

## Adding/Updating a Quiz

### From MoodleDocs

#### Quiz module

Creating a new quiz is a two-stop process. In the first step you create the quiz activity and set its options which specify the rule for interacting with the quiz. In a second step you will then edit the quiz to add questions to it. This page describes the options you can set for the quiz activity; the page Editing a quiz describes how to set up the questions for the quiz.

**Quiz options:** There are a large number of options and your administrator should already have chosen the default values for most of them so that you will not have to modify them for the type of quiz that you use most often. The administrator may also have classified some of the settings as 'advanced' which means that they will be hidden from the set-up screen by default. This can help to keep the screen simpler. You can turn on the display of these advanced options by clicking on the **Show advanced button**. They will then remain visible until you click on **hide advanced settings**.

### General Section

#### Name

This is the standard name field that every activity has. The name will be used for the link text on the course page also on the quiz index screen.

#### Introduction

Write an introduction for the quiz. Be sure to include any special instructions for taking the quiz like the number of attempts allowed or scoring rules. This introduction will be shown to the student already on the quiz introduction screen that they reach after clicking on the quiz name on the course page. So they can see this description before clicking on the "Attempt quiz" link and thus before the quiz timer is started (if used).

### Timing section

#### 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 new questions

#### 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 be able to see the quiz description and review their attempts. What exactly they will see depends on the settings you choose under Students may review.

#### Time limit

By default, quizzes do not have a time limit, which allows students 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. JavaScript support in the browser become mandatory – this allows the timer to work correctly.
2. A floating timer window is shown with a countdown
3. When the timer has run out, the quiz is submitted automatically with whatever answers have been filled in so far.

4. If a student manages to cheat and spends more than 60 seconds over the allotted time when the quiz is automatically graded as zero

**Note:** Particular students may be given unlimited time to attempt a quiz which has a time limit set by allowing the capability mod/quiz: ignoretimelimits.

## Display section

### Questions per 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.

**Note that changing this setting has no effect on questions you have already added to the quiz.** The setting will only apply to questions you add subsequently. To change the page breaks in an existing quiz, you need to go to the quiz editing screen, click the 'Show page breaks' checkbox, then use the repaginate control.

### Shuffle questions

If you enable this option, then the order of questions in the quiz will be randomly shuffled each time a student starts a new attempt at the quiz. This is **not** related to the use of Random Questions, this is only about the displayed order of questions. The intention is to make it a little harder for students to copy from each other.

### Shuffle answers

If you enable this option, then the order of answers within each question will be randomly shuffled each time a student attempts this quiz. Of course, this only applies to questions that have multiple choice answers displayed such as Multiple Choice or Matching Questions. The intention is simply to make it a little harder for students to copy from each other. This option is **not** related to the use of Random Questions

**Note:** Any matching and multiple choice questions in your quiz also have their own 'shuffle' setting. The options for these questions will shuffle only if the shuffle options for the quiz *and* the question are both turned on.

## Attempts section

### Attempts allowed

Students 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 randomized then the student will get a new version for each attempt. This is useful for practice purposes

### 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 student 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 student uses the same questions in the same order, independent of randomization settings. To show a fresh quiz on every attempt, select No for this setting

### Adaptive mode

Adaptive questions allow students to have multiple attempts at the question before moving on to the next question. The adaptive questions can adapt itself to the student's answer, for example by giving some hints before asking the student to try again.

If you choose Yes for this option then the student will be allowed multiple responses to a question even within the same attempt at the quiz. So, for example, if the student's response is marked as incorrect the student will be allowed to try again immediately. However, depending on the **Apply penalties** setting, a penalty will usually be subtracted from the student's score for each wrong response.

In adaptive mode, an additional Submit button is shown for each question. If the student presses this button then the response to that particular question is submitted to be scored and the mark achieved is displayed to the student. If the question is an adaptive question then it is displayed in its new state that takes the student's answer into account and will in many cases ask the student for another input. In the simplest adaptive questions, this new state may differ only in the feedback text and will prompt the student to try again; in a more sophisticated adaptive question, also, the question text and even the interaction elements can change.

