BRIGHTSPACE – QUizzes: CREATE

CONTEXT

Brightspace provides a way for students to write exams online through the platform and for professors to grade and give feedback on that work via the “Quizzes” Tool.

There are two methods for creating quizzes:

1) Create a quiz via “Course Admin”.
2) Create a quiz on the content page through “Add Activity” or “Upload/Create” button.

Important: The second method does not provide you with access to all the quiz parameters and as such, it is necessary to use Method #1 only. The following is a step-by-step tutorial on this method.

Note: We use the term “quiz” throughout this document to refer to anything that can be created using the “Quizzes” tool (e.g. an exam, quiz, and test).

I. ADJUST THE PROPERTIES OF A QUIZ (VIDEO 12)

To create a quiz:

1. Within the Brightspace platform, access the course where you would like to add a quiz. Then in the navigation bar for that course, click on Course Admin.

2. Then, click on Quizzes.

3. To create a new quiz, click on New Quiz.

   ![Course Admin Menu]

   ![Quizzes Menu]

   ![New Quiz Button]
4. In the “Name” field, provide a name for the quiz.

5. Under "Category", use the drop-down menu to assign a category or click Add Category to create a new category (optional). **Tip:** Consider using categories to organize your evaluations.

6. To provide a "Description" for a quiz, enter text in the space provided. If you wish, using the html editor, you can also attach files, add images, a video note, or even a link to a course item or web page. **Note:** The description appears in the content sections of your course and tells the student what the quiz is about before they click on it to access it. This means that the description is available before the quiz is available and before students begin the quiz. Make sure to set the radio button to "On" if you want to use a "Description". **Tip:** In the context of an exam, consider using the “Description” area to provide students with guidance on what to do if they encounter technical difficulties. This will allow the student to prepare before they begin the quiz.

7. To provide an "Introduction" for a quiz, enter text in the space provided. If you wish, using the html editor, you can also attach files, add images, a video note, or even a link to a course item or web page. **Note:** The introduction appears on the main start page of a quiz and is only accessible once the quiz is available. Make sure to set the radio button to "On" if you wish to use an "Introduction". **Tip:** In the context of an exam, consider using the “Introduction” space to present information regarding the
length of the quiz/exam, the number of questions, how to submit the quiz/exam once completed, what type of feedback students can expect and when they can expect that feedback, etc.

8. In the "Header" and/or "Footer" section, you can also write text, attach files, images, a video note, or links to the course or to web content. **Note:** "Header" and "Footer" will appear on every page of the quiz.

9. In the "Optional Advanced Properties" section, choose the "Allow hints" option if you wish. You can also choose to "Disable right click" or "Disable email, instant messages and alerts". To learn more about each of these options, click on the question mark icon that appears on the platform.

10. Finally, click on **Save** to save the quiz properties and continue adjusting the different quiz elements or click on **Save and Close** to save your changes and exit. You can return later to modify any settings and/or continue the quiz creation process.
II. ADJUST THE RESTRICTIONS OF A QUIZ (VIDEO 13)

1. If you are not currently in the settings section of the quiz, click on Course Admin in the navigation bar.

2. Then, click on Quizzes.

3. A list of the quizzes that have been created will be displayed. Next to the quiz that you want to add questions to, click on the downward pointing arrow, and select Edit.

4. Click on the Restrictions tab that is located in the header. The “Hide from Users” option is checked off by default when a quiz is created and will prevent students from seeing and accessing the quiz. Once the “Availability” (see Step 5, p.5) has been set for a quiz, it is important to uncheck the “Hide from Users” option, so that students can see and access the quiz once the availability dates come into effect.
5. There are three timing parameters that can be set for a quiz: “Timing”, “Availability Dates”, and “Due Date”.

- **“Timing”** (see Step 10, p.7 for further guidance on setting this parameter) sets the time that a student has to complete the quiz. The timer begins to count down once the student starts the quiz. **Important**: If a student gets disconnected, the timer will continue.

- **“Availability Dates”** (i.e., “Start Date” and “End Date”) dictate when a student can access a quiz. Students may be able to view some information about the quiz (e.g. description) outside of the availability dates, but they will not be able to access the actual quiz before the “Start Date” or after the “End Date”. **Important**: Once a student accesses a quiz, they will have the full time set out under “Timing” to complete it, even if they access the quiz only moments before the “End Date” comes into effect (see the example on p.5).

