

In-course exam processing: administrator user guide

Last Edited: 22 October 2018

Contents

Introduction	2
Setting up a Moodle Online Assessment	2
Setting up a quiz	3
How to create a simple quiz	7
How to create a question bank.....	12
How to segment questions based on the categories when using a question bank	12
Adding questions to the question bank.....	15
How to set up the structure of the online assessment	22
Previewing the quiz	26
How to set up the assessment link	26
Splitting up students in groups	27
Creating separate assessment links.....	27
Group A online assessment link.....	27
Group B online assessment link.....	28
Student extensions	29
User overrides.....	29
Checking student attempts to complete the assessment.....	30
Finalising marking	31
Return of Grades and Feedback	31
Hide percentage and ranges from user report (Moodle)	31
Creating a non-AMS grading spreadsheet.....	32
Importing Grade Data	33
Appendix 2: Uploading Assignment Questions on AMS.....	34
Preparing Assignment Samples for External Examiner Review.....	36
Preparing General Commentary for External Examiner Review	36

Introduction

This user guide should be used in conjunction with the assignment process which sets out, in detail, all relevant tasks for administrators who process assignments.

Where these tasks require explanation and instruction, you will usually see a link to relevant user guides, including this one.

Setting up a Moodle Online Assessment

Please note: These resources should be used in conjunction with the user guides produced by Moodle, which are available online: https://docs.Moodle.org/35/en/Quiz_activity The user guides provided by Moodle are detailed and are very useful when seeking to clarify a Moodle function or feature that is not mentioned in this guide.

Moodle's description of the quiz function:

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used

- *As course exams*
- *As mini tests for reading assignments or at the end of a topic*
- *As exam practice using questions from past exams*
- *To deliver immediate feedback about performance*
- *For self-assessment*

There are a wide array of options available when setting up the Moodle Quiz function, quizzes may take the form of:

- Simple standard quiz (all quiz takers are offered the same questions)
- Question bank (quiz takers are offered a random question from a selection. The allocation of questions is dealt with in 'How to set up the structure of the online assessment' later in this documentation)

Similarly, the type of question asked is wide ranging, this include (but are not limited to):

- Multiple choice
- True/False
- Select missing words

- Numerical questions
- Matching
- Drag and drop
- Short answer
- Essay
- ... and more.

Setting up a quiz

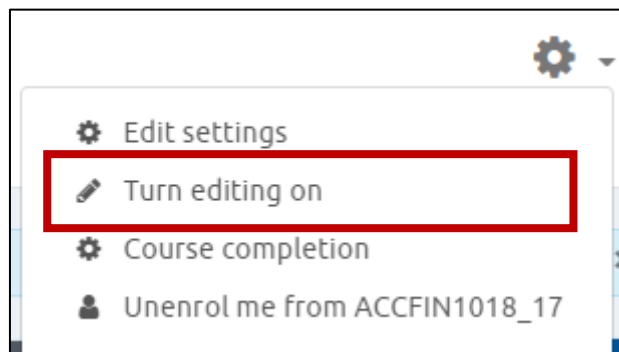
This type of Moodle quiz is the most straightforward to set up. In this type of quiz all of the users will be provided with exactly the same questions.

To begin:

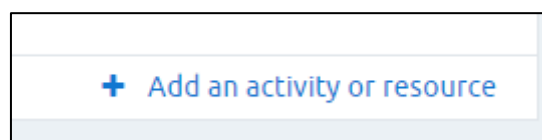
1. Click the actions/setting cog in the relevant page where you want to host the quiz:



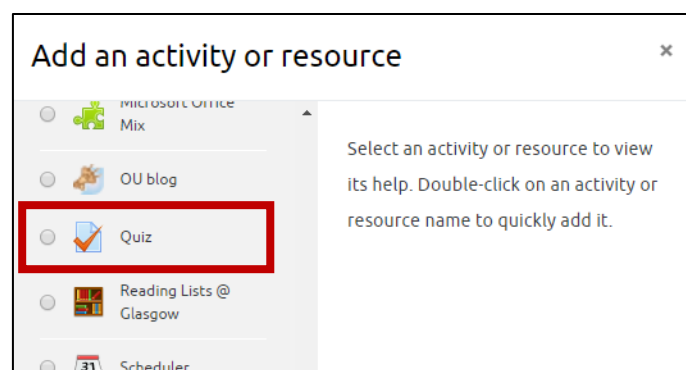
2. Select **Turn editing on**

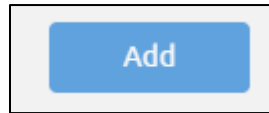


3. Select **Add an activity or resource**



4. Select **Quiz**, then **Add**





When adding a new quiz, you must specify the settings for the quiz. This is the ‘front cover’ of the quiz. i.e. it determines the duration, how it looks, the relevant criteria etc. Adding the questions is a separate process and is covered later in this guide. The questions are stored separately from the ‘front cover’, therefore allowing questions to be reused in the future.

You now need to specify the relevant elements of the quiz:

Name: This is the link that the students will click on

Description: This box allows further information to be added below the quiz (if needed).

Timing: This allows you to control the visibility of the quiz to students. i.e. the ‘window’ that the quiz is available from and to.

- **‘Open the quiz’** specifies when the quiz is made available to students

Before the opening time, the quiz will not be available to students. They will be able to view the quiz introduction, but will not be able to view the questions.

- **‘Closing the quiz’** specifies when students will not be able to start new attempts.
Please be aware, any answers that students submit AFTER the quiz closing date/time will be saved but not marked. Additionally, it is important that you set these up at the beginning, as they will be the default for the assessment. You need to specify the start and end time of window. i.e. between what times will the test be open to students to do.

- **Time limit:** The default setting is for quizzes not to have time limits. i.e. the students will be able to take as long as they wish to complete a quiz. This can be useful for formative assessment purposes. However, this may not be appropriate for summative assessment that requires a fixed duration. A time limit is a fixed period of time that the students have to complete the quiz. So whilst the window to complete the quiz may be over a 24 hour or a month period, the student may only be granted an hour (or any other amount of time) to complete the quiz.

Note: The time limit selected here is for the standard student to take the test. You must specify a standard limit to the test here if there is a time limit. (Students that require additional time are dealt by a separate process that is described later in this documentation.)

- **When time expires:** This option allows you to specify the behaviour of the quiz when the time expires:
 - Open attempts are submitted automatically (default)
 - There is a grace period when open attempts can be submitted, but no more questions answered
 - Attempts must be submitted before time expires, or they are not counted.

In the interest of fairness, the default option should be selected.

Grade: Here you have the option to specify if a particular grade is required to pass, the number of attempts allowed and how the grade is calculated, if more than one attempt is specified.

Layout: This is concerned with the navigation between questions. Various options can be selected. i.e. a new question per page (recommended) or all the questions on one page.

- **Navigation method:** If you wish for students to only go through the questions in order and not be allowed to navigate back, then **sequential** should be selected. Otherwise, most circumstances the option should be left on **free**.

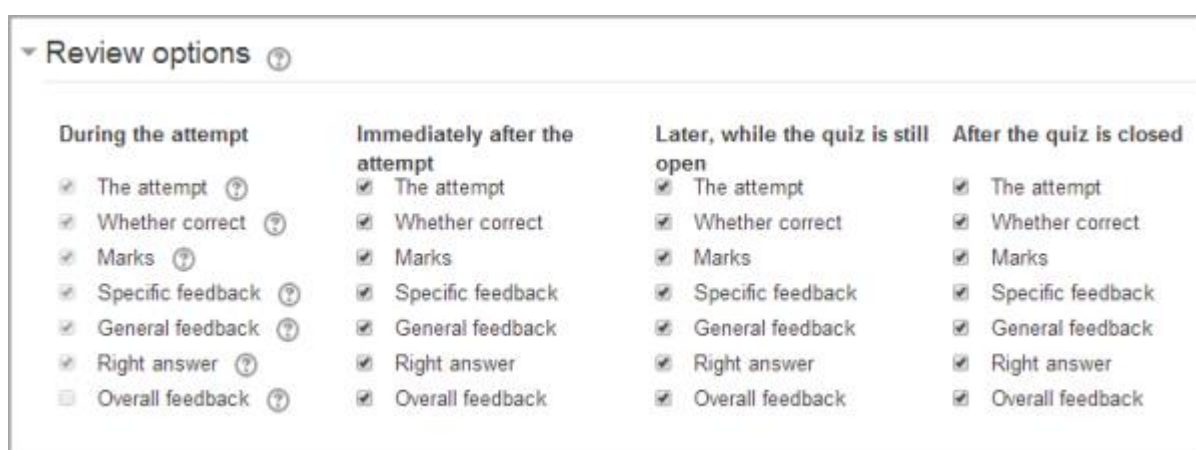
Question behaviour: Here you are able specify the behaviour of the questions that appear.

- Shuffle within questions. This option, if selected as Yes, then the components (i.e. answer A, B, C, D etc, will be shuffled).
- How questions behave: This option has a significant number of options, full details are available on the Moodle site: [https://docs.Moodle.org/35/en/Question behaviours](https://docs.Moodle.org/35/en/Question_behaviours)

The most likely observed options are:

- **Deferred feedback**, where students must answer all the questions and submit these before anything is graded or any feedback is provided. This will be the option that most select. Including formative quizzes.
- **Immediate feedback**, where students submit their response during the quiz attempt and is given a grade immediately. Only one response is allowed in this mode and it cannot be changed later.

Review options: This section controls what information/feedback students will be shown they review their past attempts at the quiz, and during the attempt in adaptive mode (if used).



The screenshot shows the 'Review options' section in Moodle, which is organized into four columns representing different stages of the quiz process. Each option is accompanied by a checked checkbox and a help icon (a question mark in a circle).