## Grades section

### Grading method

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

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

### Apply Penalties

If a quiz is run in adaptive mode then a student is allowed to try again after a wrong response. In this case, you may want to impose a penalty for each wrong response to be subtracted from the final mark for the question. The amount of penalty is chosen individually for each question when setting up or editing the question.

*This setting has no effect unless the quiz is run in adaptive mode.*

### Decimal points

This option determines how many digits will be shown after the decimal point when the grade is displayed. A setting of 0, for example, means that the grades are displayed as integers. This setting is only used for the display of grades, not for the display or marking of answers.

## Security Section

### Show quiz in a "secure" window

The secure window tries to provide a little more security for quizzes (making copying and cheating more difficult) by restricting some of the things that students can do with their browsers.

What happens is that:

1. JavaScript is made a requirement
2. The quiz appears in a new full screen window
3. Some mouse actions on the text are prevented
4. Some keyboard commands are prevented

**Note:** this security is NOT watertight. Do NOT rely on these protections as your sole strategy. It is impossible to implement complete protection of quizzes in a web environment so please do not rely on this option if you are really worried about students cheating. Other strategies you can try are to create really large databases of questions from which you can randomly choose questions, or even better, rethink your overall assessment to put more value of constructive forms of activity such as forum discussions, glossary building, wiki writing, workshops, assignments, etc.

### **Require password**

*This field is optional.*

If you specify a password here then participants must enter the same password before they are allowed to make an attempt on the quiz. This is useful to give only a selected group of students access to the quiz.

### **Require network address**

*This field is optional.*

You can restrict access for a quiz to particular subnets on the LAN or Internet by specifying a comma-separated list of partial or full IP address numbers. This is especially useful for a proctored (invigilated) quiz, where you want to be sure the only people in a certain room are able to access the quiz. For example: 192.168, 234.54.211.0/20, 231.3.56.211

There are three types of numbers you can use (you cannot use text based domain names like example.com)

1. Full IP addresses, such as 192.168.10.1 which will match a single computer (or proxy).
2. Partial addresses, such as 192.168 which will match anything starting with those numbers
3. CIDR notation, such as 231.54.211.0/20 which allows you to specify more detailed subnets

*Spaces are ignored*

## **Common Module Settings**

### **Group mode**

Here you can choose whether the quiz should be organized by group. This only has an effect on the review screens of the teachers where it determines which groups of students they see.

### **Visible to students**

This determines whether the quiz will be visible to students. If you are still in the process of setting up the quiz then it is highly advisable to leave this set to 'Hide'. Otherwise, students might view or even attempt the quiz before it is rested and ready. This setting is common to all activities and can also be toggled by clicking on the eye icon behind the activity's name on the course page.

## **Overall Feedback**

**Overall feedback is shown to a student after they have completed an attempt at the quiz. The text that is shown can depend on the grade the student got.**

For example, if you entered:

Grade boundary: 100%

Feedback: "Well done"

Grade boundary: 40%

Feedback: "Please study this week's work again"

Grade boundary: 0%

Then students who score between 100% and 40% will see the "Well done" message and those who score between 39.99% and 0% will see "Please study this week's work again." This is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

Grade boundaries can be specified either as a percentage, for example, "31.41%," or as a number, for example, "7." If your quiz is out of 10 marks, a grade boundary of 7 means 7/10 or better.

Note that the maximum and minimum grade boundaries (100% and 0%) are set automatically. You can set as many or as few grade boundaries as you wish. The form allows you up to 5 ranges at first, but you can add more by clicking the "Add 3 fields to form" button underneath.

If you're getting confusing messages about a boundary being out of sequence (when obviously \*in\* sequence), or "boundaries must be between 0% and 100% (and they are) - - check that the Maximum Grade for this quiz is set to something greater than zero.

### See Also

- Quiz permissions
- How to create a quiz video
- Using Moodle Can the default maximum time limit be extended? forum discussion

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Category: Quiz