- **“Due Date”** is the deadline to submit a quiz (see example on p.5). When a submission is made after the “Due Date”, it will be marked in red, in both the professor and the student view. **Important**: This function was updated in January 2021. Previously it flagged quizzes as late based on when they were started.

### Example – Quiz Functioning

**Quiz Settings:**
- You want all students to submit the 30-minute quiz by 9:30 a.m.
- **Due Date** = Sept.15 @ 9:33 a.m. (a few extra minutes to allow for some technical troubleshooting)
- **Start Date** = Sept.15 @ 9:00 a.m.
- **End Date** = Sept.15 @ 9:33 a.m.
- **Timing** = 30-minutes + 1 minute grace (there is a minimum of 1 minute grace that can be set)

With this configuration, a student could access the quiz at 9:32 a.m., and then take the 31 minutes that was set out under “Timing” to complete it. Meaning that they could complete the quiz by 10:04 a.m., rather than 9:30 a.m. The “End Date” coming into effect at 9:30 a.m. would not stop them from completing the quiz, since “End Date” only affects one’s ability to access the quiz, and they accessed the quiz before the “End Date” came into effect. The submission however would be marked as late, since it was submitted past the “Due Date” of 9:33 a.m.

It is important to set an availability window that is sufficiently wide to accommodate for technical difficulties. For instance, using the previous quiz example, we could set the “End Date” to 9:02 a.m. Students would then only be able to access the quiz from 9:00 to 9:02 a.m. This would mean that all students would complete the 30-minute (+ 1 minute grace) quiz by 9:33 a.m., at the latest. However, we do not recommend this approach, because of the potential for technical difficulties. For instance, if a student starts the quiz at 9:00 a.m. and subsequently loses their internet connection at 9:10 a.m., they would not be able to re-access the quiz since the “End Date” had passed, even though they still have 21
minutes remaining on the timer. Accordingly, rather than use the availability “End Date” setting to restrict completion behavior, consider setting a wider availability window and using a “Due Date” (with some grace time built-in to account for small technical issues) to keep track of individuals who submitted late. In the above example, anyone who submits past the “Due Date” of 9:33 a.m. will be flagged as late. This type of arrangement will help mitigate some common technical issues and help ensure that all students submit as close as possible to the deadline you wished to have. It can also help decrease students’ stress level.

Special Considerations - Addressing Technical Difficulties

It is important to remember that the timer starts as soon as a student begins a quiz, and it will continue to count down even if a student has lost access to the quiz. Accordingly, it may be necessary to grant a student or group of students’ additional time on the timer, a later “End Date”, “Due Date”, or an additional attempt using the “Special Access” settings (see Step 11, p.9) if the technical difficulties encountered go beyond the original “End Date”, “Due Date” and/or the “Timing” allotted. Consult Section III for additional guidance on addressing technical difficulties.

6. Indicate if you want the availability of the quiz to “Display in Calendar”

7. Under the “Release Condition” section, you can attach conditions that must be met before a student can access a quiz. For example, students must view all content pages in a module before they can take the quiz. If multiple “Release Conditions” are attached, make sure to use the drop-down that will be presented to indicate whether the student needs to meet all the set conditions or only one before they can access a quiz.
8. If you will be using the “Respondus LockDown” browser, indicate whether the browser will be required to complete the quiz and/or to review the quiz feedback and results, by checking off the appropriate box in the “Security Options” section. Note: this option will only be available if you have enabled the “Respondus LockDown” browser for the particular quiz. For more information on the "Respondus LockDown" browser, consult the resources available on our website or contact the TLSS.

9. Under "Optional Advanced Restrictions", you can also restrict access to a quiz by setting a password and/or IP address restrictions. For more information on these features, please contact the TLSS.

10. Set the “Timing” if you wish. You can apply a Recommended Time Limit or an Enforced Time Limit to quizzes.
   
   A. A “Recommended Time Limit” does not terminate a quiz or affect the score.
B. An "Enforced Time Limit" can be used to set what behavior is allowed once the specified duration and grace period is exceeded. There are three options presented:

I. **Allow the student to continue working.** This option allows the student to continue to make changes and submit the quiz after the grace period. However, the quiz will be marked as "Exceeded Time Limit" to inform both the student and the professor. The professor will then be able to grade the student's submission as they see fit.

II. **Prevent the student from making further changes.** This option prevents students from making any changes once the grace period has passed. The student is only permitted to submit the quiz.

