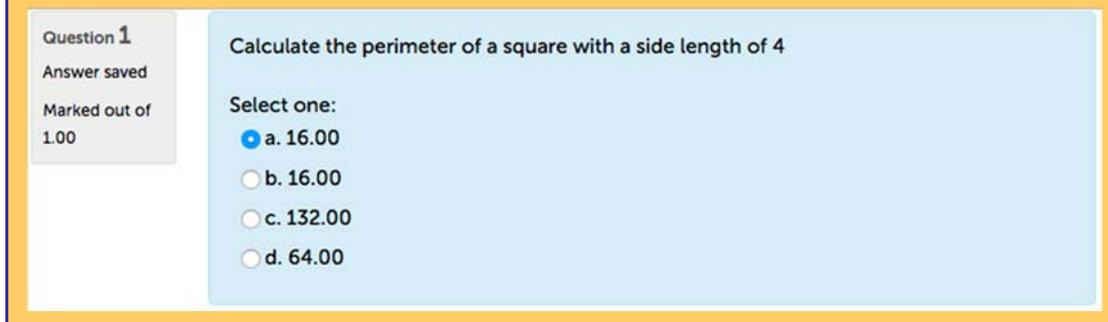
Mandatory wild cards present in answers

Wild card (radius): will use the same existing private dat

Shared wild card (radius): with 20 numerical values already defined is available

9. Leave the setting as **Do not synchronize** and click **Next page**.
10. In the Item to add area, enter a number that falls within your intended range, the Range of values, low to high, and chose the number of decimal places.
11. Scroll to the bottom and click **Save changes**.

Warning: You need to think very carefully about the formulae used for each distractor as you need to avoid the possibility that the same answer occurring for multiple distractors. In the example below, there is no way to determine whether **a** or **b** is the correct answer and the student may inadvertently be denied marks.



Question 1
Answer saved
Marked out of 1.00

Calculate the perimeter of a square with a side length of 4

Select one:

- a. 16.00
- b. 16.00
- c. 132.00
- d. 64.00

To create a Drag and drop into text

Drag and drop into text allows a cloze style question. The student then drags the correct item from a collection of selectable words into the blanks in the text. This question allows for re-use of words and also for additional distractor words that are not part of the solution.

1. From the **Create a new question ...** pop-up box select **Drag and drop into text** and click **Add**.
2. In the **Question name** field enter an appropriate name for your question, in this case Taiwan Geography
3. In the **Question text** field, enter the question text, substituting the missing words for the number of the choice (see below) within double square brackets. Eg. `[[1]]` and `[[2]]` etc.

General

Category Asian Geography (4)

Question name* Taiwan Geography

Question text*

The island is characterized by the contrast between the eastern two-thirds, consisting mostly of rugged mountains running in five ranges from the northern to the southern tip of the island, and the flat to gently rolling `[[1]]` Plains in the west that are also home to most of Taiwan's population. Taiwan's highest point is `[[2]]` (Jade Mountain) at 3,952 metres.

4. Leave the default mark as 1.
5. Enter the word(s) required for the drag-able text into each of the choices, ensuring that the number matches the tags inserted in the text above. Any choice not completed will be omitted.

▼ Choices

Shuffle

Choice 1 Answer Group Unlimited

Choice 2 Answer Group Unlimited

Choice 3 Answer Group Unlimited

Tip: Add more choices than what is required to increase the difficulty of the question.

6. Ensure the Shuffle box is ticked to prevent the words appearing in the same order as those in the text.
7. Unless required, Combined feedback and Multiple tries can be left at the default settings.
8. Click Save changes.

To create a Drag and drop markers

1. From the **Create a new question ...** pop-up box select **Drag and drop markers** and click **Add**.
2. In the **Question name** field enter an appropriate name for your question, in this case Tag the Asian Countries
3. In the **Question text** field, enter the question text, describe carefully what you require the students to do.
4. Leave the **Default mark** as 1.
5. With General feedback, you can leave this blank. If you wish the question to show the incorrect drop zones after the question has been marked, check the box for **Highlight drop zones which have not had the correct marker dropped on them**.
6. In the preview window, upload the background image that will be used as a reference to drop the markers on, by dragging the image to the upload box. Once uploaded a preview of the background image will appear, complete with mapping grid.
7. Give each marker a name in the box below. In this example it is the country names that we intend to identify. The Number at the end designates how many tags may be dropped for this resource. If you allow just one, then the tag can only be used once.
8. Drop zones need to be configured for each item. This is time consuming but produces some very good results. Each small green box on the background image overlay is 10 x 10 in size. So each large box is 100 x 100. Use a combination of circles, rectangles and polygons to highlight the drop zones.

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The drop zones are defined by typing coordinates. As you type, the preview above is immediately updated, so you can position things by trial and improvement.

- Circle: centre_x, centre_y; radius
for example: 80, 100; 50
- Polygon: x1, y1; x2, y2; ...; xn, yn
for example: 20, 60; 100, 60; 20, 100
- Rectangle: left, top, width, height
for example: 20, 60; 80, 40

Tip: Adding drop zones can be time consuming and tedious. If you word your questions carefully and encourage central drop points this can limit the amount of work.

Eg. Polygon 100,40; 120,70; 210,100; 300,60; 310,15; 400,60; 321,125; 330,200; 250,280; 170,270; 150,200; 60,210; 0,130 or **Circle** 200,170;55



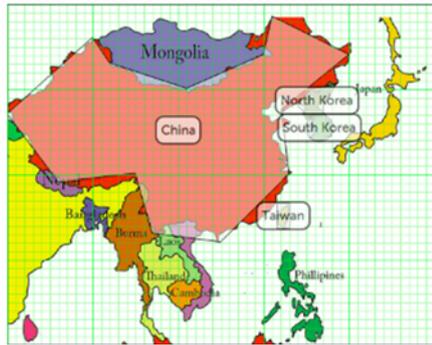
Pins must be dropped within the highlighted areas to be valid for that answer

Drop zones

Drop zone 1	Shape: Polygon	Coordinates: 250,280;170,270;150,200;60,210;0,130	Marker
Drop zone 2	Shape: Circle	Coordinates: 365,145;16	Marker
Drop zone 3	Shape: Polygon	Coordinates: 340,120;355,100;385,95;370,120;370,11	Marker
Drop zone 4	Shape: Rectangle	Coordinates: 315,233;15,30	Marker

Areas can be constructed from Polygons, rectangles or circles

9. When drop-zones are complete, select which tag will be accepted for this zone.



▼ Drop zones

Drop zone 1	Shape	Polygon	Coordinates	250,280;170,270;150,200;60,210;0,130	Marker
		China			
Drop zone 2	Shape	Circle	Coordinates	365,145;16	Marker
		South Korea			
Drop zone 3	Shape	Polygon	Coordinates	340,120;355,100;385,95;370,120;370,11	Marker
		North Korea			
Drop zone 4	Shape	Rectangle	Coordinates	315,233;15,30	Marker
		Taiwan			

Tip: Do not add the Marker to the drop zone until all have been completed as the names can obscure the reference grid.

10. Leave Feedback and Multiple tries as the default settings.
11. Click Save changes.

To create a Drag and drop onto image

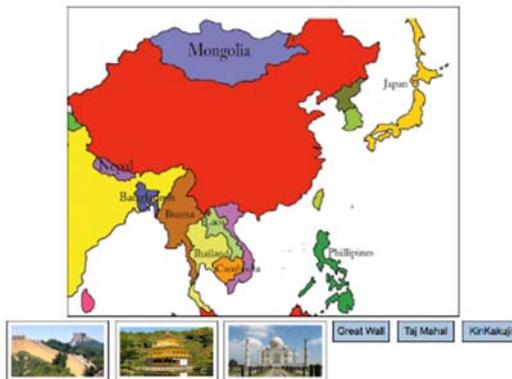
1. From the **Create a new question ...** pop-up box select **Drag and drop onto image** and click **Add**.
2. In the **Question name** field enter an appropriate name for your question, in this case Place the Asian Landmarks
3. In the **Question text** field, enter the question text, Place the landmarks and their names on the map.
4. Leave the **Default mark** as 1.
5. In the preview window, upload the background image that will be used as a reference to drop the markers on, by dragging the image to the upload box. Once uploaded a preview of the background image will appear.
6. For each of the draggable items, select either **Draggable image**, or **Draggable text**.
 - For images, select Type: Draggable image. Drag the image to the upload box. There is no need to complete the Text box for images.
 - For Text, select Type: Draggable text. Enter the text in the Text entry box.

