Quiz

Introduction

The Quiz activity module allows trainers to design and set quizzes consisting of a large variety of Question types, including multiple choice, true-false, and short answer questions. These questions are kept in the Question bank and can be re-used in multiple quizzes. Quizzes can be configured to allow multiple attempts. Each attempt is automatically marked, and the trainer can choose whether to give feedback and/or show the correct answers.

Quiz features include:

- Ability to store questions in categories for easy access; these groups of questions can be published to make them accessible to any quiz on the site.
- Automatic grading for quizzes, including options to re-grade if questions are modified.
- Cumulative attempts possible if desired, and finished over several sessions.
- HTML formatting, images, and a friendly tool bar for questions.
- Import or export questions in many file formats.
- More than 10 question types, each with different scoring methods.

Quiz Capabilities

The quiz module has a range of capabilities that allow you to create a number of learner roles:

View quiz information: Allows a user to view the quiz introduction but not attempt the quiz itself.

Attempt quizzes: Allows a user to attempt the quiz as well as view the quiz introduction.

Manage quizzes: Allows a user to edit and delete quizzes; editing quizzes allows the user to add and subtract questions and change the quiz settings.

Preview quizzes: Allows a user to preview the quiz as part of the editing process.

Grade quizzes manually: Allows a user to change the scores on a quiz and manually grade quiz essay questions.

View quiz reports: Allows a user to see the reports detailing user responses and question statistics.

Delete quiz attempts: Allows a user to delete both their own and other users’ quiz attempts.

Ignore time limit on quizzes: A user with this capability can take as long as they want to complete a quiz.

Add/Edit Quiz

Creating a new quiz is a two-step process. In the first step you create the quiz activity and set its options which specify the rules for interacting with the quiz. In a second step you will then edit the quiz to add questions to it.

Create a quiz

1. Click Turn editing on.
2. Select Quiz from the Add an activity... dropdown menu.
3. Enter the quiz name, this appears on the course page for learners.
4. Customise the available settings as required, see Quiz Settings to learn more.
5. Click Save and display (or Save and return to course).

Edit a quiz

1. Click Turn editing on.
2. Click Edit for the quiz activity.
3. Customise the available settings as required, see Quiz Settings to learn more.
4. Click Save and display (or Save and return to course).

Quiz Settings

When you first set up your quiz from Add an activity > Quiz, you will get the following settings (which can also be changed later in the Edit Settings link of the Quiz administration settings block):

General
The General settings in a quiz let you set up basic information, such as the name of the quiz, a description with guidelines for learners, and the quiz timings (including opening and closing times, if required).

**Name:** This is the standard name field. This name will appear on the home page of the course, navigation menu and other places which will show or provide links to this quiz.

**Introduction:** Write an introduction for the quiz. A learner will see the introduction immediately after clicking on the quiz name. The learner will see this description before the quiz timer is started (if used) and before they click on the Attempt quiz link. This is a good place to include any special instructions for taking the quiz, like the number of attempts allowed, the time limit, or any scoring rules.

**Display description on course page:** You can choose to make the description visible with the activity on the course page.

**Open the quiz:** You can specify times when the quiz is accessible for people to make attempts. Before the opening time the quiz will be unavailable to students. They will be able to view the quiz introduction but will not be able to view the questions. You can make the quiz available at different times for different groups or users in the Group or User override sections of the Quiz Administration settings block.

**Close the quiz:** After the closing time, the students will not be able to start new attempts. Answers that the student submits after the quiz closing date will be saved but they will not be marked. Even after the quiz has closed students will still be able to see the quiz description and review their attempts. What exactly they will see depends on the settings you choose for review options. Note: The quiz closing time is the last access time and the time when the quiz must be completed by. If a time limit is set, regardless of whether there is time left on the timer, the quiz closing time determines when a student's attempt ends.

**Time limit**

By default, quizzes do not have a time limit, which allows learners as much time as they need to complete the quiz. If you do specify a time limit, several things are done to try and ensure that quizzes are completed within that time:

1. A countdown timer is shown in the quiz navigation block.
2. When the timer has run out, the quiz is submitted automatically with whatever answers have been filled in so far.
3. If a learner manages to cheat and goes over the allotted time, no marks are awarded for any answers entered after the time ran out.

**Note**

If a quiz closing time is set, a learner’s attempt will end on or before this time, regardless of whether there is time left on the timer. Thus, if a quiz closing time is set together with a time limit of say 3 hours, it is recommended that learners are informed that they must begin their quiz attempt at least 3 hours before the quiz closing time.

You can make the quiz available last a different period of time for different groups or users in the Group or User override sections of the Quiz Administration settings block (see below).