III. **Allow the student to continue working, but automatically score the attempt as zero after an extended deadline.** This option allows the student to continue to make changes and submit after the grace period up until the extended deadline. Submissions made after the extended deadline will be marked as “Exceeded Extended Deadline” and will automatically be awarded a zero. The professor can still manually grade whichever portions of the quiz they wish to grade.

<table>
<thead>
<tr>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Recommended Time Limit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Limit</th>
<th>Grace Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 minute(s)</td>
<td>5 minute(s) before flagged as exceeded time limit</td>
</tr>
</tbody>
</table>

**Exceeded Time Limit Behaviour**

- After the grace period, flag the quiz attempt as exceeded time limit, and
- ☐ Allow the student to continue working
- ☰ Prevent the student from making further changes
- ☐ Allow the student to continue working, but automatically score the attempt as zero after an extended deadline

- **Important:** Once a student accesses a quiz, they will have the full time set out under “Timing” to complete it, even if they access the quiz only a few moments before the “End Date”. However, if a student gets disconnected, the timer will continue to count down. It is therefore important to take this into consideration when adjusting all the timing settings.

**Special considerations – Grace Period**

When completing a quiz, students are presented with a timer that shows them how much time they have remaining. A grace period can also be set, but this is not displayed on the timer, so students will not be aware of how much time remains once the timer enters the grace period. Accordingly, consider setting the grace period to 1 minute (the minimum that can be set), and instead adjust the actual “Timing” to include the full amount of time allotted (i.e. including any grace you wish to offer). Then advise students that they should submit their quiz as soon as the timer runs out.

**Special considerations – Technical Difficulties**

If a student encounters a technical difficulty (e.g. loss of internet connection), the timer will still continue to count down. Accordingly, it may be necessary to use the “Special Access” settings (See step 11 on p.9), to grant additional time or an additional attempt. Consult Section III for additional guidance on addressing technical difficulties.
11. Under “Special Access”, you can:

A. Give one or more students special access to a quiz (e.g. a longer time limit, a unique start and/or end date, a unique due date, and/or a different number of attempts) by selecting the **Allow selected users special access to this quiz** option.

B. Limit access of a quiz to a specific student or set of students by selecting the **Allow only users with special access to see this quiz** option.

![Special Access](image)

**Note**: Through the “**Allow selected users special access to this quiz**” option, you can exclude specific students from having to use the “**Respondus**” online exam-monitoring tool. This can be accomplished by selecting either of the above options, depending on your needs, as well as the “**Not required to take this quiz**” option that will be present only if you have enabled “**Respondus Lockdown Browser**” for the particular quiz. For more information on the “**Respondus**”, consult the resources available on our [website](#) or contact the TLSS.

![LockDown Browser](image)

12. Once you have made your selections under “**Special Access**”, click on the **Add users in Special Access** button.

![Add Users to Special Access](image)

13. On the next page, you will be able to select the individuals that you want to grant special access to, as well as modify certain settings such as the availability dates, the due date, the time allowed, and the number of attempts. Make sure to click on **Add Special Access**, when you are done in order to save the “**Special Access**” settings that you have put in place.
14. Finally, click on **Save** to save the quiz restrictions settings and continue adjusting the different quiz elements or click on **Save and Close** to save your changes and exit. You can return later to modify any settings and/or continue the quiz creation process.

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### III. USE SPECIAL ACCESS TO ADDRESS TECHNICAL DIFFICULTIES (VIDEO 14)

If a student encounters technical difficulties (e.g., loss of internet connection) while completing a quiz, consider using the following “**Special Access**” settings depending on your needs. These settings may allow for additional time, a different availability window, a different due date, or to increase the number of attempts allowed by a student or group of students. Please note that if changes need to be made for the entire class, the settings of the quiz properties and restrictions will need to be changed instead. It may be useful to consult the “**Quizzes Event Log**” before adjusting the “**Special Access**” settings. The log can provide information that may help determine the amount of additional time that needs to be added, or what a revised due date and/or availability date should be. To access the “**Quizzes Event Log**” for a student:

1. Click on **Course Admin** within the navigation bar of the course.

2. Then, click on **Quizzes**.
3. A list of the quizzes that have been created will be displayed. Next to the quiz that you want to review the submissions for, click on the downward pointing arrow, and select **Grade**.

4. Under the "**Users**" tab, click on **Show Search Options**.

5. Next, use the "**Restrict to**" drop-down to select **Users with attempts in progress**.
6. Click on the **magnifying glass** icon that is in the search box to complete the search.