Tip: The draggable text items are all as big as the **Largest** item in the Group. Aim to limit the text to a single word where possible and use separate groups for text and images.

- Drop zones need to be configured for each item. Using the drop down list at the end of each Drop zone configuration, assign all your items to a zone.

Note: There is no need to enter the Left, Top or Text fields.

- Scroll down and click **Save changes and continue editing**.
- Scroll to the Preview area and you will find your collection of images and text (if applicable).



- Drag the images and text onto the background area and place them where you would like them. A student will need to match these positions in order to receive marks. During an attempt, a shaded area will designate the possible locations.



- Leave Feedback and Multiple tries as the default settings.
- Click Save changes.

To create a Select missing words

- From the **Create a new question ...** pop-up click **Select missing words**.
- In the **Question name** field enter an appropriate name for your question, in this case **About Asia**

3. In the **Question text** field, enter the text that you wish to use in its complete state.
4. Leave the **Default mark** as 1.
5. Work through question text removing key words and placing them in the **Choice Answer** boxes. Replace the missing word in the text with the corresponding choice number contained between double square brackets. E.g. [[1]].

Asia is Earth's largest and [[1]] populous continent, located primarily in the eastern and northern hemispheres and sharing the continental landmass of Eurasia with the continent of [[3]]. Asia covers an area of 44,579,000 square kilometers, about 30% of Earth's total land area and 8.7% of the Earth's total surface area. The continent, which has long been home to the majority of the human population, was the site of many of the first civilizations. Asia is notable for not only its overall large size and population, but also dense and large settlements as well as vast barely populated regions within the continent of 4.4 billion people.

In general terms, Asia is bounded on the east by the [[5]] Ocean, on the south by the [[6]] Ocean and on the north by the [[7]] Ocean. The western boundary with Europe is a historical and cultural construct, as there is no clear physical and geographical separation between them. The most commonly accepted boundaries place Asia to the east of the Suez Canal, the Ural River, and the Ural Mountains, and south of the Caucasus Mountains and the Caspian and Black Seas.

Choices

Shuffle	<input checked="" type="checkbox"/>	
Choice 1	Answer <input type="text" value="most"/>	Group <input type="text" value="1"/>
Choice 2	Answer <input type="text" value="least"/>	Group <input type="text" value="1"/>
Choice 3	Answer <input type="text" value="Europe"/>	Group <input type="text" value="1"/>
Choice 4	Answer <input type="text" value="Africa"/>	Group <input type="text" value="1"/>
Choice 5	Answer <input type="text" value="Pacific"/>	Group <input type="text" value="2"/>
Choice 6	Answer <input type="text" value="Indian"/>	Group <input type="text" value="2"/>
Choice 7	Answer <input type="text" value="Arctic"/>	Group <input type="text" value="2"/>

6. To limit the length of drop down menus for each missing items, you may create different drop down lists by placing words in different groups.

Tip: As with the example above, you do not need to use all of the items you have added to the choices. (eg. Choice 2 and Choice 4 are not mentioned in the text) Extra choices may be used to increase the difficulty of the question. Only those items utilised within the question text are evaluated.

7. Leave Feedback and Multiple tries as the default settings.
8. Scroll to the bottom and click **Save changes**.

Importing Questions

If you already have questions created, you can import them directly into your Moodle question bank. Moodle accepts a large range of question file formats:

▼ File format

- Aiken format ?
- Blackboard ?
- Embedded answers (Cloze) ?
- Examview ?
- Gift format ?
- Hot Potatoes XML format ?
- Missing word format ?
- Moodle XML format ?
- WebCT format ?

If you have created questions in another question tool, for example Hot Potatoes or Respondus you can import questions from that tool into Moodle directly. If, however, you have a list of questions in a word document, then you will need to format them in a specific way to be able to upload them. If you have many questions this will probably save you time, however if you only have a few you may find it just as easy to add them individually.

Note: Moodle exports questions in a standard XML format as easily as it imports them, you can feel secure in creating questions in Moodle as they can be easily exported for use in another program.

Formatting your questions in Aiken format

The Aiken file format is the simplest format for importing multiple choice questions.

The following information is taken from the Moodle online help for Importing Aiken format files:

The Aiken format is a very simple way of creating multiple choice questions using a clear human-readable format. Here is an example of the format:

```
What is the correct answer to this question?
```

- ```
A. Is it this one?
B. Maybe this answer?
C. Possibly this one?
D. Must be this one!
```

```
ANSWER: D
```

```
Which LMS has the most quiz import formats?
```

- ```
A) Moodle  
B) ATutor  
C) Claroline  
D) Blackboard  
E) WebCT  
F) Ilias
```

```
ANSWER: A
```

The question must be all on one line, meaning you cannot use the <Enter> key.

Each answer must commence on a new line, start with a single-letter character, followed by a period '.' or a bracket ')', then a space.

The answer line must immediately follow, starting with "ANSWER:" and then giving the appropriate letter.

Tip: use a blank Aiken form like this:

```
Question?  
A )  
B )  
C )  
D )  
E )  
F )  
ANSWER : A
```

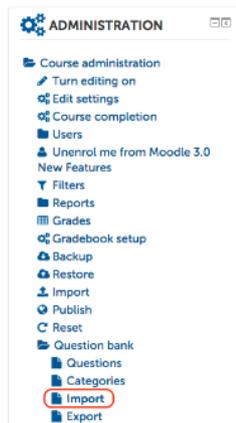
Repeat down the page, then fill in the question and answer text. There is no need to change the correct distracter from A, as you can set Moodle is set to automatically shuffle within questions meaning that the order of the answers will be shuffled for each attempt.

To import questions into your question bank

For the purposes of this training you have been supplied with a text document of questions that have been formatted in Aiken format. Before you begin, open this document to see how these questions are formatted.

Note: This document has been saved as a text file .txt to ensure no formatting will interfere with the upload.

1. Click **Questions Bank** from the Settings block.



2. Click the **Import** link.
3. In the **File Format** list select the format you are importing, in this case **Aiken format**.

- Expand the **General** area and select the category in which you want to add questions, in this example **European Geography**.

▼ **General**

Import category 

Get category from file Get context from file

Match grades 

Stop on error 

- It is not necessary to clear the **Get category** from file and **Get context** from file checkbox.

Note: Some file formats, such as the GIFT and XML format allow the category to be specified inside the import file. If you were using one of these file formats with a file containing this information you may keep or clear the Get category and Get context from file checkboxes at your discretion.

- In the **Match Grades** field the default is fine.
- In the **Stop on Error** field, leave as **Yes**.
- In the **Import questions from file** box, click **Choose a file...** or Drag and drop the file. For this training that should be **Questions_EuropeanGeography.txt** then click **Upload this file**.
- You will now be able to click the **Import** button.

▼ Import questions from file

Import*

Questions_EuropeanGeography.txt

There are required fields in this form marked *.

When the file is uploaded a message will appear showing how many questions were uploaded. You may need to do some tidying up as questions do not always come across cleanly.

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Parsing questions from import file.

Importing 5 questions from file

1. In which country would you find Lake Como?
2. Which of the following countries does not border Switzerland?
3. What is the capital of Poland?
4. In which city would you find Monte-Carlo?
5. What is the capital of Finland?

Continue

10. Click **Continue**. The questions now appear in your question bank.

Question bank

Select a category: European Geography (5)

Show question text in the question list

Search options ▾

Also show questions from subcategories

Also show old questions

Create a new question ...