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 checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt	<input checked="" type="checkbox"/> The attempt
<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct	<input checked="" type="checkbox"/> Whether correct
<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks	<input checked="" type="checkbox"/> Marks
<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback	<input checked="" type="checkbox"/> Specific feedback
<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback	<input checked="" type="checkbox"/> General feedback
<input checked="" 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 checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback	<input checked="" type="checkbox"/> Overall feedback

The settings will be selected that are relevant to the assessment that is taking place.

Appearance: You have the option to show the student's picture (if it has been uploaded to Moodle).

Extra restrictions on attempts: Here you can specify additional options. i.e. a password for the test, enforce a delay if students are able to attempt the quiz again (i.e. if formative).

In-course exam process

Last Edited: 22 October 2018

Page 5 of 37

- **Browser security:** The options in this section offer various ways to try to restrict how students may try to 'cheat' while attempting a quiz. However, this is not a simple issue, and what in one situation is considered 'cheating' may, in another situation, just be effective use of information technology. (For example, the ability to quickly find answers using a search engine.). If the option **Full screen pop-up with some JavaScript security** is selected. See the following resource for more detail: https://docs.Moodle.org/35/en/Quiz_settings#Review_options

Overall feedback: This section allows you to display overall feedback to a student when they have completed an attempt at the quiz. The text can be altered depending on the percentage grade achieved.

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". That is, the grade boundaries define ranges of grades, and each feedback string is displayed to scores within the appropriate range.

Common module settings: This section allows you to control the visibility of the link that is provided on Moodle. Note: this is a separate function to the timing option previously mentioned.

- **Availability:** You can select whether to make the link visible to all, hidden or as a stealth link that must be posted elsewhere.
- **Restrict access:** Access can be restricted based on various factors. i.e. via an activity completion, the date, a particular grouping etc etc.

NOTE: If you do not change any of the other settings, the default behaviour of the quiz will be as follows:

- There will be no time limit
- Students will be able to attempt the quiz as many times as they wish, with the recorded grade being the best attempted.
- Each question will appear on a different page
- Students will be able to move freely between questions
- Students will find out their score at the end
- Feedback will be provided at the end

To finish:

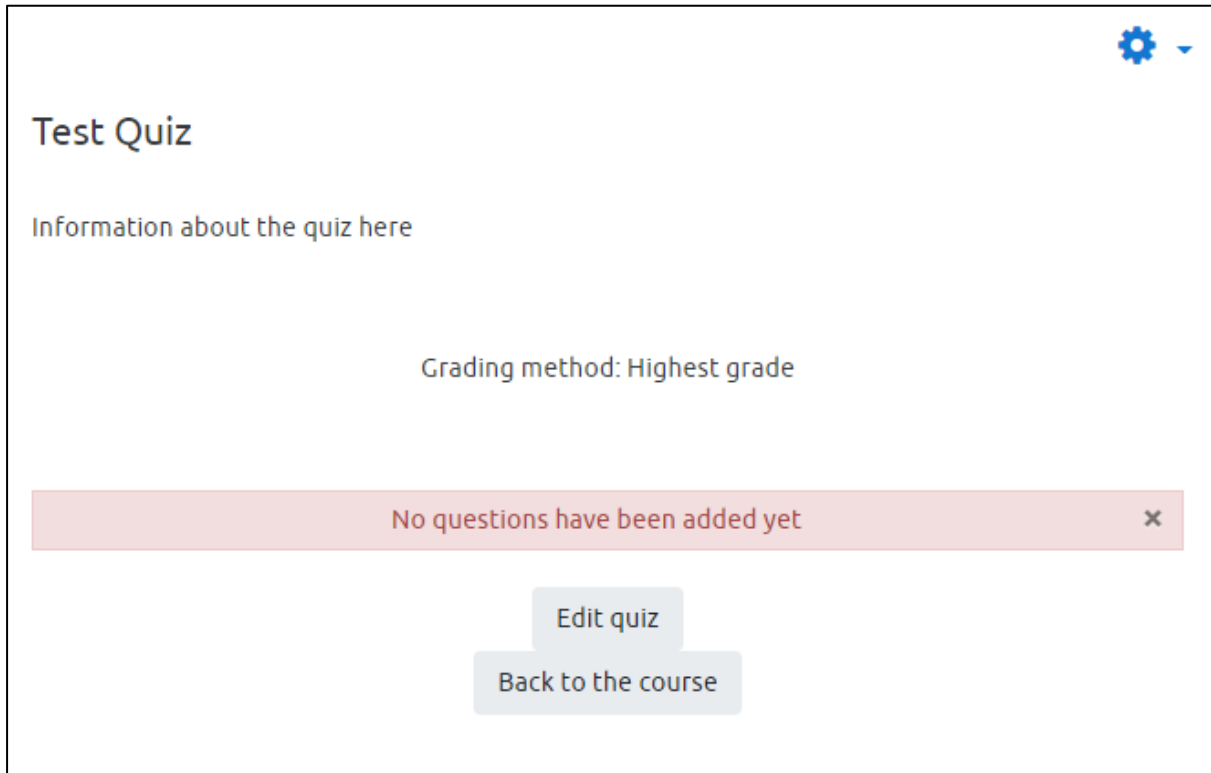
In-course exam process

Last Edited: 22 October 2018

Once all the appropriate setting are selected, then click:



You should see the following screen:

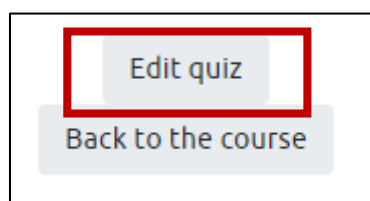


How to create a simple quiz

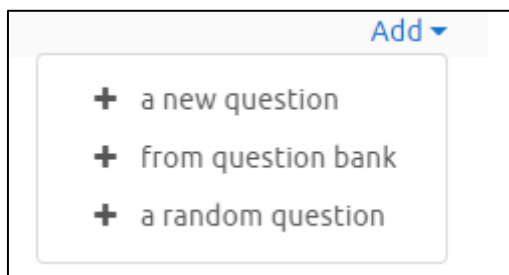
This section deals with the creation of a simple quiz. A simple quiz is one that has a fixed number of questions that are asked to all participants.

**For users that wish to create a question bank, please see the next section.
This section is a guide to the creation of a simple quiz only.**

1. To begin, click edit quiz:

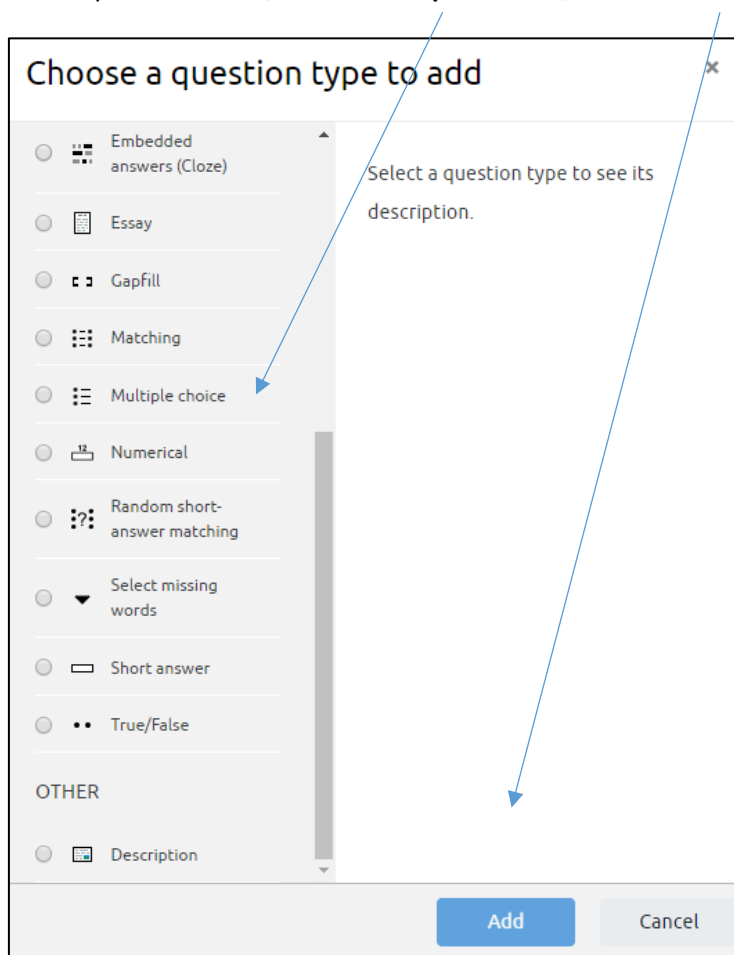


2. Click 'add' to expand the menu and select '+a new question':



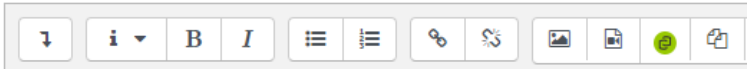
3. You will then be asked to select the question type that you wish to add. Select the appropriate question type.

For a multiple choice test, select '**Multiple choice**', then click '**add**'



4. Next you will write the question. First name the question, then 'Question text' is the question that appears to students:

Question name *

Question text * 

5. Next you need to specify the marks for the question:

Default mark *

6. **General feedback** is the feedback given to all students after the question (or at the end). This could be a detailed developed answer or some other message that you wish to portray.

7. If only one answer is allowed, select 'One answer only' (or 'Multiple answers allowed' if there is more than one answer to a question).

One or multiple answers?

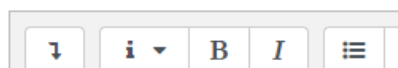
8. If you wish to shuffle the choices to users (i.e. for each option (a) / (b) / (c) / (d) etc to shuffle for each taker of the test, then ensure that '**Shuffle the choices**' is selected.

9. Then you opt for the presentation of the possible answers, most are likely to keep the default a. b. c. d. options, however alternatives are available (such as i., ii., iii. / 1., 2., 3.)

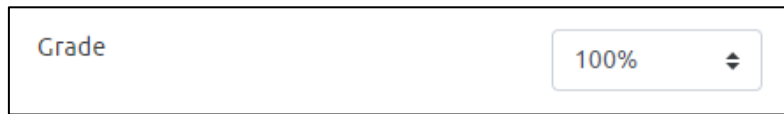
10. Answers is where you specify the possible answers to the question.