   ![Search Options](image)

7. A list of the students whose quizzes are still in progress will display.

   ![Student List](image)

8. To access an attempt in progress, click on the **attempt**. If there is more than one, they will be listed here.

   ![Attempt Access](image)

9. On the next page, you will be able to see what the student has completed.

   ![Attempt Details](image)
10. You can view the attempt details, such as when the individual first accessed the quiz, how long they took to complete the quiz, as well as details regarding the student’s behavior during the quiz by clicking on Quizzes Event Log.

11. When you have finished reviewing a student's attempt log, click Close at the bottom of the screen.

12. Then, click Back in the top left corner to return to the list of attempts.

Once you have gathered all the information that you require adjust the “Special Access” settings, if you are not already in the “Restrictions” section for the quiz:

1. Click on Course Admin within the navigation bar of the course.

2. Then, click on Quizzes.
3. A list of the quizzes that have been created will be displayed. Next to the quiz that you want to adjust the “Special Access” settings for, click on the downward pointing arrow, and select **Edit**.

4. Then, via the header, click on the **Restrictions** tab and scroll down to the “Special Access” section.

5. Next, adjust the following settings based on your needs and make sure to click on **Add Special Access** to save the “Special Access” settings when you are done:

   **A. Adjust the availability window and/or Due Date**
   - Adjusting the “**Start Date**” and/or “**End Date**” allows the student to access and complete the quiz during a different period than the entire class.
   - Adjusting the “**Due Date**” allows the student to submit their quiz at a different time without it being flagged as late by the system.

   **B. Add time to the quiz**
   - Allows the student to continue where he/she left off. This is especially useful when a
student already completed a substantial portion of the quiz, and you do not want them to have to do it all over again. **Important:** Since the time continues even if the connection is lost, you will need to take into account the time the student has been off the quiz. For example, if the student completed 20 minutes of a 90-minute exam, but was off the exam for one hour, you will now need to set the time to 150 minutes. We also suggest that you add a few more minutes for the student to re-enter the exam.

C. **Add a second attempt**

- Allows the student to complete the entire quiz from the start. This feature is useful if the student has only completed a small portion of the quiz. The system records all attempts, so the professor can access and grade more than one attempt if necessary.

**Important:** if a student already completed an attempt and you want to add another attempt, then you will need to increase the number of “Attempts allowed”. For example, if the student was initially granted one attempt and you now want to grant another attempt, you will need to select two attempts from the drop-down list.

**Important:** when adding time to the duration of a quiz or adding a second attempt for a student, it may be necessary to adjust the “Availability” and/or “Due Date” settings to ensure that the student can access the quiz, as well as to ensure that the submission of the quiz does not get flagged as late by the system.

For more information on the “Special Access” feature, please consult our resource that covers that topic.

### IV. ADJUST THE ASSESSMENT PROPERTIES OF A QUIZ (VIDEO 15)

1. If you are not currently in the quiz settings section for the particular quiz, click on **Course Admin** in the navigation bar of the course.

2. Then, click on **Quizzes**.

   ![Assessment](image)

   **Assessment**

   - [Assignments]
   - [Competencies]
   - [Rubrics]
   - [Awards]
   - [Grades]
   - [Self Assessments]
   - [Checklists]
   - [Quizzes]
   - [Surveys]

3. A list of the quizzes that have been created will be presented. Next to the quiz that you wish to adjust, click on the downward pointing arrow, and select **Edit**.
4. Then, in the header, click on the **Assessments** tab.

5. Select **Allow attempt to be set as graded immediately upon completion** if you want users to see their score as soon as they submit their quiz attempt. **Note**: Selecting this option will display the overall score only. For students to see detailed feedback (e.g. the individual score obtained on each question, the correct answer to the question, feedback that you provided during grading, etc.) you will need to set up a “Submission View”. Please refer to our separate resource that covers that topic for more information. **Important**: We do not recommend checking off this option if the quiz contains items that need to be graded manually, since the system will simply display the grade for answers that can be automatically graded, indicating a zero for items that need to be graded manually. The grade would therefore not be reflective of the student’s actual performance.
6. Associate the quiz with a “Grade Item” if you want the results to be linked to the Gradebook. If you do not already have a “Grade Item” created for the assessment, click on Add grade item and fill in the fields to create a “Grade Item” that you can then link to the assessment.