	Question	Created by <small>First name / Surname / Date</small>	Last modified by <small>First name / Surname / Date</small>
<input type="checkbox"/>	In which city would you find Monte-C...	Adam (Admin) Barbary 25 August 2016, 4:36 PM	Adam (Admin) Barbary 25 August 2016, 4:36 PM
<input type="checkbox"/>	In which country would you find Lake	Adam (Admin) Barbary 25 August 2016, 4:36 PM	Adam (Admin) Barbary 25 August 2016, 4:36 PM
<input type="checkbox"/>	What is the capital of Finland?	Adam (Admin) Barbary 25 August 2016, 4:36 PM	Adam (Admin) Barbary 25 August 2016, 4:36 PM
<input type="checkbox"/>	What is the capital of Poland?	Adam (Admin) Barbary 25 August 2016, 4:36 PM	Adam (Admin) Barbary 25 August 2016, 4:36 PM
<input type="checkbox"/>	Which of the following countries does	Adam (Admin) Barbary 25 August 2016, 4:36 PM	Adam (Admin) Barbary 25 August 2016, 4:36 PM

With selected:

Delete Move to >> European Geography (5)

11. If you need to edit any question, click the **edit** icon  next to a question.

12. Check the question and add any feedback text.

13. Repeat these steps to edit the rest of the questions.

Creating a Quiz

Once you have added questions to your question bank you can create quizzes. Quizzes can be set up for either student revision, including self-assessment, or as graded assessments. There are only a couple of differences, in terms of set up, between the two types of quizzes. These options are covered in the following procedure.

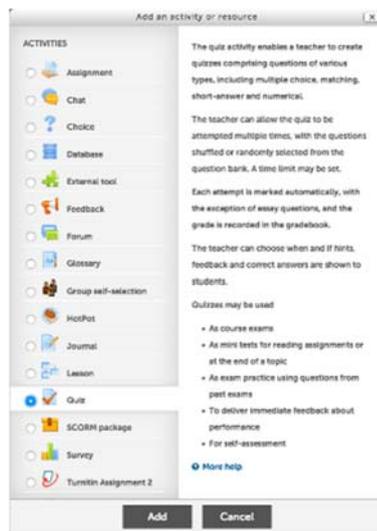
Setting up a quiz is a two-step process:

Step 1 – Create the quiz

Step 2 – Add questions to the quiz

Step 1 - Creating the quiz

1. In the main course area, click the **Add an activity or resource** pop up and choose **Quiz**. The Adding a new Quiz window appears.



Note: As this is an assessable quiz, it should be put this in the course Assessment topic area along with all the other assessment information. You could include a label in the relevant week to remind the student that the quiz is open in that week. For quizzes set to open on a specific date a calendar event will also appear in the calendar.

2. In the **Name** field, enter a meaningful name for the quiz, in this example **Online exam – week 5**.
3. In the **Introduction** field, enter information about the quiz.

▼ General

Name*

Description

Timing

4. For the **Open the quiz** options, mark the **Enable** checkbox. The date fields now become available.

5. Enter the date the quiz will be open.
6. In the Close the quiz fields, mark the Enable checkbox then choose the date you want the quiz to close.
7. Set the **Time limit** to **20 minutes**.
8. In the **When time expires** drop-down, ensure **Open attempts are submitted automatically** option is selected. This will save any partially completed quizzes when the quiz closes.

Timing

Open the quiz 25 August 2016 16 41 Enable

Close the quiz 3 September 2016 16 41 Enable

Time limit 20 minutes Enable

When time expires Open attempts are submitted autom.

Submission grace period 1 days Enable

Grade

9. Grades are assigned on a different screen. However, you may specify the grade to pass. By default quizzes are allocated 10 marks and, as this is set on a different screen, the maximum you can enter into the **Grade to pass** at this stage is 10. Fortunately, this is 50% of the 20 marks that we'll allocate later, so this will work. If you need a value higher than 10, you must return to this edit screen after adding the questions and setting the allocated marks.
10. In the **Attempts allowed** field, set the attempt to **1**.

Note: If you were setting an assessable quiz in your own course you should set a specific opening and closing date to control the duration over which the quiz is open, as well as a time limit to control how long a student has to complete it once they begin. For example if you set an opening date of 1st Oct a closing date of 7th Oct and a time limit of 30 minutes, a student could open and attempt this quiz at any time between 1 – 7 October however once they open it they will only have 30 minutes to complete the quiz.

Note: for revision self-assessment quizzes you could set the attempts to **Unlimited** to enable students to be able to review the quiz as many times as they like during the course.

11. **Grading method** allows you to set how you would like the grade recorded. (This is only available for multiple attempts)

Note: if you were allowing multiple attempts in a graded quiz you would need to set how you wanted grades to be recorded, for example as an average of all attempts, based on the first attempt or last attempt. You would also need to set if you wanted penalties to apply for any wrong attempts. Also note that if you were applying penalties you would need to have the penalty mark set for each question

In most cases of graded quizzes you would only allow one attempt and therefore the default settings are sufficient.

Layout

12. In the **Layout** field, if you would like all the questions on a single scrolling screen, choose **Never** in the **New page** box. You can also set the navigation method so that students cannot jump around the quiz and must progress from start to finish.

Layout

New page ⓘ Every question

Navigation method* ⓘ Free

Note: You can specify the number of questions to be displayed on each page. Separate pages allow the student to save after every question. A single page is best for very short quizzes.

Note: You must click **Show advanced**, to see the **Navigation method**. By default, students can navigate to any question in the quiz.

Question Behaviour

13. In the **Shuffle within question** fields, select **Yes**.

Note: Shuffle within a question is a great feature, but needs to be backed up with answer feedback, as reviewing in class later may confuse. Shuffling answers will only take effect if the question is also configured for this. There is a checkbox in some question types to allow for this.

14. In the **How questions behave** field, choose **Deferred Feedback**.

Note: The adaptive mode allows students to see feedback for questions and change their answers within the one quiz attempt. Penalties can be set for adaptive mode, which reduce a student's mark for subsequent attempts. By setting this to Adaptive mode (no penalties) students will be able to take multiple attempts without losing marks.. For more information on question behaviours, see

https://docs.moodle.org/30/en/Quiz_settings#Question_behaviour

Review Options

It is really important to provide students with sufficient feedback for them to understand their marks and be able to improve. This is particularly important for any formative assessment during semester. As has been previously mentioned inclusion of formative feedback is critical to student learning.

15. Clear all options for **During the attempt** and **Immediately after the attempt**, leave all options set for column **After the quiz is closed**.

Review options ?

During the attempt	Immediately after the attempt	Later, while the quiz is still open	After the quiz is closed
<input checked="" type="checkbox"/> The attempt ?	<input type="checkbox"/> The attempt	<input type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input type="checkbox"/> Whether correct ?	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct
<input type="checkbox"/> Marks ?	<input type="checkbox"/> Marks	<input type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks
<input type="checkbox"/> Specific feedback ?	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback
<input type="checkbox"/> General feedback ?	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback
<input type="checkbox"/> Right answer ?	<input checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer	<input checked="" type="checkbox"/> Right answer
<input type="checkbox"/> Overall feedback ?	<input type="checkbox"/> Overall feedback	<input type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

During the attempt – shows items as soon as the page/question is saved

Immediately after the attempt – shows items when the test as soon as the attempt is submitted, but only for a couple of minutes

Later, while the quiz is still open – show items after the attempt is submitted

After the quiz is closed – shows items only after the quiz no longer accepts attempts.

Important: For graded quizzes feedback should not be provided before the quiz is closed as students could then share the correct answers with other students who have not yet attempted the quiz. However, for self-assessment you would check all bar during the attempt.

Note: the feedback the student receives will depend on what you include as feedback for individual questions, answers and the overall quiz.

Appearance

16. The default settings for this item are generally fine. As most students do not have a profile picture and the number of decimal places is usually irrelevant.