Therefore, if the multiple choice test has four possible options, then you fill in these options in Choice 1, Choice 2., Choice 3. and Choice 4. (these can be adjusted accordingly depending on the number of choices you wish to make available).

Answers

Choice 1 

11. For the question that is correct, then you select Grade = 100%. For the others, leave them as “none”. If you wish to use negative marking, then you can select a negative option.



A screenshot of a Moodle question grade setting interface. It shows a text input field containing the word "Grade" and a dropdown menu to its right. The dropdown menu is currently set to "100%" and has a small up/down arrow icon on its right side.

12. You have the option to provide specific feedback for every single option selected, or you can leave Moodle to mark it correct / incorrect. The individual option feedback is very useful for formative assessment – particularly where an option may be a common error made in the area. Feedback could be specified in this instance: *“You have selected [keyword], this is a common error in this area as...”*



A screenshot of a Moodle question feedback setting interface. It shows a text input field with the label "Feedback" and a rich text editor toolbar to its right. The toolbar includes buttons for bold (B), italic (I), and a list icon (☰). Below the toolbar is a text input area.

13. If you do not wish to specify sub-feedback, the feedback for selecting the correct or incorrect option is detailed in ‘**Combined feedback**’. These can be adjusted if needed.

▼ Combined feedback

For any correct response

↓ i B I ☰

Your answer is correct.

For any partially correct response

↓ i B I ☰

Your answer is partially correct.

Options Show the number of correct responses

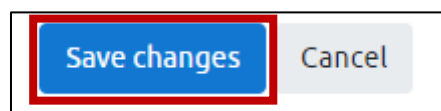
For any incorrect response

↓ i B I ☰

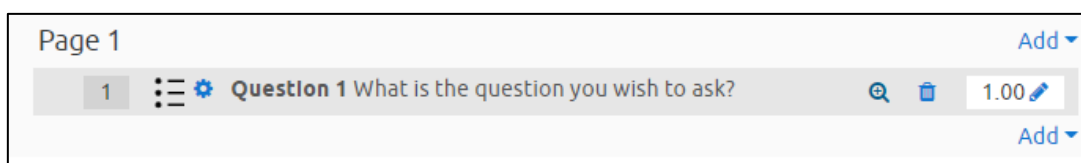
Your answer is incorrect.

14. Finally, you have the ability to offer multiple tries to students in the 'Multiple tries' section. This will be useful for formative assessment. If it isn't relevant, you can ignore.

15. When you finished entering you option for the question, click '**save changes**'.



16. You should see your question in the question window:



17. You can preview the questions by selecting:



18. You will get a preview of your first question

Question 1
Not yet answered
Marked out of 1.00

What is the question you wish to ask?

Select one:

- a. Second possible answer
- b. First possible answer
- c. Forth possible answer
- d. Third possible answer

Start again Save Fill in correct responses Submit and finish Close preview

NOTE: In this instance, the shuffle option has been selected. Therefore, the possible 4 answers will appear in a random order for each student. If you wish for them to appear in a particular order, then you can disable this (as outlined in point 8 above).

19. To add a 2nd question, repeat the process as outlined above by selecting '**Add**', then '**+a new question**'.

How to create a question bank

For a number of courses, it may be more appropriate to generate a question bank. A question bank is a database of questions, which are arranged by categories in Moodle. These categories can be limited for use at university, course or quiz level.

Question banks are useful, especially having the ability to add to the question bank as time progresses. This can create a useful database of formative or summative questions for study/assessment purposes.

How to segment questions based on the categories when using a question bank

Questions in the question bank are generally organized into categories. In the first instance, each course has a "default" category, however it is good practice to create multiple categories in order to organize your questions. Organizing your questions by category (i) makes it easier to manage a large number of questions, which is likely to be the case when question banks are used, and (ii) to make the random question function much more straight forward later on.

The category function allows categories to be created at course level or at assessment level. (Further information is available here: https://docs.Moodle.org/35/en/Question_categories).

For the following demonstration, four categories are going to be created within the assessment labelled 'Test2 Quiz'. These are Category1 to Category4. You can call your categories by topic names/question difficulty or any other differentiating factor.

For example, four categories can be created in order to present to students particular questions at particular points. The idea here could be that students would get an easier question at the start of the test (*category1*) in order to ease them into the test, then *category2* is the standard difficulty from the finance component of the course, *category3* is the standard difficulty from the accounting element of the course, and *category4* questions are challenging questions to allow the brightest students to stand out.



Category1 = easy

Category2 = normal_topic1

Category3 = normal_topic2

Category4 = challenging

(We will come back to short answer in green later in this guide).

1. To create a new category, go to quiz that was set up using the earlier instructions ("Setting up a quiz).
2. Once you have done this, select settings cog:



3. Then select 'Question bank'

Foundations of Finance In-course exam

Attempts allowed: 1
This quiz closed on Tuesday, 27 February 2018, 4:00 PM
Time limit: 45 mins

Summary of your previous attempts
Attempts: 216

State Review

In progress

Continue the last preview

University of Glasgow
Glasgow, G12 8QQ, Scotland
Tel +44 (0) 141 330 2000
The University of Glasgow is a registered Scottish charity: Registration Number SC004401

SITE LINKS
Dashboard
Course Directory
GUID Search
Help with this page

- Edit settings
- Group overrides
- User overrides
- Edit quiz
- Preview
- Results
 - Grades
 - Responses
 - Statistics
 - Manual grading
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Question bank**
- Questions

4. Select categories:

Questions **Categories** Import Export

5. In the section 'Add category', select the appropriate parent category:

Default for Test2 Quiz (1)

Quiz: Test2 Quiz
Top for Test2 Quiz
Default for Test2 Quiz (1)
Course: ACCFIN1018_17
Top for Foundations of Finance | 2017-18
Default for MGT1001_1516
Test (1)

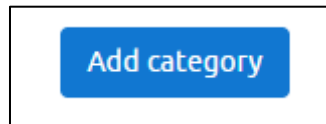
In the example above, the categories are contained within the quiz. You may wish to make them Moodle wide for other purposes.

6. Provide each category a name:



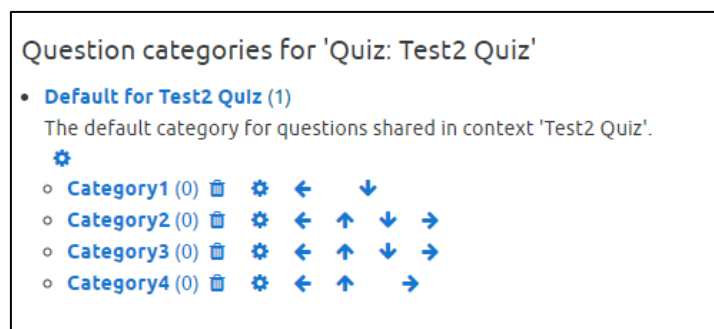
A form with a text input field labeled 'Name' containing 'Category1' and a star icon to its right.

7. Then select 'Add Category':



8. Repeat this process for the number of categories that you require.

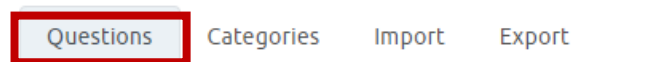
9. The end result should appear similar to the following, with each of the categories listed:



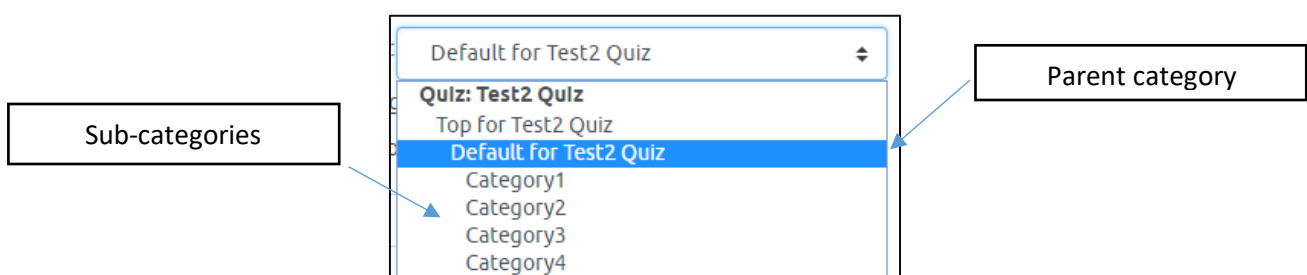
Adding questions to the question bank

At this stage, you are now ready to add questions to the question bank.

Select the 'Questions' tab in the Question Bank section. (If you've navigated away, select the relevant Quiz on *Moodle > Settings cog > Question bank*).