**Note:** we recommend setting up your entire gradebook prior to creating any assessments/graded activities so that it properly reflects the weighting and grading in your course. Using the gradebook allows you and your students to manage grades and feedback options more easily.

![Add Grade Item](image)

7. Select Allow automatic export to grades if you want the system to automatically export published grades to the “Gradebook”. **Note:** If you do not select the “Allow automatic export to grades” option, the grades will not be sent to the gradebook even if you have manually graded the quizzes and published the grades. The grades will however be visible in the “Class Progress” section of the Brightspace platform. However, you can return here to check off this option later, prior to publishing the grades. Please consult the “Grading Quizzes” resource for additional guidance.

![Automatic Export to Grades](image)

8. Within the content area of a course, you can indicate that the completion of a specific item is required. If you choose to do this for a quiz, then under the “Automatic Completion Condition” section, select one of the following options:

**A.** The student is marked as complete after submitting a quiz attempt.

**B.** The student is marked complete if they have a Passing Overall Quiz Grade

Only once the student meets the condition set, will their quiz attempt be marked as complete.

![Automatic Completion Condition](image)

9. Enter the number of “Attempts Allowed” as well as the manner with which attempts will be graded.

**Important:** Students have the full time set under “Timing” to complete each attempt. However, they need to access each attempt within the availability window set out for the quiz, and the attempt will be marked as late if it is submitted past the “Due Date”.

**Tip:** granting multiple attempts can be a useful mechanism for formative evaluation where assessment is
typically intended to monitor and improve student learning through the provision of ongoing feedback.

V. Add Questions to a Quiz (Video 16)

There are two ways to add quiz questions. You can create a “New Question” directly in the quiz, or you can create them in the “Question Library” and then “Import” them into the quiz. The benefit of using the “Question Library” is that questions can be reused later in the course (e.g. for a final exam). Through the “Question Library”, you can also create sections of questions (e.g. Chapter 1 questions, Chapter 2 questions, etc.). You can then use features like “Question Pool” to randomly pull questions from a section so that each student receives a slightly different set of questions on an exam. For more information, please refer to our resource that covers using “Sections” and the “Question Pool” function to create several versions of an exam.

1. If you are not currently in the quiz settings section for the particular quiz, click on Course Admin in the navigation bar of the course.

2. Then, click on Quizzes.

3. A list of the quizzes that have been created will be presented. Next to the quiz that you wish to
adjust, click on the downward pointing arrow, and select Edit.

4. Make sure that you are in the “Properties” tab.

5. Click on Add/Edit Questions.
6. You then have two options. You can add questions:

A. Via the Question Library
   - Questions would need to be created in the “Question Library” first. To add questions to a quiz from the “Question Library”:
     ▪ Click on Import.
     ▪ Then, click on Browse Question Library.
     ▪ Click on the downward pointing arrow next to the “Source: Question Library” menu that is located in the top right hand-corner and select the source of your questions.
     ▪ Check off the questions that you want to add to the quiz and click on Import.

   ![Browse Question Library](image)

   - If you want to create a randomized pool of questions, please consult our separate resource that covers that topic.

B. Directly via the quiz
   - To add questions directly to a quiz:
     ▪ Click on Add
     ▪ Then, click on New Question. From the list provided, select the type of question that you want to create.

   ![Add Question](image)

   - On the next few pages, we present an overview of the question settings that are available as well as the most commonly used question types to help you select the type of question that you wish to
use. Once you have reviewed this information and selected the type of question that you wish to use, please proceed to Step 7 (p.24).

**Note:** You can also “Sections” to your quiz to group and control the behavior of a specific group of questions. Sections are useful for dividing an exam into different topics or types of questions. For example, you can create a Section A that contains only multiple-choice questions or Chapter 1 questions and a Section B for written responses or Chapter 2 questions. You can then add questions to each section. To create a section within a quiz, complete steps 1-5 in this section (p.18-19), and then click on Add, followed by Section. Next, enter a title for the section, and check off "Shuffle questions in this section", if you want the questions to be displayed in a random order to each student. Finally, click on Save. You can then add new questions or questions that have already been created to the section.