Extra restrictions

17. In the **Extra restrictions on attempts** area, leave all options as the default.

Overall feedback (Optional)

In the overall feedback area you can optionally set feedback based on the overall grade for the quiz. For example, you may wish to congratulate students if they got above 80% but advise them to revise the topic if they got below this %.

18. In the first **Feedback** field enter a message for students who scored between 80% and 100%.

19. In the **Grade** boundary for this feedback, enter **80%**.

20. In the second **Feedback** field, enter a message for students who scored less than 80%.

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Overall feedback 

Grade boundary 100%

Feedback 
Excellent.

Grade boundary 80%

Feedback 
Very Good.

21. Leave Common module settings, Restrict Access and Activity completion with the default settings.
22. When you have finished reviewing your quiz setup click **Save and display**. A window appears showing your question bank.

Step 2 - Adding questions to your quiz

Once you have set up the settings for your quiz you need to add questions to it.

1. To edit the questions, either click edit quiz from the Info area of the quiz. Or go to the Administration block and choose **Edit quiz**. If you cannot see this link, first make sure you have opened the quiz by clicking on its link.

The screenshot shows the quiz configuration page. At the top, it says 'Online Exam - Week 5'. Below that, it states 'This is an online exam which is worth 20% of your final grade.' and 'You have one attempt at this quiz and you will be given 20 minutes to complete the quiz from the time you commence your attempt.' The settings include: 'Attempts allowed: 1', 'This quiz opened at Thursday, 25 August 2016, 4:41 PM', 'This quiz will close at Saturday, 3 September 2016, 4:41 PM', and 'Time limit: 20 mins'. A large pink banner in the center says 'No questions have been added yet'. At the bottom, there are two buttons: 'Edit quiz' and 'Back to the course'.

2. Moodle now allows questions to be created locally for a quiz. To add questions, click the Add button on the right hand side of the screen.

The screenshot shows the 'Editing quiz: Online Exam - Week 5' interface. It displays 'Questions: 0 | Quiz open (closes 3/09/16, 16:41)'. On the right, there is a 'Maximum grade:' field set to '10.00' and a 'Save' button. Below that, it says 'Total of marks: 0.00'. On the left, there is a 'Repaginate' button. On the right, there is a 'Shuffle' checkbox and an 'Add' button with a gear icon, which is highlighted with a red box.

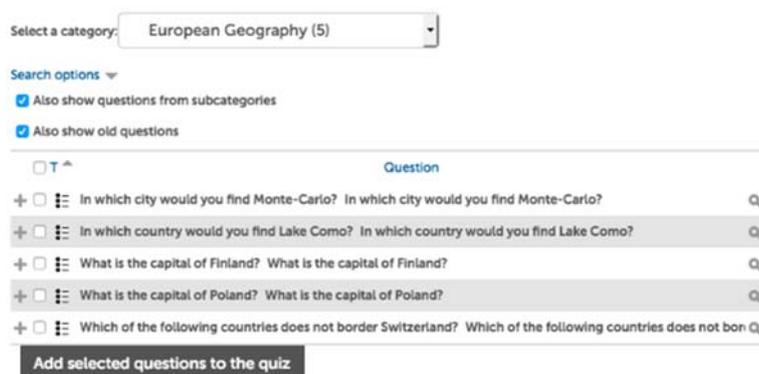
3. You have three choices when adding questions. As we have already created questions and allocated them to categories, select, **from question bank**.

The screenshot shows a blue menu with three options: '+ a new question', '+ from question bank', and '+ a random question'. The 'from question bank' option is highlighted with a red box.

4. From the **Select a category** drop-down select The Category you want to get questions from, in this example **European Geography**. The question bank

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shows all questions in that category.



Select a category: European Geography (5)

Search options

- Also show questions from subcategories
- Also show old questions

	Question	
<input type="checkbox"/>	In which city would you find Monte-Carlo? In which city would you find Monte-Carlo?	Q
<input type="checkbox"/>	In which country would you find Lake Como? In which country would you find Lake Como?	Q
<input type="checkbox"/>	What is the capital of Finland? What is the capital of Finland?	Q
<input type="checkbox"/>	What is the capital of Poland? What is the capital of Poland?	Q
<input type="checkbox"/>	Which of the following countries does not border Switzerland? Which of the following countries does not border Switzerland?	Q

Add selected questions to the quiz

There are two methods for selecting questions:

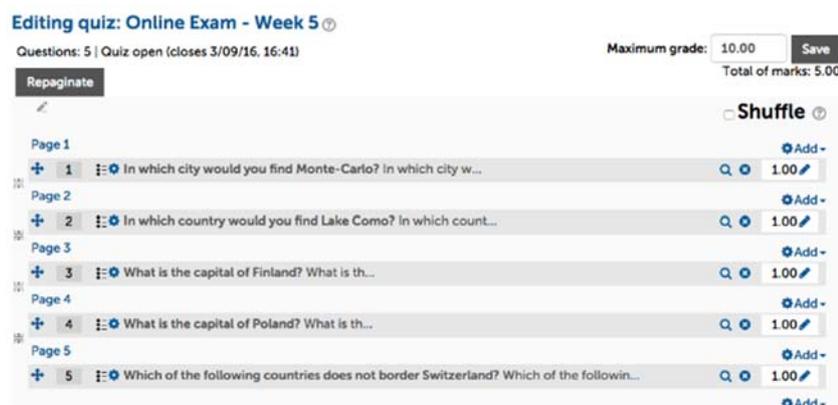
- Method 1 – adding questions individually
- Method 2 – adding questions randomly

Method 1 – adding questions individually

For the purposes of this training, add all five questions from both the European Geography category.

5. Mark the checkbox for each question you want to add, or click the top most box to select all.

Click **Add selected items to the quiz**. The selected questions are added to the quiz pane.



Editing quiz: Online Exam - Week 5

Questions: 5 | Quiz open (closes 3/09/16, 16:41)

Maximum grade: 10.00 Save

Total of marks: 5.00

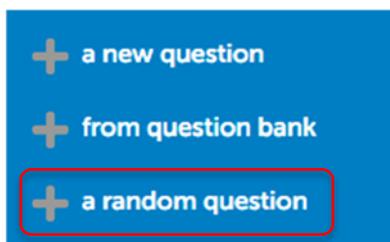
Repaginate

Shuffle

Page 1	1	In which city would you find Monte-Carlo? In which city w...	Q	1.00	Add
Page 2	2	In which country would you find Lake Como? In which count...	Q	1.00	Add
Page 3	3	What is the capital of Finland? What is th...	Q	1.00	Add
Page 4	4	What is the capital of Poland? What is th...	Q	1.00	Add
Page 5	5	Which of the following countries does not border Switzerland? Which of the followin...	Q	1.00	Add

Method 2 – adding questions randomly

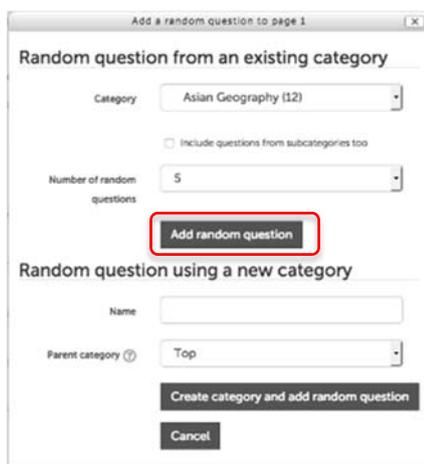
6. First click **Add** (step 2 above), then select a random question.