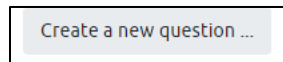


1. In the first instance, you should select the parent category of the categories that you previously set:



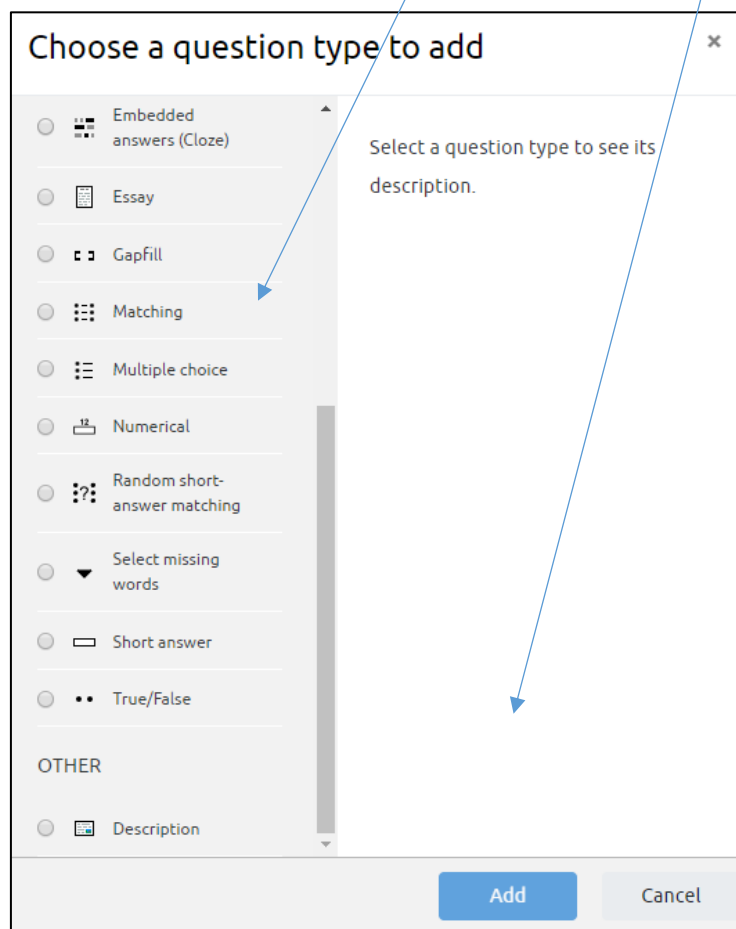
It is recommended that you enter all of your questions in the parent category, then 'move' them to the relevant categories later.

2. Select 'Create a new question':



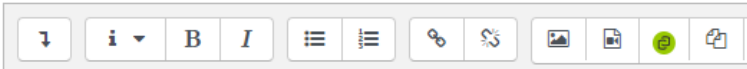
3. You will then be asked to select the question type that you wish to add. Select the appropriate question type.

For a multiple choice test, select '**Multiple choice**', then click '**add**'



4. In category, select the parent category (again, we will re-categorise the questions later).
5. Next you will write the question. First name the question, then 'Question text' is the question that appears to students:

Question name *

Question text * 

6. Next you need to specify the marks for the question:

Default mark *

7. **General feedback** is the feedback given to all students after the question (or at the end). This could be a detailed developed answer or some other message that you wish to portray.

8. If only one answer is allowed, select 'One answer only' (or 'Multiple answers allowed' if there is more than one answer to a question).

One or multiple answers?


9. If you wish to shuffle the choices to users (i.e. for each option (a) / (b) / (c) / (d) etc to shuffle for each taker of the test, then ensure that '**Shuffle the choices**' is selected.

10. Then you opt for the presentation of the possible answers, most are likely to keep the default a. b. c. d. options, however alternatives are available (such as i., ii., iii. / 1., 2., 3.)

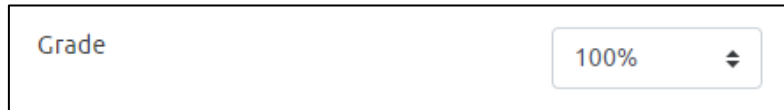
11. Answers is where you specify the possible answers to the question.

Therefore, if the multiple choice test has four possible options, then you fill in these options in Choice 1, Choice 2., Choice 3. and Choice 4. (these can be adjusted accordingly depending on the number of choices you wish to make available).

Answers

Choice 1 

12. For the question that is correct, then you select Grade = 100%. For the others, leave them as “none”. If you wish to use negative marking, then you can select a negative option.



A screenshot of a Moodle question grade setting interface. It shows a rectangular box with the word "Grade" on the left and a dropdown menu on the right. The dropdown menu is currently set to "100%" and has a small upward and downward arrow icon to its right.

13. You have the option to provide specific feedback for every single option selected, or you can leave Moodle to mark it correct / incorrect. The individual option feedback is very useful for formative assessment – particularly where an option may be a common error made in the area. Feedback could be specified in this instance: *“You have selected [keyword], this is a common error in this area as...”*



A screenshot of a Moodle question feedback setting interface. It shows a rectangular box with the word "Feedback" on the left. On the right side, there is a toolbar with several icons: a downward arrow, an italicized 'i' with a dropdown arrow, a bold 'B', an italicized 'I', and a list icon (three horizontal lines). Below the toolbar is a text input field.

14. If you do not wish to specify sub-feedback, the feedback for selecting the correct or incorrect option is detailed in **‘Combined feedback’**. These can be adjusted if needed.

▼ Combined feedback

For any correct response

↵ i ▼ B I ☰

Your answer is correct.

For any partially correct response

↵ i ▼ B I ☰

Your answer is partially correct.

Options Show the number of correct responses

For any incorrect response

↵ i ▼ B I ☰

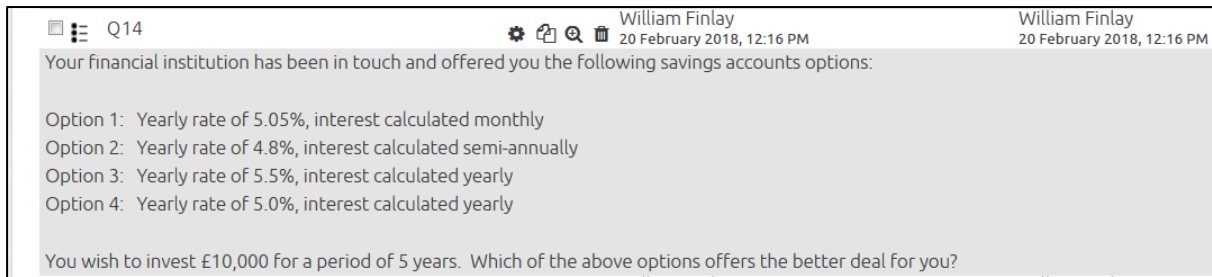
Your answer is incorrect.

15. Finally, you have the ability to offer multiple tries to students in the 'Multiple tries' section. This will be useful for formative assessment. If it isn't relevant, you can ignore.

16. When you finished entering you option for the question, click '**save changes**'.

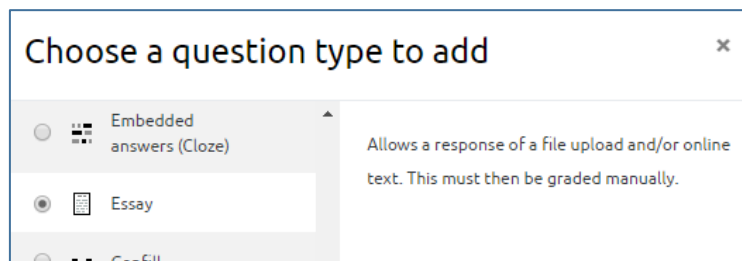


17. You will see your question entered in the main question bank screen:



18. Continue to enter all the questions for the quiz in the same way.

In order to set up a short answer question for which the students have to write a few paragraphs answering the question set, you follow the same approach, but apart from selecting 'Multiple choice', you should opt for '**essay question**' (NOT short answer):



In the settings, ensure that "**allow attachments**" is set to "**No**".

19. The final list of questions should appear similar to the following:

Questions Categories Import Export

Question bank

Select a category:

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	Last modified by
	First name / Surname / Date	First name / Surname / Date
Final question	William Finlay 20 February 2018, 2:32 PM	William Finlay 20 February 2018, 2:32 PM
Outline the main factors that influence the investment choices of individuals. Your answer should list the factors, define what each of these		
Are your investment choices the same as everyone else in society? Why, or why not?		
Q14	William Finlay 20 February 2018, 12:16 PM	William Finlay 20 February 2018, 12:16 PM
Your financial institution has been in touch and offered you the following savings accounts options:		
Option 1: Yearly rate of 5.05%, interest calculated monthly		
Option 2: Yearly rate of 4.8%, interest calculated semi-annually		
Option 3: Yearly rate of 5.5%, interest calculated yearly		
Option 4: Yearly rate of 5.0%, interest calculated yearly		
You wish to invest £10,000 for a period of 5 years. Which of the above options offers the better deal for you?		
Q24	William Finlay 20 February 2018, 12:31 PM	William Finlay 20 February 2018, 12:31 PM
It is expected that you will retire 23 years from now and as part of your preparations for retirement, you plan to contribute £5,000 per annu		

20. At this point, you should now categorise all of your questions that you have set. In order to do this on the screen above, click all of the relevant questions in one category (i.e. *category1* in this example). Then select the **category list** next to the “Move to >>” button (as below) and select the relevant category.

Create a new question ...

- Question
- essay
- Essay question
- id1

What is the meaning of life

With selected:

Delete Move to >>

Quiz: Test2 Quiz
Default for Test2 Quiz (2)

- Category1
- Category2
- Category3
- Category4

Course: ACCFIN1018_17
Default for MGT1001_1516 test (1)