Question Settings

Most setting options are also similar for each question type, such as the ability to add feedback, question hints, or enumeration. However, there are some question-specific settings. To see all the options for a particular question type, make sure to click on Options in the top right-hand corner when creating a question. The “Add Feedback” option allows you to input generic feedback that will be presented to all students (as long as the “Submission View” option has been enabled. For more information, please refer to our resource that covers the “Submission View” topic. This is best for directing students to a specific resource, PPT, textbook page, or for clarifying why a particular answer is incorrect. Because of the way that the system works, this generic feedback must be entered prior to the quiz being completed by students. In terms of enumeration, by default, questions are not enumerated. You can Add Enumeration like lower case letters, roman numerals, capital letters, or numbers.

**Question Types**

**True / False Question**

- “True / False” questions present students with a statement that they must determine is correct or incorrect. Ensure your questions do not read as Yes / No questions as this can confuse the student.
• To add to the complexity of a “True/False” question and go beyond a simple statement, you can include a paragraph or some multimedia (i.e. an image) that would require the student to evaluate the truthfulness of all statements as a whole.
• Set the correct answer by checking the appropriate circle next to the correct option.

Multiple Choice Question
• “Multiple Choice” questions present students with a list of possible answers to a statement or question from which they must select one correct answer. If there is more than one correct answer to your question, a “Multi-Select” question should be used instead.
• To set the correct response for a “Multiple Choice” question, check the appropriate circle next to the correct option.
• Consider clicking Randomize options to present the options in a different order each time the quiz is taken by a student. Note: Do not select this option if one of the correct answers is “All of the above”.

Multi-Select Question
• “Multi-Select” questions present students with a list of possible answers to a statement or question from which they must select one or more correct answers. This type of question is useful when there is more than one valid response, or where multiple concepts are included in one question.
• Ensure that your students know that they can select multiple answers by including “Select all that apply” in your question Text.
• Instead of manually typing out numbers before each option, use the “Enumeration” drop-down to select a type of enumeration.
• Avoid using NOT questions (e.g., Which of the following is NOT an attribute of emotional intelligence?), as they make the question more confusing, and do not increase the complexity of the question.
• The default style for multiple-select questions is “Vertical”, but if your answers are shorter, consider using “Horizontal” to fill up the whitespace.
• Use the “Preview” button to see how the question will display to your students.

Written Response Question
• The “Written Response” question is what we typically think of when we hear “Short Answer” or “Long Answer” question. This type of question requires students to write detailed answers in response to open-ended questions. By selecting Use Custom Response Box Size under the “Options” drop-down, you can provide one of three different response box sized spaces: “about a paragraph” (default setting), “just a sentence”, “expecting an essay”.
• Consider enabling the HTML editor to provide students with more formatting options, as well as the ability to submit mathematical equations, explanations and calculations. Students can also attach documents (e.g. a PDF or Word document), or images, when answering a question in the quiz (only if you enable this option).
• The “Written Response” question must be manually graded.

Short Answer Question
• Typically, when we hear “Short Answer” question, we expect students to write a short text for an answer (see “Written Response Question” above). However, within the Brightspace platform, “Short Answer Question” has a different meaning. Instead, this question type requires that the professor provide an actual answer that can be automatically graded by the system. Accordingly, this can be used for questions that have a single, predictable response (e.g. What is the capital of Ontario?).
• The response can include multiple words, but there should be only one possible answer. For example, what does “SCUBA” stand for?
• If the question has more than one response, use “Multi-Short Answer Questions”.
• Answers can be “Case insensitive”, “Case sensitive”, or “Regular expressions”.

Multi-Short Answer Question

• “Multi-Short Answer Questions” are similar to “Short Answer Questions” but allow for one question to have several potential answers, each which may be worth a different number of points.
• This is ideal for listing type questions. For example, “What are the 7 wonders of the world?”.
• “Multi-Short Answer Questions” also permits one to provide a partial list of items. For example, “Name 5 former Prime Ministers of Canada”. In this case, even though all Prime Ministers would be included in the list of acceptable answers, students would only need to provide five from the list to receive full points.

Fill in the Blanks Question

• “Fill in the Blanks” questions typically involve a sentence, statement, phrase, list, or short paragraph with a blank field for students to input a missing word or short phrase.
• When using this option, it is important to think of all legitimate alternative answers. If there are multiple possible answers, be sure to include additional answers by selecting the + Add Blank option. This will create new “Blank” fields. Enter each possible correct answer in a separate blank field and assign a score by filling in the Weight (%) field. For example, “She read a _____ (book -100% / novel -100%) about young wizards”).
• The numbered “Text” fields are meant for the question text. Add one “Text” field before and one “Text” field after a numbered “Blank” field to create a “Fill in the Blank” question. The space for the answer (“Blank” field) must be between two “Text” fields. Therefore, in the previous example, “She read a” would be in text field # 1 and “about young witches” would be in text field # 2.