- + a new question
- + from question bank
- + a random question

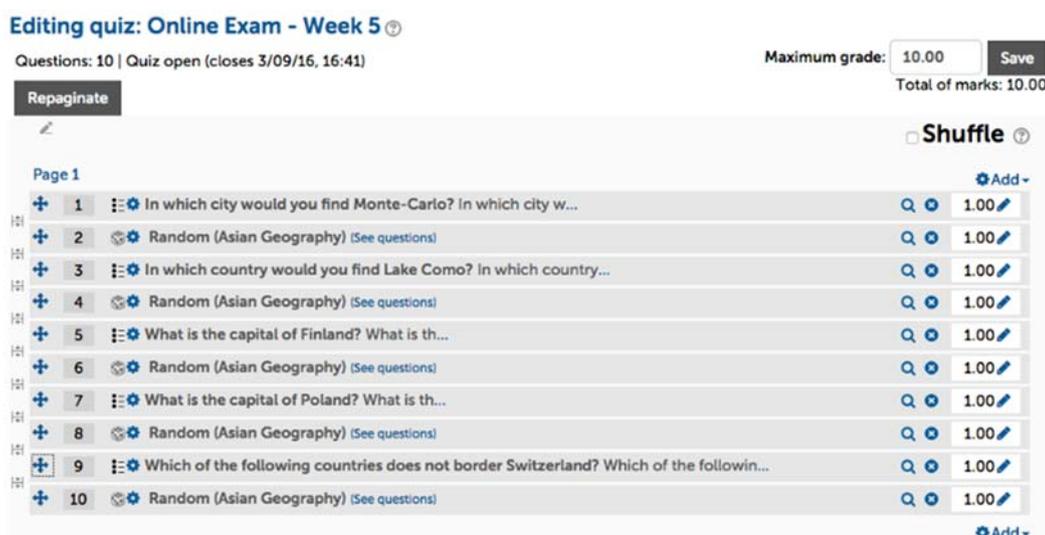
7. Select the category, in this case Asian Geography, and choose the number of random questions to add, in this case 5.

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8. Click Add random question.

The quiz pane shows that 5 random questions have been added to the finished quiz. You may drag questions to re-order their appearance in the quiz, or you may check the Shuffle box to randomise the order every time the quiz is displayed.



Tip: To remove questions from your quiz, click the remove  icon.

Setting the maximum grade

9. Once you have finished adding questions, you should set the Maximum grade at the top of the quiz screen. In the **Maximum** grade set the Maximum grade awarded for the quiz, e.g. **20**.



Maximum grade: Save
Total of marks: 10.00

Note: In a graded assignment set the grade you want the quiz to be worth. The marks will be scaled down or up to the quizzes maximum grade. For example, if there were 10

questions in the quiz, worth 1 mark each, but you wanted the quiz overall to be worth 20% of final marks, each question would be scaled up to be worth 2.

10. When you have finished making changes click **Save**.

11. To review the quiz, click the **Preview** link in the Settings block below the quiz.

Additional task: Add a graded quiz

Following steps 1 and 2 of the Creating a Quiz procedure, create a quiz based on the following criteria (**Note:** where no criteria are specified leave fields as per the default):

Quiz settings

Location	In topic 1.
Name	Topic 1 – Revision Quiz
Introduction	This quiz is designed to test what you have learnt in topic 1. This is a self-assessment revision quiz and will not count toward your final marks, however it is strongly recommended that you do this quiz for your own revision. You may do this quiz as many times as you like.
Open the quiz	Leave as today's date
Close the quiz / Time limit	Leave as disabled *
Shuffle questions / within questions	Yes
Attempts allowed	Unlimited
Review Options	To allow students the maximum level of feedback, leave all the review options marked as per the default
Overall Feedback	80% - 100% - Congratulations you show a good understanding of this topic! Below 80% - You should review the information contained in this topic before continuing.

Question bank

Category	European Geography - add 2 questions at random Asian Geography – add all 3 questions at random
Maximum grade	5

Reviewing student attempts

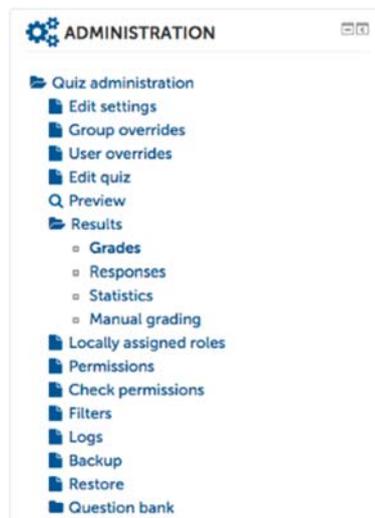
You can review a student's individual attempt, view how many students have attempted the quiz, and export results.

To view student attempts

1. Click the **Quiz** link from the course view.



2. Either click on the **Attempts X** link, or the **Results, Grades** link in the **Administration** block, to view results.



First name / Surname	ID number	State	Started on	Completed	Time taken	Grade/20.00	Q. 1 /2.00	Q. 2 /2.00	Q. 3 /2.00	Q. 4 /2.00	Q. 5 /2.00	Q. 6 /2.00	Q. 7 /2.00	Q. 8 /2.00	Q. 9 /2.00	Q. 10 /2.00
<input type="checkbox"/> Student1 Test Review attempt	123456	Finished	26 August 2016 12:43 PM	26 August 2016 12:44 PM	50 secs	18.80	✓ 2.00	✓ 0.80	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00
<input type="checkbox"/> Student3 Test Review attempt		Finished	26 August 2016 12:45 PM	26 August 2016 12:46 PM	1 min 18 secs	20.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00
<input type="checkbox"/> Student2 Test Review attempt		Finished	26 August 2016 1:25 PM	26 August 2016 1:28 PM	3 mins 3 secs	12.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✗ 0.00
<input type="checkbox"/> Student4 Test Review attempt		Finished	26 August 2016 1:29 PM	26 August 2016 1:31 PM	1 min 49 secs	15.00	✗ 0.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 2.00	✓ 2.00	✗ 0.00	✓ 2.00
Overall average						16.45 (4)	1.00 (4)	1.20 (4)	1.50 (4)	2.00 (4)	2.00 (4)	1.75 (4)	2.00 (4)	2.00 (4)	1.50 (4)	1.50 (4)

To view an individual student's attempt

1. From the **Grades** view, click on the **Review attempt** link under the name of a student to open their attempt.

Note: If you click on the student's name you will be taken to their profile. Click the back button to get back to the results screen.

The screenshot displays a Moodle quiz question interface. At the top, a summary box for 'Student4 Test' shows the following details:

- Started on: Friday, 26 August 2016, 1:29 PM
- State: Finished
- Completed on: Friday, 26 August 2016, 1:31 PM
- Time taken: 1 min 49 secs
- Marks: 7.50/10.00
- Grade: 15.00 out of 20.00 (75%)
- Feedback: Very Good.

Below this is the question details for 'Question 1', which is marked as 'Incorrect' with a mark of '0.00 out of 1.00'. The question asks: 'In which city would you find Monte-Carlo?'. The options are:

- a. Italy
- b. Spain
- c. France (selected, marked incorrect with a red X)
- d. Monaco

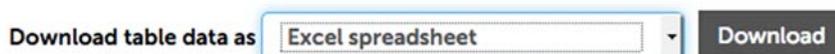
The correct answer is stated as 'Monaco'. A green button labeled 'Make comment or override mark' is visible below the question. At the bottom, a 'Response history' table shows the student's attempt details:

Step	Time	Action	State	Marks
1	26/08/16, 13:29	Started	Not yet answered	
2	26/08/16, 13:31	Saved: France	Answer saved	
3	26/08/16, 13:31	Attempt finished	Incorrect	0.00

Responses for each question attempted will be displayed, with full details of how the student responded, whether they changed a response and the marks allocated. As the teacher, you also have the ability to override the mark by clicking the Make comment or override mark link.

To download results

From the **Grade** view, first select a format from the drop down box, then click the **Download table data as** button to export all results.

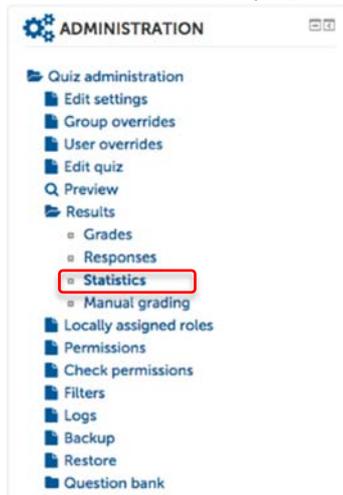


To analyse individual questions

Moodle includes report views that will give you sufficient information to analyse individual questions. This can be useful if, for example, a high percentage of students were getting one particular question wrong this may indicate that this information has not been covered sufficiently in the course or that the question may be badly worded. This view gives you information on what questions students got wrong, and which responses they were mostly giving. If students were routinely giving the same incorrect response to a question this may indicate that the question is misleadingly worded.