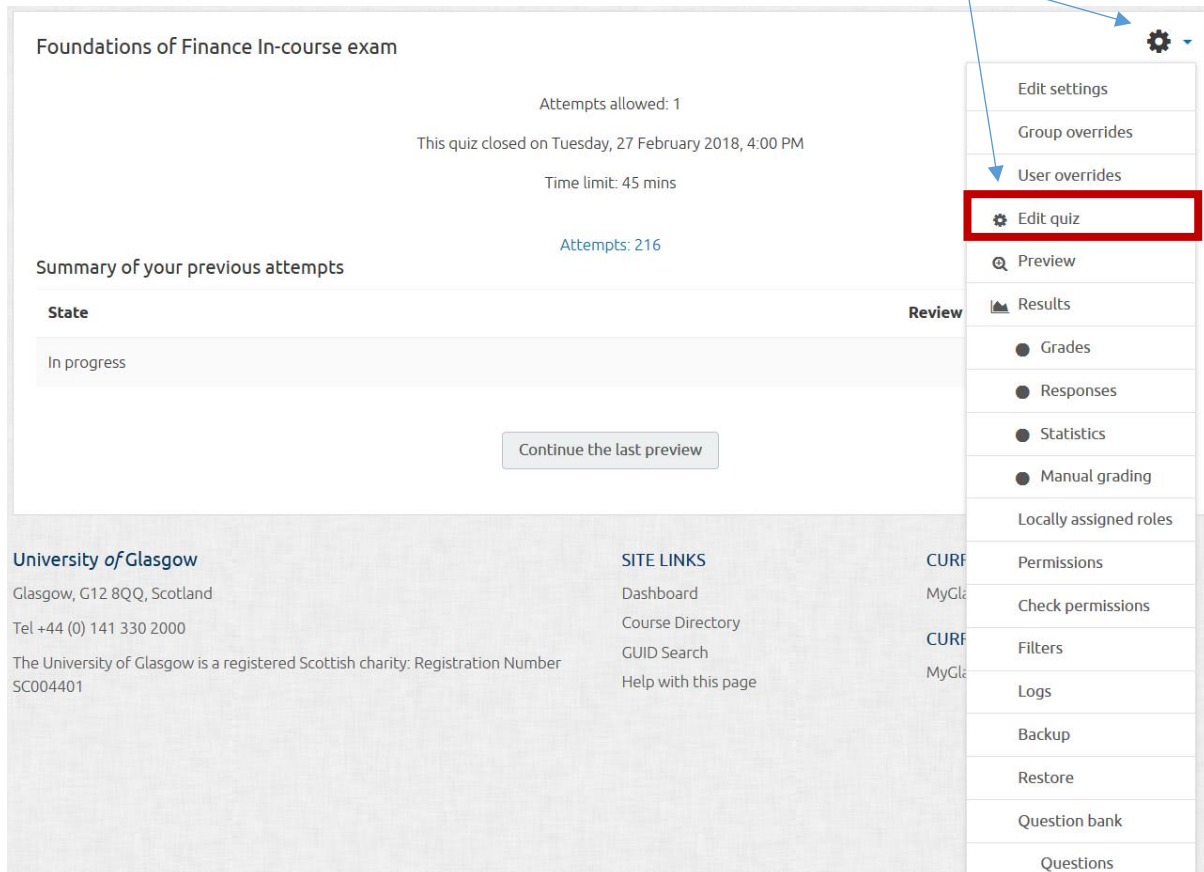
Category1

21. Once you have selected the relevant category, click “**Move to >>**”
22. Repeat this process for all of your questions.

How to set up the structure of the online assessment

Now you have set up all the questions, the final stage is to set up how the questions are displayed to the student. The categories that we set up before will play an important role in the next section.

Go back to the main quiz link on Moodle, and select the settings cog, then **'Edit quiz'**:



The screenshot shows the Moodle quiz interface for 'Foundations of Finance In-course exam'. The quiz is closed, with 1 attempt allowed and a time limit of 45 minutes. A settings menu is open on the right, with the 'Edit quiz' option highlighted in a red box. A blue arrow points from the text above to the settings cog icon, and another blue arrow points from the text above to the 'Edit quiz' option in the menu.

Foundations of Finance In-course exam

Attempts allowed: 1
This quiz closed on Tuesday, 27 February 2018, 4:00 PM
Time limit: 45 mins
Attempts: 216

Summary of your previous attempts

State	Review
In progress	

Continue the last preview

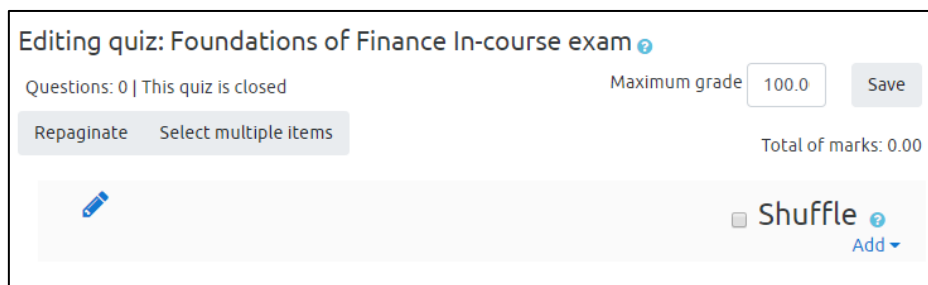
University of Glasgow
Glasgow, G12 8QQ, Scotland
Tel +44 (0) 141 330 2000
The University of Glasgow is a registered Scottish charity: Registration Number SC004401

SITE LINKS
Dashboard
Course Directory
GUID Search
Help with this page

CURF
MyGl
CURF
MyGl

- Edit settings
- Group overrides
- User overrides
- Edit quiz**
- Preview
- Results
 - Grades
 - Responses
 - Statistics
 - Manual grading
- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Question bank
- Questions

You should see the following page:



The screenshot shows the 'Editing quiz' page for 'Foundations of Finance In-course exam'. The quiz is closed and has 0 questions. The maximum grade is set to 100.0. The total of marks is 0.00. The 'Shuffle' option is checked, and the 'Add' button is visible.

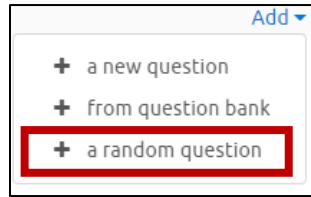
Editing quiz: Foundations of Finance In-course exam

Questions: 0 | This quiz is closed
Maximum grade: 100.0
Save

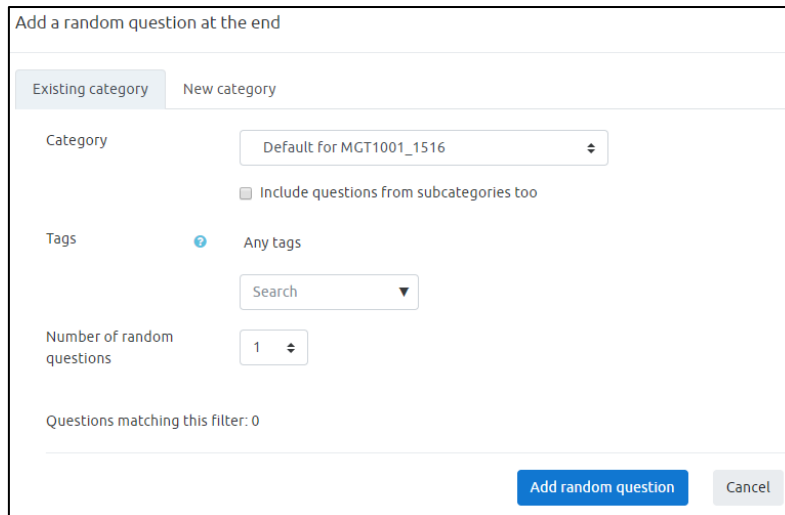
Repaginate Select multiple items
Total of marks: 0.00

Shuffle
Add

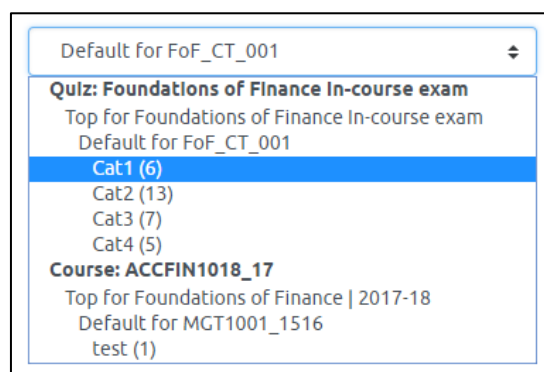
1. Select **'Add'**, then select **'+ a random question'**:



2. The following window will appear:



- At this stage, you need to know how many questions you wish to appear in each category for the students. A random question will be selected from all of the questions in the sub-category. i.e. for this example, assuming 2 questions from *category1*, 4 questions from *category2*, 3 questions from *category3* and 1 question from *category4*.
- In order to select 2 questions to appear from category1, select the category from the drop down menu:



In the above example, we can see that category1 (cat1) has 6 questions, cat2 12 questions etc.

- Then I wish for students to be asked two random questions from this category, therefore, in the 'Number of random questions' – 2 is selected:

Number of random questions

6. Then click 'Add random question':

7. This adds two random questions as follows:

The screenshot shows the 'Editing quiz: Foundations of Finance In-course exam' interface. At the top, it indicates 'Questions: 2 | This quiz is closed' and 'Maximum grade 100.0'. Below this are buttons for 'Repaginate' and 'Select multiple items', and a 'Total of marks: 2.00' indicator. The main area shows a list of questions organized into pages. 'Page 1' contains question 1, and 'Page 2' contains question 2. Both questions are 'Random (Cat1)' and have a mark value of 1.00. A 'Shuffle' option is visible at the top right of the question list.

8. Repeat steps above for category2/3/4 (or however many categories you have).

9. For the final essay/short answer question. Go to 'add', then '+from question bank' and select the short answer question:

Question
 Final question Outline the main factors that influence the investment choices of individuals. Your answ

10. Then select, 'Add selected questions to the quiz':

11. At this point click 'Repaginate' and ensure that Repaginate with 1 questions per page is selected'.

12. The final task is to allocate the marks for each question. Edit each of the multiple choice questions 1 – 10, to 6.00 by click on the pencil and entering 6. Press enter to store the new grade.

13. The essay/short answer question at the end of worth 40 marks, so enter 40 in that box.

14. Finally, at the top of the page click 'save'.

Editing quiz: Foundations of Finance In-course exam

Questions: 11 | This quiz is closed Maximum grade 100.00 Save

Repaginate Select multiple items Total of marks: 100.00

Shuffle

Page	Question Type	Category	Mark Value
Page 1	Random	Cat1	6.00
Page 2	Random	Cat1	6.00
Page 3	Random	Cat2	6.00
Page 4	Random	Cat2	6.00
Page 5	Random	Cat2	6.00
Page 6	Random	Cat2	6.00
Page 7	Random	Cat3	6.00
Page 8	Random	Cat3	6.00
Page 9	Random	Cat3	6.00
Page 10	Random	Cat4	6.00
Page 11	Final question	Outline the main ...	40.00

Previewing the quiz

To ensure that the quiz works in the way that you expect, you have the option to 'Preview' the quiz.