Matching Question

• “Matching Questions” allow students to associate items using a series of numbered drop-down lists. For instance, in the following example, “Match the fruit to its description”, students could be asked to match a list of fruits to a list of adjectives describing them.
• Be concise in your choices and matches by using shorter terms and phrases. It can be very overwhelming to the student when lengthy matches are used.
• Consider leveraging this option for multimedia, such as image recognition.
• Choices may have multiple matches (e.g. lemon/yellow and lemon/acid). To insert more than one match to a choice, adjust the Exact Response number.
• By default, the question scoring for “Matching” questions is “All or Nothing”, where the maximum number of points is given to the question only if all answers are correct. However, you can select the “Equally Weighted” scoring option. The question score will then be the sum of the correct answers. Alternatively, you can select the “Right Minus Wrong”, scoring method. The question score will then be the sum of the correct answers minus the sum of the incorrect answers.

Ordering Question

• “Ordering Questions” allow students to arrange a series of events/items into the correct order.
• Events/Items are automatically randomized.
• By default, the question scoring for “Ordering” questions is “All or Nothing”, where the maximum number of points is given to the question only if all answers are correct. However, you can select the “Equally Weighted” scoring option. The question score will then be the sum of the correct answers. Alternatively, you can select the “Right minus wrong”, scoring method. The question score will then be the sum of the correct answers minus the sum of the incorrect answers.

Arithmetic Question
• “Arithmetic” questions can be used to assess a student’s knowledge and comprehension of mathematics and number theory.

Significant Figures Question
• “Significant Figures” questions can be used when a student needs to present an answer in scientific notation, and/or provide solutions that contain a specified number of significant figures.

7. Once you have selected the type of question that you want to create, fill in all the information and adjust the settings. For example, to create a Written Response question, click Add, select New Question and then select Written Response.

8. Most question types present a text box with an HTML editor. Note: The HTML editor might present in a condensed form and you can click on the full-screen icon to expand it.

9. Enter the question text in the field provided. You can also add images, documents, links to other course content, as well as links to external webpages within the question text box. The HTML editor also offers an equation generator, which can be used to present Graphical, Chemistry, Mathematical, and LaTeX equations within the question text. To access the equation generator, click on the Sigma symbol. Important: Images must be imported/uploaded to the course (typically from your computer). For accessibility reasons, they cannot simply be copy-pasted into the text box.

To learn more about each of these options, please contact the TLSS or consult the associated video, which covers these features in some detail.

10. Each type of question has different options that can be adjusted. To see all the options for a particular question type, click on Options in the top right-hand corner. The settings for a “Written Response” question are briefly explored here.
• The "Add Feedback" option allows you to enter generic feedback that will be presented to all students after the quiz. **Note:** The generic feedback text must be entered prior to the start of the quiz. You must also create a submission view to allow students to see the feedback text. To learn more about “Submission View”, please refer to our [resource](#) on that topic.

• The “Hints” option allows you to display additional information about a question to students when they are taking a quiz.

• The “Add short description” option allows you to add a short description for the question.

• The "Add Answer Key" option provides you with a space to enter an answer key that can be viewed by markers. It is not visible to the student.

• The "Add Custom Response Box Size" option allows you to customize the space available for the student’s answer. The three options are "Default size, about a paragraph", "A bit shorter, just a sentence" or "Much longer, expecting an essay".

• The "Add Initial Text" option provides you with a space to enter some initial text for the response. This text will display in the response space and is visible to the student. This is useful when you want the answer to automatically include some start text.

• The “Enable HTML Editor for learner responses” will allow the student to use the HTML editor when completing their response.

• The “Enable inserted images and attachments” will allow the student to insert images and attachments as part of their response.

• While creating a question, a preview of that question will be displayed on the right-hand side of the screen. The preview will change as you type or select different options.

11. Finally, set the points that the question is worth, by filling in the field. By default, points are set to one.
12. When you have finished creating a question, you have three ways to save the question and continue:

A. To immediately create another question, click on the drop-down arrow linked to the “Save” button, and select **Save and New**. Then use the drop-down located at the top of the screen to select the type of question that you wish to create and create the next question.

B. To save and immediately create a copy of the current question, which can then be modified, click on the drop-down arrow linked to the “Save” button and select **Save and Copy**. **Note**: This option is useful when you are creating similar types of questions.