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From the **Administration** Block, go to **Results** tab, click **Statistics**. The **Quiz information** and **Quiz structure analysis** view is displayed.



Q#	Question name	Attempts	Facility index	Standard deviation	Random guess score	Intended weight	Effective weight	Discrimination index	Discriminative efficiency
1	In which city would you find Monte-Carlo?	4	50.00%	57.74%	25.00%	10.00%	23.25%	86.28%	100.00%
2	Random (Asian Geography)	4	60.00%	48.99%		10.00%	16.69%	34.00%	34.78%
2.7	Minimum facility About Asia	1	40.00%		30.00%	10.00%			
2.4	Median facility Distance from Japan to Korea	1	100.00%		0.00%	10.00%			
2.11	Maximum facility Cambodia	2	100.00%	0.00%	50.00%	10.00%			
3	In which country would you find Lake Como?	4	75.00%	50.00%	25.00%	10.00%	20.19%	67.82%	100.00%

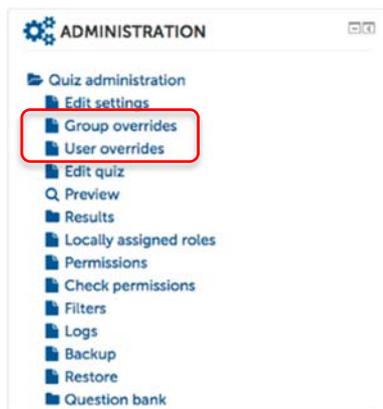
For more information on interpreting the statistical parameters used in this table, refer to [Moodle.org](https://moodle.org) link.

Special Conditions – Time extensions, re-tests etc.

Sometimes students may need special consideration for online quizzes. An outage or other technical issue may occur, a student may have special needs that require time extensions, or placements may mean that the timing of the quiz is not suitable. Moodle now has User Overrides that allow individuals or groups to have alternative settings to the class default.

Creating a User override

1. Click on the quiz link to enter the quiz.
2. Click on the **User overrides** link. A blank screen appears with a single button, **Add user override**. Click button to continue.

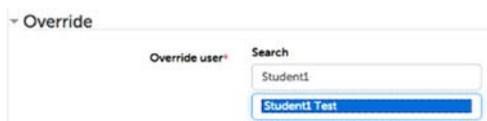


3. Click **Add user override**

Online Exam - Week 5

Add user override

4. Select the student by clicking on their name. (Use CTRL click to select multiples)



5. Change quiz Opening and Closing, Time limit and attempts as required.

Open the quiz: 25 August 2016 16 41 Enable

Close the quiz: 3 September 2016 16 41 Enable

Time limit: 30 minutes Enable

Attempts allowed: 2

Revert to quiz defaults

Save Save and enter another override Cancel

6. Click save to apply overrides for the selected user(s).

Note: If creating an override for a student who has already attempted the quiz, remember to set the attempts to one higher than the existing number. Eg. If your quiz normally has

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two attempts, the override needs to be set to three, so the selected user gets one extra attempt.

Editing quizzes

If students have already started completing the quiz, or you have switched roles to student to see test the quiz, you will need to delete these attempts before you can change anything.

To delete attempts

- Click on the quiz link to enter the quiz.
- Click on the **Attempts** link. The attempts area appears.

	First name / Surname	ID number	State	Started on	Completed	Time taken	Grade/20.00	Q. 1 /2.00	Q. 2 /2.00	Q. 3 /2.00	Q. 4 /2.00	Q. 5 /2.00	Q. 6 /2.00	Q. 7 /2.00	Q. 8 /2.00	Q. 9 /2.00	Q. 10 /2.00	
<input type="checkbox"/>	Student1 Test Review attempt	123456	Finished	26 August 2016 12:43 PM	26 August 2016 12:44 PM	50 secs	18.80	✓ 2.00	✓ 0.80	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	
<input type="checkbox"/>	Student3 Test Review attempt		Finished	26 August 2016 12:45 PM	26 August 2016 12:46 PM	1 min 18 secs	20.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	
<input type="checkbox"/>	Student2 Test Review attempt		Finished	26 August 2016 1:25 PM	26 August 2016 1:28 PM	3 mins 3 secs	12.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✗ 0.00	
<input checked="" type="checkbox"/>	Student4 Test Review attempt		Finished	26 August 2016 1:29 PM	26 August 2016 1:31 PM	1 min 49 secs	15.00	✗ 0.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 2.00	✓ 1.00	✓ 2.00	✓ 2.00	✗ 0.00	✓ 2.00	
							Overall average	16.45 (4)	1.00 (4)	1.20 (4)	1.50 (4)	2.00 (4)	2.00 (4)	1.75 (4)	2.00 (4)	2.00 (4)	1.50 (4)	1.50 (4)

Select all / Deselect all Regrade selected attempts Delete selected attempts

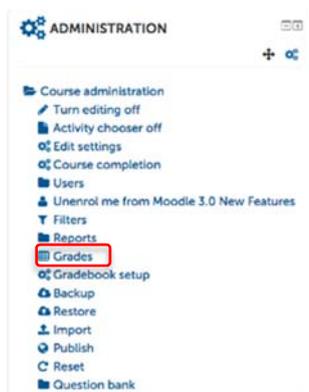
- Mark the attempts you want to delete, in this case as you want to delete all you could also click **Select all**.
- Click **Delete selected**.

The Gradebook

The Gradebook in Moodle is a sophisticated tool that enables you to calculate, edit and report on student grades. All assessment items that have been set up and assigned a grade automatically appear as a column in the gradebook, and marks for online quizzes, and assignments graded through the submission area also flow through.

To open the Gradebook

1. From the **Settings Block**, click **Grades**.



The View area of the Grader report appears showing a separate column for each assessable item that has been set up and student results that have flowed through.

Grader report

View Setup Scales Letters Import Export

Grader report Grade history Outcomes report Overview report Single view User report

All participants: 4/4
 First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 Surname: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname* First name	ID number	Moodle 3.0 New Features	Multiple attempts - Activity...	Multiple attempts - Progress...	NEW2	Online Exam - Week 5	Course total
Student1 Test	123456		10.00Q	10.00Q	--	18.80Q	38.80
Student2 Test			2.19Q	4.06Q	--	12.00Q	18.25
Student3 Test			8.00Q	-Q	--	20.00Q	28.00
Student4 Test			4.00Q	-Q	--	15.00Q	19.00
Overall average			6.05	7.05	--	16.45	26.01

Note: In this example there are four dummy students who have completed assessments. You will not see this in your own course at this point.

Note: The tan coloured boxes indicate grades that have been overridden in the gradebook.

Note: Any hidden assessment item will appear as greyed out in the gradebook.

How the Gradebook calculates grades

The Gradebook in Moodle has been configured by CLIPP to produce a total by summing all grades. As such teachers are advised to set up their assessments in Moodle to be worth in grade terms, what the overall percentage of that assessment item is worth, e.g. an assignment worth 40% should be given a max grade of 40. The total of all graded assignments should therefore equal 100, or 100% of the student's grade.

This is the most logical way to set the gradebook up as the default, however you do have the option to change this setting for your individual course gradebook should you wish to.

Entering grades manually

To enter manual grades in the Gradebook

You can assign grades manually to all assessment items from within the gradebook. However, doing this locks the assessment from being updated from the assessment grading screen and is **not recommended**.

1. From the Grader report view, click **Turn editing on** located in the top right hand corner of the gradebook screen. Grade and Feedback editing fields become available.