The screenshot displays the 'Foundations of Finance In-course exam' interface. At the top, it shows 'Attempts allowed: 1', 'This quiz closed on Tuesday, 27 February 2018, 4:00 PM', and 'Time limit: 45 mins'. Below this, it indicates 'Attempts: 216'. A 'Summary of your previous attempts' section shows the state as 'In progress'. A 'Continue the last preview' button is visible. On the right side, a settings menu is open, with the 'Preview' option highlighted by a red rectangular box. Other menu items include 'Edit settings', 'Group overrides', 'User overrides', 'Edit quiz', 'Results', 'Grades', 'Responses', 'Statistics', 'Manual grading', 'Locally assigned roles', 'Permissions', 'Check permissions', 'Filters', 'Logs', 'Backup', 'Restore', 'Question bank', and 'Questions'. The footer contains the University of Glasgow contact information, site links (Dashboard, Course Directory, GUID Search, Help with this page), and course identifiers (CURF, MyGl).

How to set up the assessment link

In order to make the link available to students, it is important that the test is not hidden.

If you unhide the link, students will only be able to start the test at the time and date specified when setting up the original link, and will close (if a time and date was specified).

Once the window is open for the student to start the test, if the test is timed, then once the students start the test, they will be given the following warning:

The warning dialog box contains the following text: 'The quiz has a time limit of 45 mins. Time will count down from the moment you start your attempt and you must submit before it expires. Are you sure that you wish to start now?'. At the bottom of the dialog, there are two buttons: 'Start attempt' (in blue) and 'Cancel' (in grey).

Splitting up students in groups

After the assessment link has been set up, students have to be split into 2 groups in order to accommodate disability students' needs.

Group 1 (Group A) should contain all students excluding the students with extra time for exams.

Group 2 (Group B) should contain only the students who have extra time for exams.

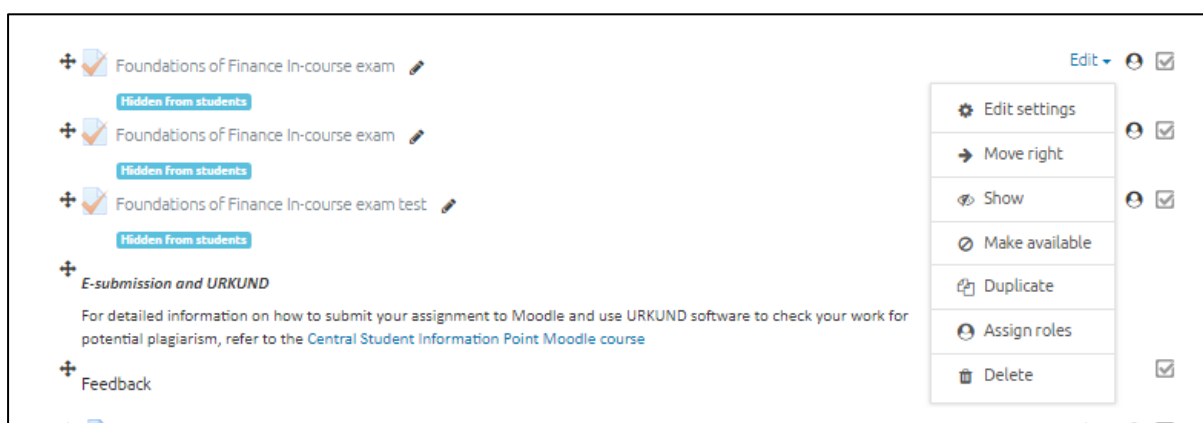
Please see the [M2. Moodle - How to create groups](#) user guide for information on how to set up these groups.

Creating separate assessment links

The course coordinator will create the original assessment link. Programme Administrators will then need to create a separate online exam link for students in group B.

To create a separate link then the original online assessment link can be duplicated.

1. Click on the edit settings button
2. Select Duplicate.



Staff will then need to edit both assessment links restricting access to a specific group of students.

Please follow the steps listed below to set up the links:

Group A online assessment link

1. Click the **Edit** icon at the top right-hand side of your course page and select **Turn editing on** from the drop-down list.
2. **Timing section**
Please chose start and end date and time of the online assessment. Time limit section shows the duration of the exam.

▼ **Timing**

Open the quiz ? 26 ▾ February ▾ 2018 ▾ 16 ▾ 59 ▾ Enable

Close the quiz 27 ▾ February ▾ 2018 ▾ 16 ▾ 00 ▾ Enable

Time limit ? 45 ▾ minutes ▾ Enable

When time expires ? Open attempts are submitted automatically ▾

Submission grace period ? 0 ▾ minutes ▾ Enable

3. **Restrict Access**

▼ **Restrict access**

Access restrictions

Student ▾ must ▾ match the following

Group ▾ Group A ▾ ✕

4. **Save**

[Group B online assessment link](#)

If you have not already duplicated the assessment link then duplicate the link as per the instructions above.

1. **Time Limit** (Please add the additional time in accordance with the disability students provisions)

▼ **Timing**

Open the quiz ? 26 ▾ February ▾ 2018 ▾ 16 ▾ 59 ▾ Enable

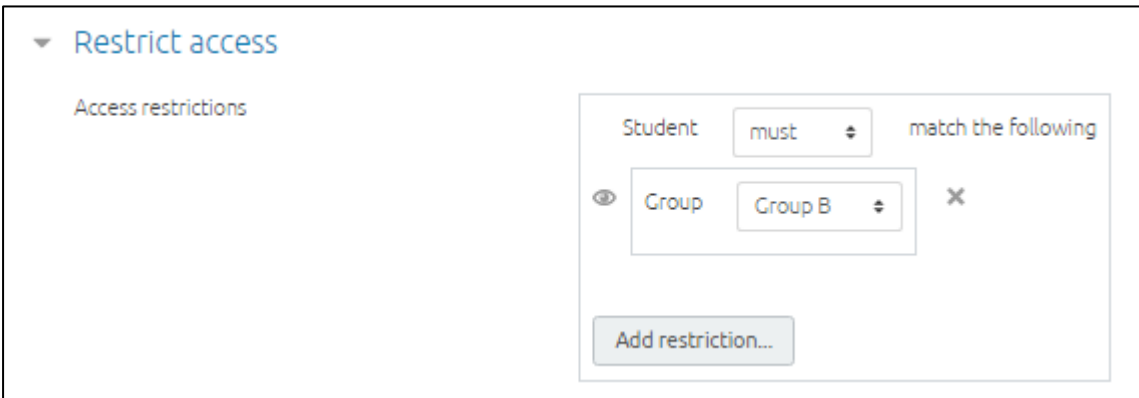
Close the quiz 27 ▾ February ▾ 2018 ▾ 16 ▾ 00 ▾ Enable

Time limit ? 1 ▾ hours ▾ Enable

When time expires ? Open attempts are submitted automatically ▾

Submission grace period ? 0 ▾ minutes ▾ Enable

2. **Restrict access** (Please chose the group of students that you would like to give access to the online assessment. For example, Group B)



The screenshot shows a 'Restrict access' section with the following elements:

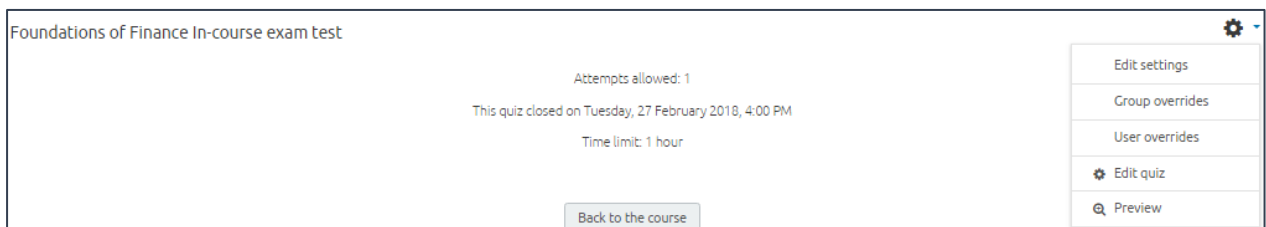
- A dropdown menu labeled 'Restrict access'.
- The text 'Access restrictions'.
- A restriction rule: 'Student must match the following'.
- A sub-rule: 'Group Group B' with an eye icon and an 'X' icon.
- An 'Add restriction...' button.

Student extensions

Students might need an extension in order to take the online assessment on a later date or at a different time. In that case Programme Administrator has to change the online assessment settings for a particular student in order to allow them to sit the assessment at a different time. Please follow the steps below:

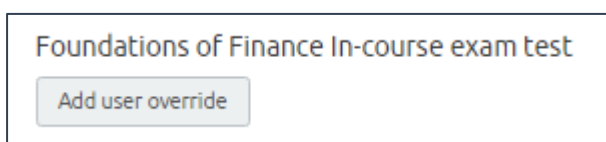
User overrides

To change an online assessment setting for a particular student, click the "add user override "button opening the assessment link, make the changes you wish and save or enter another override as follows:



The screenshot shows the settings page for 'Foundations of Finance In-course exam test' with the following details:

- Attempts allowed: 1
- This quiz closed on Tuesday, 27 February 2018, 4:00 PM
- Time limit: 1 hour
- Buttons: 'Back to the course', 'Edit settings', 'Group overrides', 'User overrides', 'Edit quiz', 'Preview'.






The screenshot shows a button labeled 'Add user override'.


Foundations of Finance In-course exam test

▼ **Override**

Override user ❗ **No selection**

Require password ⓘ *Click to enter text*  

Open the quiz  Enable

Close the quiz  Enable

Time limit ⓘ Enable

Attempts allowed

Revert to quiz defaults

Save **Save and enter another override** Cancel

There are required fields in this form marked ❗.

Then Save.

Checking student attempts to complete the assessment

A Moodle report allows you to check who has/hasn't completed online assessment.

Click the **Edit** icon at the top right-hand side of your course page and select **More** from the drop-down area.