C. To save the question and continue creating questions in the quiz later, or if you are saving the final question, click **Save**. If you click **Save** by error and wish to continue adding questions, return to **Section V, Step 1**.

![Save Options]

13. Once you have created your last question, and you click on **Save**, you will be sent to a page containing a list of all the questions, and/or sections that have been added to the quiz. Here you can:

A. Re-order the questions by using the handle to drag and drop the section or question to the location you want in the list.

![Question List]

B. Change the points associated with each question by selecting the questions that you want to modify the point’s value for, clicking on the **More Actions** button, selecting the **Set Points** option, and entering a value in the provided “Points” field. **Note**: if you created sections, the value that you enter through “Set Points” for a section will apply to each question that is presented in that section. You can also determine the points for individual questions within a section by selecting those individual questions and completing the “Set Points” process.

![Quiz 1]
C. Access and edit each question by clicking on the question title and making the necessary modifications.

14. When you are done modifying, click on Back to Settings for “Quiz name” to return to the main quiz properties page.

15. You can adjust the number of questions displayed per page by entering a number in the space provided and clicking on Apply. If you want all the questions on your quiz to appear on one page, do not enter a number in the space provided.

16. Select Prevent moving backwards through pages, located next to “Paging”, if you want to prevent students from returning to previous pages during the quiz. Note: If you select this option, we recommend advising your students.

17. Select Shuffle questions at the quiz level, if you want the questions and any question sections to be presented to students in a randomized order to students.

18. Once you are done adding questions to the quiz, click either on “Save” to save the quiz questions and continue
adjusting the various quiz elements, or on “Save and Close” if you wish to save your changes and exit. You can return to the quiz later to modify any settings or continue the quiz creation process.

VI. PREVIEW AND TEST WHAT YOUR STUDENTS WILL SEE (VIDEO 17)

You can preview a quiz to get an idea of what your students will see when they access the quiz and/or results. To do this, complete the following steps:

1. Click on Course Admin within the navigation bar of the course.

2. Then, click on Quizzes.

3. A list of created quizzes will be displayed. Next to the title of the quiz that you wish to preview, click on the downward pointing arrow and select Preview and test.

4. You will be directed to the instructions page that is presented to students before they start the quiz. At the top of this page, check off the Bypass Restrictions option.

   Note: When the “Bypass Restrictions” option is enabled, all restrictions such as “Availability settings”, “Release Conditions”, or “Special Access” settings that affect access to a quiz are bypassed. For example, if a “Release Condition” is in place (e.g., Students cannot access the quiz until they have viewed certain
content), you will not be able to access the quiz even if you have viewed that content. This is because the system does not record your activity on the site as it does for a student. Accordingly, if the **Bypass Restrictions** option is not checked off, you will be able to see what it would be like for a student trying to access a quiz, when they have not successfully met all the conditions and restrictions that have been set for that quiz.

5. When you are ready, click on **Start Quiz!** at the bottom of the page.

6. On the next screen, you will see a timer at the top of the screen that displays the time remaining. You will also see the number of pages and questions in the quiz.

7. Answer the questions and then click **Submit Quiz** when you are finished.

8. The next page will display a summary of what has been completed. You can also return to the quiz at this point by clicking on **Back to questions**.
9. If you are ready to submit, but want to preview how the quiz can be graded, check off “Allow this preview attempt to be graded in the Grade Quiz area”. Then, click on Submit Quiz.

10. On the next screen, you will see the overall quiz score, or more specific details, such as the score obtained for each question. Note: What you see depends on what settings have been put in place for the quiz.

11. Once you have reviewed the page, click Done.

12. Then, to see how the quiz was graded as well as manually grade the submission, click on Course Admin within the navigation bar for the course.

13. Next, click on Quizzes.
14. A list of created quizzes will be displayed. Next to the title of the quiz you wish to preview, click on the downward pointing arrow and select Grade.

15. Select the Attempts tab.

16. In the search box field, type your name.

17. To the right of the search field, click on Show Search Options.
18. Scroll down to the “Restrict to” section.

19. Select Preview Attempts from the drop-down options.

20. Scroll to the top of your screen and click on the Magnifying Glass icon in the search field to start the search.

21. Scroll down to see your list of attempts and click on an Attempt to see the details.

22. Please refer to the resource covering “Grading Quizzes” for more information on how to grade a quiz.