**Attempts allowed**

Learners may be allowed to have multiple attempts at a quiz. This can help make the process of taking the quiz more of an educational activity rather than simply an assessment. If the quiz is randomised then the learner will get a new version for each attempt. This is useful for practice purposes.

You can change the allowed number of attempts for different groups or users in the Group or User override sections of the Quiz Administration settings block.

**Grading method**

When multiple attempts are allowed, there are different ways you can use the grades to calculate the learner's final grade for the quiz.

- **Highest grade:** The highest (best) grade in any attempt.
- **Average grade:** The average (simple mean) grade of all attempts.
- **First grade:** The grade earned on the first attempt (other attempts are ignored).
- **Last grade:** The grade earned on the most recent attempt only.

**Layout**
Question order: If Shuffled randomly is selected, then the order of questions in the quiz will be randomly shuffled each time a learner starts a new attempt at the quiz. The intention is to make it a little harder for learners to copy from each other.

New page: For longer quizzes it makes sense to stretch the quiz over several pages by limiting the number of questions per page. When adding questions to the quiz, page breaks will automatically be inserted according to the setting you choose here. However, you will also be able to move page breaks around by hand later on the editing page.

Question behaviour

There are a couple of different ways you can set the behaviour of questions within a quiz, this includes how to attempt interacts with the learner and how the quiz interacts with any previous attempts.

How questions behave

You can decide how you want the learner to interact with a quiz attempt; whether they should complete the attempt before getting feedback or if you want them to get feedback as they go along.

Deferred feedback: Learners must enter an answer to each question and then submit the entire quiz, before anything is graded or before they get any feedback.

Adaptive mode and Adaptive mode (no penalties): Allows learners to have multiple attempts at the question before moving on to the next question. The question can adapt itself to the learner's answer, for example by giving some hints before asking the learner to try again.

Manual grading: Used for essay questions (irrespective of what the quiz is set to) but you can now choose to have every question in the quiz manually graded, if you wish.

Interactive mode: After submitting an answer and reading the feedback, the learner has to click a Try again button before they can try a new response. Once the learner has correctly answered the question they can no longer change their response. After the learner has got the question wrong too many times they are just graded wrong (or partially correct), get shown the feedback, and can no longer change their answer. There can be different feedback after each try the learner makes.

Immediate feedback: Similar to interactive mode in that the learner can submit their response immediately during the quiz attempt, and get it graded. However, they can only submit one response, they cannot change it later.

Deferred feedback with Certainty-based marking (CBM) or Immediate feedback with Certainty-based marking (CBM): The learner does not only answer the question with CMB, but they also indicate how sure they are they got the question right. The grading is adjusted by the choice of certainty, so that learners have to reflect honestly on their own level of knowledge in order to get the best mark.

Each attempt builds on the last

If multiple attempts are allowed and this setting is set to Yes, then each new attempt contains the results of the previous attempt. This allows the learner on the new attempt to concentrate on just those questions that were answered incorrectly on the previous attempt. If this option is chosen then each attempt by a particular learner uses the same questions in the same order, independent of randomisation settings.

To show a fresh quiz on every attempt, select No for this setting.

Review options

This section controls what information learner will be shown when they review their past attempts at the quiz, and during the attempt in adaptive mode. It is displayed as a matrix with check boxes.

The various pieces of information that can be controlled are:

- The attempt: Will show how the learner responded to each question.
- Whether correct: Displays whether the learner's response to each question is correct or incorrect.
- Marks: Reveals the marks awarded to the learner and the grade for the quiz.
- Specific feedback: Will show the feedback for the response to the answer as set when adding the question to the quiz. Each response to a question can have feedback for both correct and incorrect answers.
- **General feedback**: Displays the general feedback for the whole question as set when adding the question to the quiz. You can use the general feedback to give students some background to what knowledge the question was testing.
- **Right answer**: Reveals the correct answer to each question, whether the learner answered correctly or not.
- **Overall feedback**: Displays feedback for the entire quiz as set in the quiz settings.

For each of the above items, you can determine the time frame for when the learners will see them:

- **During the attempts**: Is only available when **How questions behave** has been set to **Immediate feedback, Immediate feedback with CBM** or **Interactive with multiple tries**. If set to one of these options then a **Check** button will appear below the answer and when clicked the learner will submit that response and then receive immediate feedback.
- **Immediately after the attempt**: Means within 2 minutes of the learner clicking **Submit all and finish**.
- **Later, while the quiz is still open**: Means after 2 minutes, but before the close date (if the quiz does not have a close date, this phase never ends).
- **After the quiz is closed**: Means what it says (you never get here for quizzes without a close date).

Checking any of the boxes in the time frame row will reveal the test to the learner. For example, to allow learners to see their quiz immediately after taking it but not later, make sure none of the boxes in **Later** or **After** rows are checked. The learner will be able to see their grade but not get into the quiz.