1. Open the online assessment link and click on "Attempts" button

Foundations of Finance In-course exam

Separate groups Attempts: 10 ▼ Collapse all

▼ **What to include in the report**

Attempts from

Attempts that are In progress Overdue Finished Never submitted

Show only attempts that have been regraded / are marked as needing regrading

▼ **Display options**

Page size

Marks for each question

Show report

Only one attempt per user allowed on this quiz.

[Reset table preferences](#)

Download table data as

2. Download the report in Excel format by clicking on the “Download” button in the low right hand corner to see a list of students attempted the assessment.

Finalising marking

All marking is done entirely online and no grading spreadsheets are required.

Once marking is complete and before grades and feedback are returned to students, administrators will need to carry out the following tasks

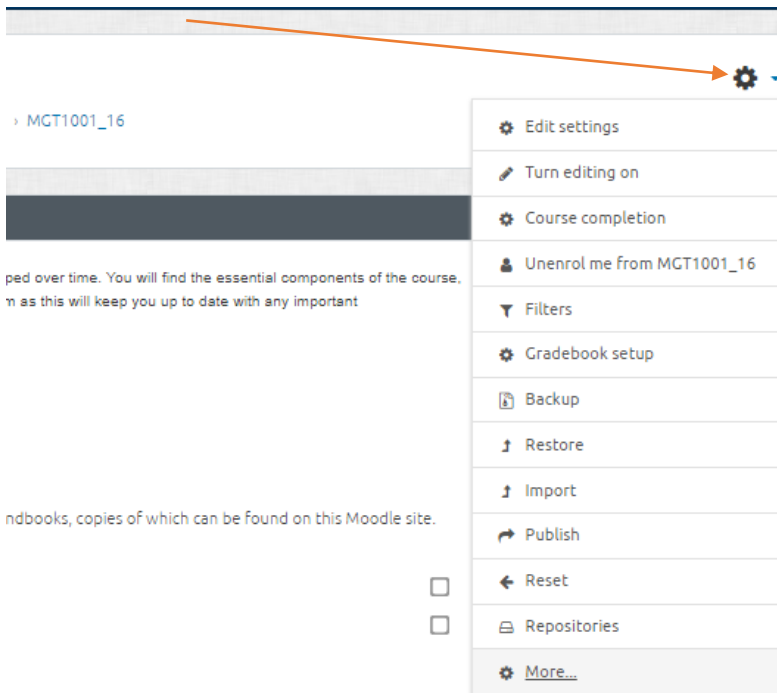
1. Ensure that the marking review form has been completed by all markers involved.
2. Ensure that the generic feedback has been completed by the lead marker/course co-ordinator.
3. Course coordinator is returning back a spreadsheet with all grades. Staff can prepare the [GradeUploadTemplate](#) spreadsheet in advance, and ask Academics to use this alternatively staff can send a simple spreadsheet with student IDs and grades only. Please use the import grade data instructions to upload the grades on AMS as [per Appendix 1: Uploading online exam grades to AMS](#)
4. Update the Workflow to stage **10-Locked by Admin**'. Please follow the instructions within the [Course Review Administration User Guide](#) for further instructions. If staff have not previously moved the assessment from draft to scheduled they will need to 'Edit Assessment' and tick the scheduled box on the general tab which then allow the workflow to be updated correctly.
 - This will ensure that lateness penalties are applied correctly to assignments that were scanned at reception.
 - Staff can also add course notes for inclusion at the Board of Examiners meetings.
 - Staff can also add the marking review and general commentary onto the Course Review Dashboard for review by both the course coordinator and the external examiners.

Return of Grades and Feedback

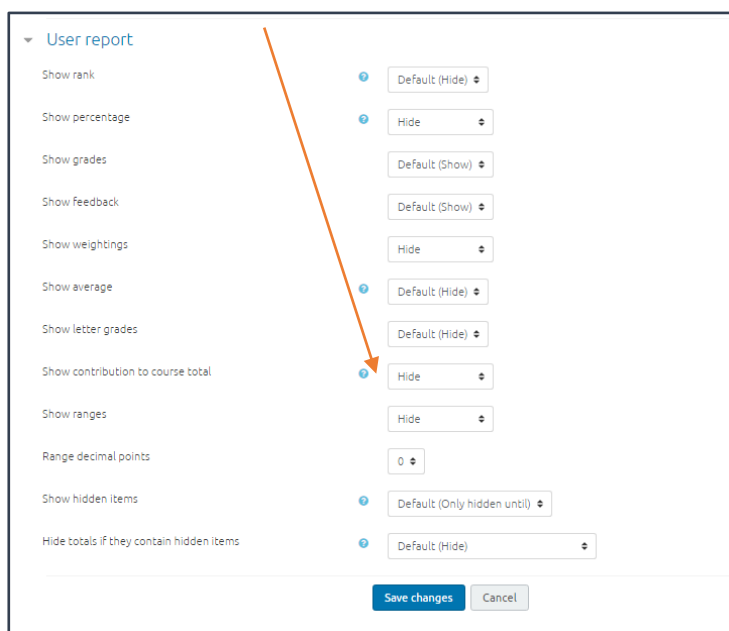
Hide percentage and ranges from user report (Moodle)

The user report shows the grade percentage and ranges by default. It is best to disable these otherwise students may question the grades they have received based on the percentage.

1. Click the Edit icon on the top right of the course page



2. Click **Gradebook setup** from the drop-down menu.
3. From the **Gradebook setup** screen, select **Course grade settings** from the drop-down menu.
4. Scroll down to *User report* and set **Show grades** and **Show feedback** to Show. Everything else should be set to Hide.



Appendix 1: Uploading online exam grades to AMS

Creating a non-AMS grading spreadsheet

1. Open the [GradeUploadTemplate](#) spreadsheet.

2. Insert the Assessment ID into column A, ensuring there is an entry for each grade that is to be returned.
3. Paste Student IDs into column B.

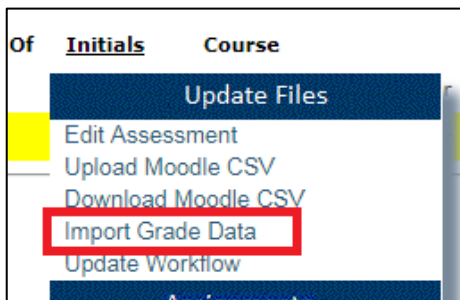
	A	B	C	D	E	F	G	H	I	J	K	L	M
1	AssessmentID	StudentID	Question	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10
2	XXXXXX_XX	XXXXXXX	Add Q No.	Add grade									
3		Example											
4	MGT1022_1C	2110863		1 A1									
5													

4. Save Spreadsheet using the following naming convention: [**Internal Assessment Code_grading spreadsheet**] for e.g. MGT1001_1C_grading spreadsheet.

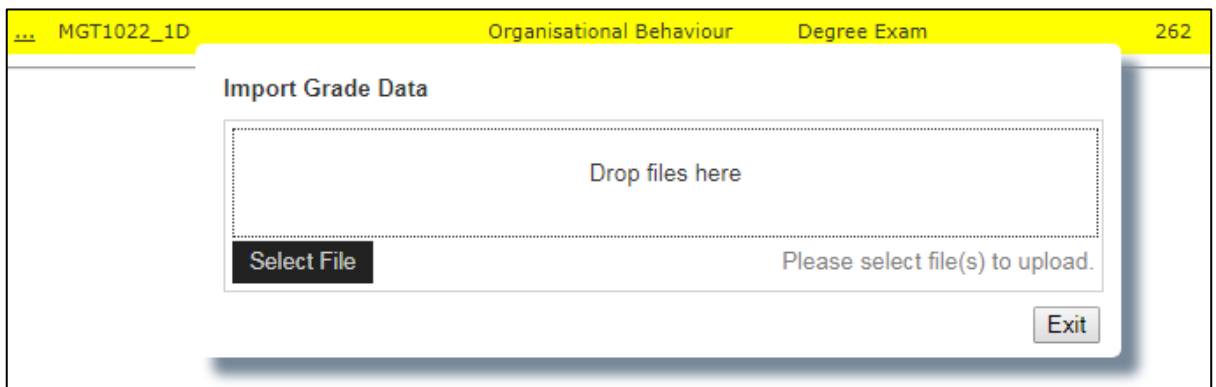
Importing Grade Data

Please note that the import grade data function will not work when the workflow has been locked to stage 10 and above.

1. Prepare and review the completed spreadsheet.
2. Click (...) and select **Import Grade Data**



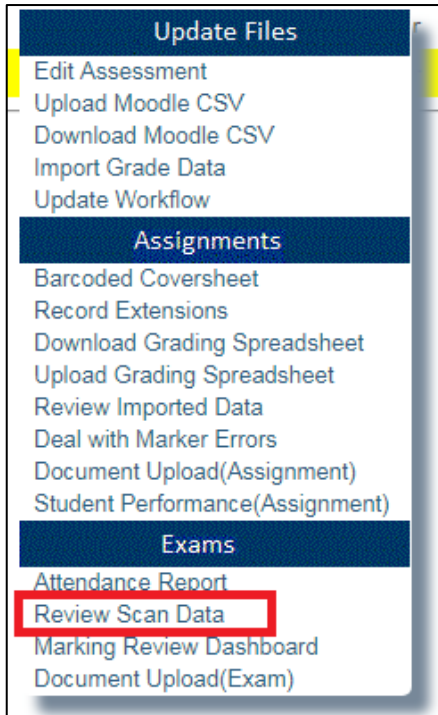
3. Upload prepared data spreadsheet, by using either dragging and dropping file or use the 'Select File' facility.



The Workflow will move to stage '05-Second Scan in Progress'.