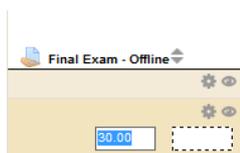


Surname* First name	ID number	Multiple attempts - Activity...	Multiple attempts - Progress...	Nilw?	Online Exam - Week 12	Course total?
Student1 Test	123456	10.00	10.00		18.80	18.80
Student2 Test		2.19	4.06		12.00	18.25
Student3 Test		8.00			20.00	28.00
Student4 Test		4.00			15.00	19.00
Overall average		6.05	7.03		16.45	26.01

There are two ways for you to edit grades manually in Moodle. You can enter grades quickly by adding the mark to the grade field (solid box) and a comment (dotted line box) in the main table, you can click on the cog icon to open up a larger grading and feedback window, or you can open up the editing window for each student's entire grade history or the activity's results by clicking the pen icon next to the student or activity respectively.

Quick grade entry

2. To edit a grade, In the offline activity column, click in the grade field for a student (the first box in the column) and enter the grade.



3. Click **Save changes** at the bottom of the screen to ensure your changes are saved. When these marks are saved the overall average for that assessment is also updated.

Individual student grade and feedback entry

4. In the offline activity column, click the **edit icon** ⚙️ for a student. The Edit Grades window appears:

Edit grade

User: Student4 Test

Item name: Multiple attempts - Activity completion

Overridden:

Final grade:

Excluded:

Hidden:

Hidden until: 26 August 2016 16:00 Enable

Locked:

Lock after: 26 August 2016 16:00 Enable

Feedback:

5. In the **Final** grade field, enter the grade.
6. In the **Feedback** field, enter the feedback for the student.
7. Click **Save Changes**.

Prevent quiz results from contributing to the overall grade.

The maximum grade set for a quiz will be the grade that will flow through to the gradebook. This happens automatically and should be left for assessable quizzes. For formative quizzes, where you do not want the result to contribute to the overall grade, you will need to remove the quiz from the gradebook calculations.

You could set a quiz maximum grade to be **0**, however if you do this students will not see a score for their attempt and could miss out on overall feedback which is dependent on a percentage.

A better alternative is to create a category that has a maximum value of 0 and add the quiz(zes) to this category. This will effectively make all items within the category, at the gradebook level, worth 0.

To set a quiz to not count towards the final grade

1. In the **Settings Block**, click **Grades**. The **Grader** report window appears.
2. Click the **Setup** tab, then click **Add category**.

Gradebook setup

View: **Setup** Scales Letters Import Export

Gradebook setup Course grade settings Preferences: Grader report

Name	Weights	Max grade	Actions
Moodle 3.0 New Features		-	Edit
Multiple attempts - Activity completion	7.143	10.00	Edit
Multiple attempts - Progress bar	7.143	10.00	Edit
NEw	71.429	100.00	Edit
Online Exam - Week 5	14.286	20.00	Edit
Course total		140.00	Edit

Save changes

Add category

Add grade item

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3. Provide a **Category name**, for example, Weekly Quizzes.
4. Change the Aggregation to **Weighted mean of grades**.

Grade category

Category name* Weekly Quizzes

Aggregation ⓘ Weighted mean of grades

5. Set the **Maximum grade** to 0.

Category total

Grade type ⓘ Value

Scale ⓘ Use no scale

Maximum grade ⓘ 0

Minimum grade ⓘ 0

Hidden ⓘ

Locked ⓘ

Weight adjusted ⓘ

Weight ⓘ 0

Show more...

Save changes Cancel

6. Click **Save changes**.
7. Click the move icon next to the item you wish to move into the category.

 Multiple attempts - Activity completion

8. Click the location box within the category.

Moodle 3.0 New Features

→ []

Multiple attempts - Activity completion (Move)

Multiple attempts - Progress bar

→ []

NEW

→ []

Online Exam - Week 5

→ []

Weekly Quizzes

→ []

→ []

9. Repeat for each item that you wish to exclude from the grade book total.

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Weekly Quizzes		0.0	-	Edit	All / None
Multiple attempts - Activity completion	1.0	10.00		Edit	
Multiple attempts - Progress bar	1.0	10.00		Edit	
Weekly Quizzes total Weighted mean of grades.		0.00		Edit	
Course total		120.00		Edit	

In the image above, you can see that the two quizzes, worth 10 marks each, are effectively worth 0 marks as part of the Weekly Quizzes total. The course total has also fallen by 20 marks.

10. Click **Save changes**

Exporting from the gradebook

Even if you won't be entering grades into the Moodle gradebook as you are required to use another gradebook system you may still have results that are automatically entered into the Moodle gradebook that you need to transfer, for example online quiz results. Rather than recreate these results, you can export them from Moodle in Excel format and should be able to then import them into the other gradebook system.

Note: at the time of creating this resource it has not been determined if the other gradebook systems will accept Excel import. Hopefully this will be clarified in the future.

To export grades from the gradebook

1. In the **Settings Block**, click **Grades**. The Grader report window appears.
2. Click the **Export** tab.
3. Click the **Excel spreadsheet** option, the title will change to whatever is selected.

Export to Excel spreadsheet



4. In the **Grades items to be included** area select all the grades you want exported, by default all are selected.

Grade items to be included

NEW	<input type="checkbox"/>
Online Exam - Week 5	<input checked="" type="checkbox"/>
Multiple attempts - Activity completion	<input checked="" type="checkbox"/>
Multiple attempts - Progress bar	<input checked="" type="checkbox"/>
Category total	<input type="checkbox"/>
Course total	<input type="checkbox"/>

Select all/none

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5. Click **Download**.
6. Save the file, and then browse to where the file is save on your computer

Tip: The file will be called, <your course name>.xlsx

7. Click **Open** to open the downloaded excel spreadsheet.

	A	B	C	D	E	F	G
1	First name	Surname	ID number	Quiz: Online Exam - Week 5 (Real)	Quiz: Multiple attempts	Quiz: Multiple attempts	Last downloaded from this course
2	Student1	Test	123456	18.8	10	10	1472431132
3	Student2	Test	456789	12	2.19	4.06	1472431132
4	Student3	Test	121212	20	-	-	1472431132
5	Student4	Test	333555	15	4	-	1472431132
6							

Appendix 1: Quiz FAQs

For a list of please refer to the documentation on the **Moodle.org** site

https://docs.moodle.org/30/en/Quiz_FAQ

If you have questions about the use or possibilities of the Quiz module, please refer to the above FAQ, or contact CLIPP for assistance.

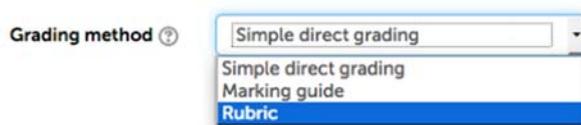
Appendix 2: Advanced Grading

Creating Rubrics

Rubrics provide students with more explicit marking criteria for their assignments, and allows them to fully understand how marks will be allocated for their work.

To use rubrics, you need to first set up your assessment piece.

1. Follow the guide **Creating an Assignment** (*Online submission*) on page 8 to create your assignment.
2. In the **Grade** area, instead of choosing **Simple direct grading**, select **Rubric** from the drop down list.



3. Save the assignment by choosing **Save and display**
4. Moodle will detect that you have requested a rubric and will load the Advanced grading page. Click Define new grading form from scratch.



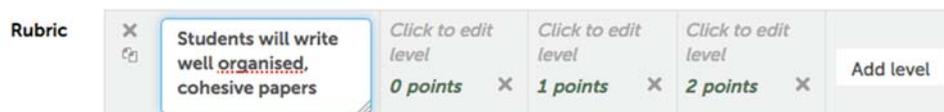
5. Enter a name for your new rubric. You may also include a description, although this is optional.

Name*

Description

Rubric is a modification of one prepared by: University Community Links (n.d) Hot writing rubric. Retrieved August 19, 2008 from <http://uclinks.org/reference/evaluation/HOT.html>

6. To edit the rubric, simply click the area you wish to add text to.



7. Click **Add level** to increase the levels, click **Add criterion** to add additional criteria.
8. Ensure that you have assigned the correct criteria, levels and points.