Work Flow	Scan1(%)	Scan2(%)
04-First marking	0	0
05-Second scan in progress	0	1

4. Click (...) and select **Review Scan Data**.



- Review and accept the new imported grades. The exam grades will be re-calculated and replaced with the new grade. **Please note that the grades under the Markers Updates section will be empty as there no grades on the system.**

Review Scan Data (Assessment Summary)										ACCFIN5024_1D - International Financial Accounting for M												
Manage Rescans:																						
Marker Updates										Replacement Scan												
StudentID	Question	SQ1	SQ2	SQ3	SQ4	SQ5	SQ6	SQ7	SQ8	SQ9	SQ10	SQ1	SQ2	SQ3	SQ4	SQ5	SQ6	SQ7	SQ8	SQ9	SQ10	
2308545	1	0	4	0	0							6	12	5	6							

- Continue to the Review Scan Data (Assessment Summary) screen, where you will be asked to confirm the data if there are no errors.

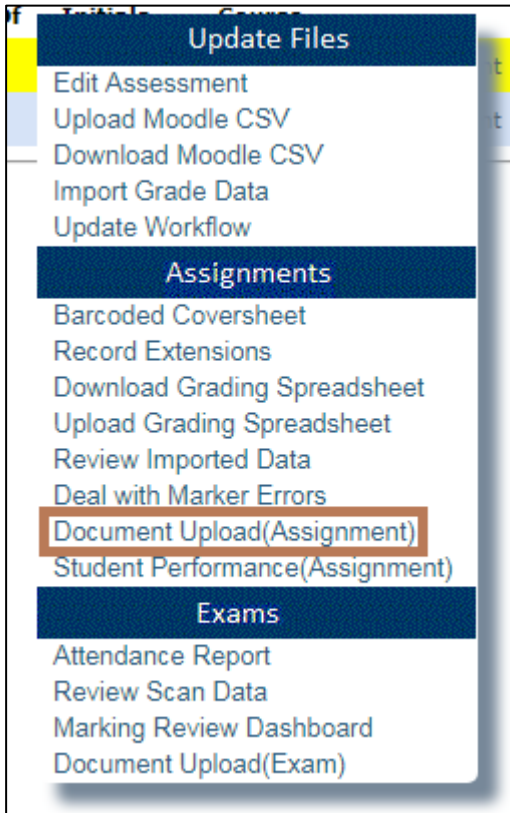
Review Scan Data (Assessment Summary)						<input type="button" value="Confirm"/> <input type="button" value="Exit"/>	
Students:	199	Students Attending:	3	Questions to Answer:	1		
Invalid Students:	0	Invalid Questions:	0	Blank Questions:	0	Duplicate Questions:	0
Invalid Grades:	0	Excessive Answering:	0	Insufficient Answering:	0	<input type="button" value="Hide Insufficient Answering"/>	

- If there are no errors please confirm the data. If there are errors please follow the instructions under [Review Scan Data](#) to resolve them.
- Once the issues have been resolved, you can move onto the next stage.

Appendix 2: Uploading Assignment Questions on AMS

Once the marking for an assignment has been completed, you should upload the assignment topic, answer guide/solutions and the assignments to AMS for the benefit of markers/external examiners.

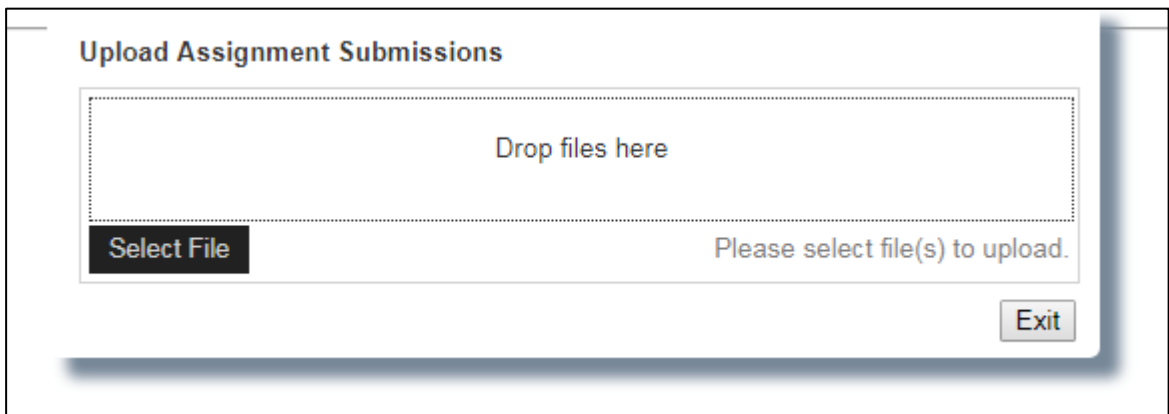
1. Log in to [AMS](#).
2. In the Assessments screen, click on the select button (...) and select **Document Upload (Assignment)**



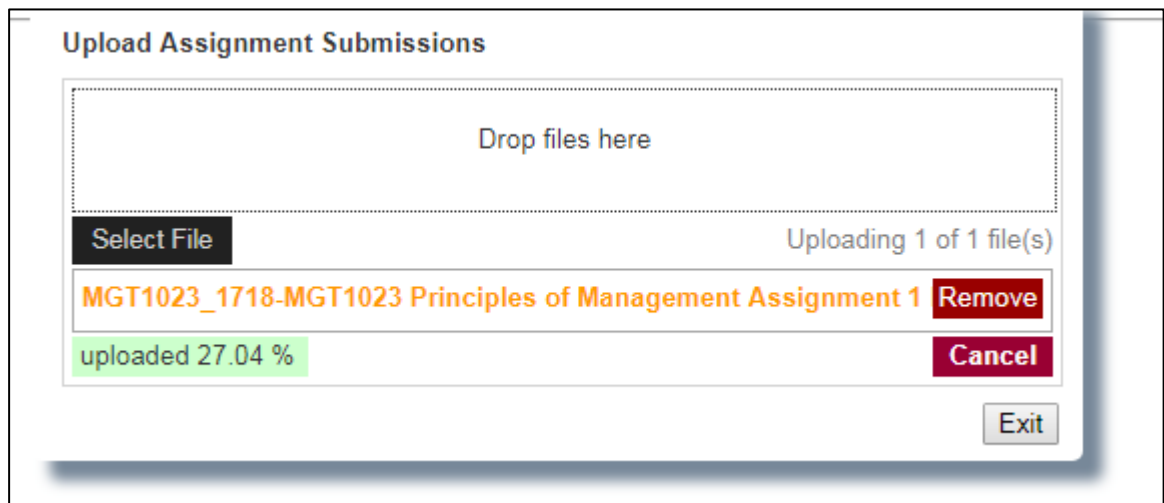
3. Click the **upload** button for Assignment Question; Assignment guide and solutions or Assignment Submissions.



4. Click **Select File** and open the Moodle zip file or drag-and-drop the file into the box
 Example: the file name from Moodle will look something like this 'MGT1023_1718-MGT1023 Principles of Management Assignment 1 E-Submission Area-725268'



5. Click **Upload**, then **Exit**



This action may take several minutes whilst the files are uploaded and you can check the progress as per the sample above.

Preparing Assignment Samples for External Examiner Review

For online exams,

Preparing General Commentary for External Examiner Review

Generic Feedback are currently not processed via AMS however for staff to fully utilise the functions of the Course Review Dashboard staff are able to paste the information directly into AMS. This will allow both Course Coordinators and External Examiners to view the material without having to revert to file sharing.

To enable to print the forms directly from AMS staff should follow these instructions:

1. Click (...) next to the course and select the Course Review Dashboard
2. Within the dashboard, you should select the Assignment

Course Review Dashboard: ECON5030 - The Economics Of Inequality And Deprivation

Assessment	Students	Mean	A%	B%	C%	D%	E%	F%	G%	H%
Select Course Overall	15	B2	40	33	26	0	0	0	0	0
Select Individual Assignment No.1 (25.00%)	16	B1	31	50	18	0	0	0	0	0
Select Degree Exam No.1 (75.00%)	14	B2	35	28	42	0	0	0	0	0

Individual Assignment No.1 (25.00%)

Individual Assignment No.1 (25.00%) All Students

Question 1

Student	External	Grade1	Grade2	Agreed	Marker1	Moderator	Submission	Feedback
2315168	<input checked="" type="checkbox"/>	A1			Luis Angeles	Jeanette Findlay	Submission	Feedback
2029729	<input checked="" type="checkbox"/>	A3	A2	A2	Luis Angeles	Jeanette Findlay	Submission	Feedback
2092994	<input checked="" type="checkbox"/>	A5	A5	A5	Luis Angeles	Jeanette Findlay	Submission	Feedback
2315213	<input checked="" type="checkbox"/>	A5	A5	A5	Luis Angeles	Jeanette Findlay	Submission	Feedback
2288422	<input checked="" type="checkbox"/>	B1	B1	B1	Luis Angeles		Submission	Feedback
2345392	<input checked="" type="checkbox"/>	B1			Luis Angeles	Jeanette Findlay	Submission	Feedback
2184582	<input checked="" type="checkbox"/>	B2	B2	B2	Luis Angeles		Submission	Feedback
2345097	<input checked="" type="checkbox"/>	B2	B2	B2	Luis Angeles		Submission	Feedback
2281301	<input checked="" type="checkbox"/>	C1			Luis Angeles		Submission	Feedback
2264885	<input checked="" type="checkbox"/>	C2	C2	C2	Luis Angeles	Jeanette Findlay	Submission	Feedback

External Examiner: Kyriakos Neanidis
 Co-ordinator: Luis Angeles
 Administrator: Laura Clark Send Email

Assignment Documents
[Assignment](#)
[Answer guide and solutions](#)
[Student performance spreadsheet \(Excel\)](#)
[Marker Review \(print version\)](#) Add Commentary
[Generic Feedback \(print version\)](#) Update Generic Feedback

3. Select "Update Generic Feedback" to access the Generic Feedback Form, you will be presented with a blank page as per the screen below.

Course Review Dashboard: MGT3001 - Business & Management 3: Cases In Operations Management

Update Generic Feedback Locked By: Claire Cameron Locked Until: 27/07/2017 19:33:19

Exit without Update Update

4. To add the commentary, use the copy and paste short-key functions.
5. Click Update to save your work.