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↑ × ↓ 🗑️	Students will write well organised, cohesive papers	No response <i>0 points</i> ×	Incoherent and fragmented. Student didn't write enough to judge <i>1 points</i> ×	Wanders Repetitive Inconclusive <i>2 points</i> ×	Uneven. Awkward or missing transitions. Weakly unified. <i>3 points</i> ×	Has either a strong lead, developed body, or satisfying conclusion, but not all three. <i>4 points</i> ×	Work functions as a whole. Piece has a clear flow and a sense of purpose. <i>5 points</i> ×	Add level
-------------------	--	----------------------------------	--	--	--	---	--	-----------

9. The remaining options are self-explanatory.

Rubric options

Sort order for levels:

Ascending by number of points

- Allow users to preview rubric used in the module (otherwise rubric will only become visible after grading)
- Display rubric description during evaluation
- Display rubric description to those being graded
- Display points for each level during evaluation
- Display points for each level to those being graded
- Allow grader to add text remarks for each criterion
- Show remarks to those being graded

10. If you are happy with your Rubric, click **Save rubric and make it ready**.

Marking with Rubrics

Marking with rubrics is incredibly simple. All the assessor needs to do is click the appropriate descriptor, and Moodle does the rest. As per the previous settings, there can be a comment field on each criterion as well as an overall feedback area. Depending on assessment type, there may also be a response files area as well.

Sample Rubric

Concept	No Response	Level 1	Level 2	Level 3	Level 4	Level 5	
	No Response <i>0 points</i>	Level 1 <i>1 points</i>	Level 2 <i>2 points</i>	Level 3 <i>3 points</i>	Level 4 <i>4 points</i>	Level 5 <i>5 points</i>	A very good piece, although I did find it a little rushed towards the end
Students will write well organised, cohesive papers	No Response <i>0 points</i>	Level 1 <i>1 points</i>	Level 2 <i>2 points</i>	Level 3 <i>3 points</i>	Level 4 <i>4 points</i>	Level 5 <i>5 points</i>	
Students will use appropriate voice and tone in writing	No Response <i>0 points</i>	Level 1 <i>1 points</i>	Level 2 <i>2 points</i>	Level 3 <i>3 points</i>	Level 4 <i>4 points</i>	Level 5 <i>5 points</i>	
Students will use appropriate vocabulary and word choice.	No Response <i>0 points</i>	Level 1 <i>1 points</i>	Level 2 <i>2 points</i>	Level 3 <i>3 points</i>	Level 4 <i>4 points</i>	Level 5 <i>5 points</i>	

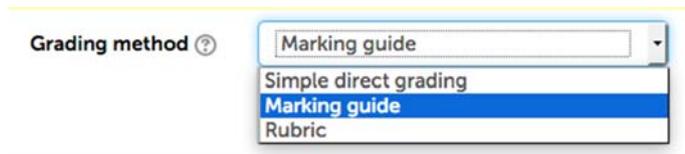
Tip: Due to limited screen real-estate, you may find it easier to provide a PDF version of the rubric to students, then simply mark the levels to correspond to the template.

Creating Marking Guides

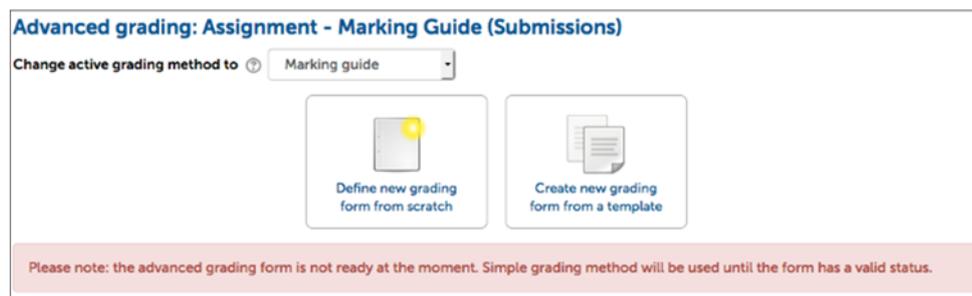
Marking guides provide students with less rigid marking criteria for their assignments, and allows the lecturer some flexibility with point allocation whilst providing the student with a guide to how marks for the assessment piece will be allocated.

To use marking guides, you need to first set up your assessment piece.

1. Follow the guide **Creating an Assignment (Online submission)** on page 8 to create your assignment.
2. In the **Grade** area, instead of choosing **Simple direct grading**, select **Marking Guide** from the drop down list.



3. When clicking **Save and display**.
4. Moodle will detect the use of a Marking guide and launch the Advanced grading: Marking guide window. Click **Define new grading form from scratch**.



5. Enter a name for your new marking guide. You may also include a description, although this is optional.

Name*

Description

Paragraph **B** *I* [List icons] [Link icon] [Image icon] [Table icon] [Media icon]

A marking guide for good writing.

Path: p

6. To edit the marking guide, simply click the areas you wish to add text to.

Module 3 – Assignments, Quizzes and the Gradebook in Moodle

Marking guide

Writes well organised, cohesive paper

Writes well organised, cohesive paper
Description for Students

You need to include an introduction, body and conclusion

You need to include an introduction, body and conclusion
Description for Markers

Response has a strong introduction, well developed body and satisfying conclusion. The whole piece has good flow and a sense of purpose.

Maximum mark

5

+ Add criterion

Note: Marking guides can have different information displayed to students and markers.

7. Click **Add criterion** to add additional criteria.
8. You can also create a pool of frequently used comments that can then be quickly added to the criteria responses during grading. Things like 'Well done', 'Good argument, or 'Very coherent',
9. Ensure that you have assigned the correct criteria, levels and points.
10. The remaining options are self-explanatory.

Marking guide options

- Show guide definition to students
- Show marks per criterion to students

11. . If you are happy with your Marking guide, click **Save marking guide and make it ready**.

Marking with Marking Guides

Marking with a marking guide provides more consistency in grades. There is a comment field on each criterion as well as an overall score. Graders can also choose from the predetermined comments.

Depending on assessment type, there may also be an area for response files area as well.

Grade: A marking guide for good writing.

Writes well organised, cohesive paper Response has a strong introduction, well developed body and satisfying conclusion. The whole piece has good flow and a sense of purpose.	Well done	score 4 /5
Appropriate voice and tone Voice is confident and consistent, active and not passive. Strong sense of ownership.	Good Argument Very coherent	score 5 /5

Frequently used comments

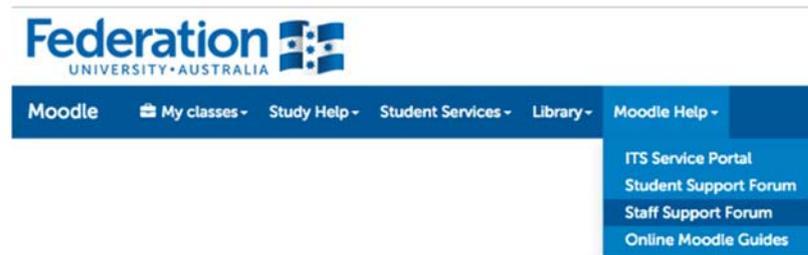
- + Well written piece of work. Well done.
- + A little passive.
- + Well done
- + Good Argument
- + Very coherent

Show marker criterion descriptions Hide marker criterion descriptions
 Show student criterion descriptions Hide student criterion descriptions

Appendix 3: Where to go for help

Moodle Support Forums

A **Moodle Help** menu has been added to the Moodle navigation bar containing links to the student and staff support forums as well as online 'how-to' guides and the IT Services Portal. Whilst CLIPP staff will be monitoring the forums and posting replies to questions, it is hoped to foster a learning community that can support each other. If you require urgent support, please log a request with ITS, or for emergency support contact CLIPP directly



Note: To access the staff forum you will need an enrolment key: **h3lp**

Moodle.org Documentation and Support Forums

You can access teacher documentation, sample courses and participate in the support forums through the official Moodle site, moodle.org

https://docs.moodle.org/30/en/Main_page