

# How to design questions in Google Quiz

By Jason LaPointe

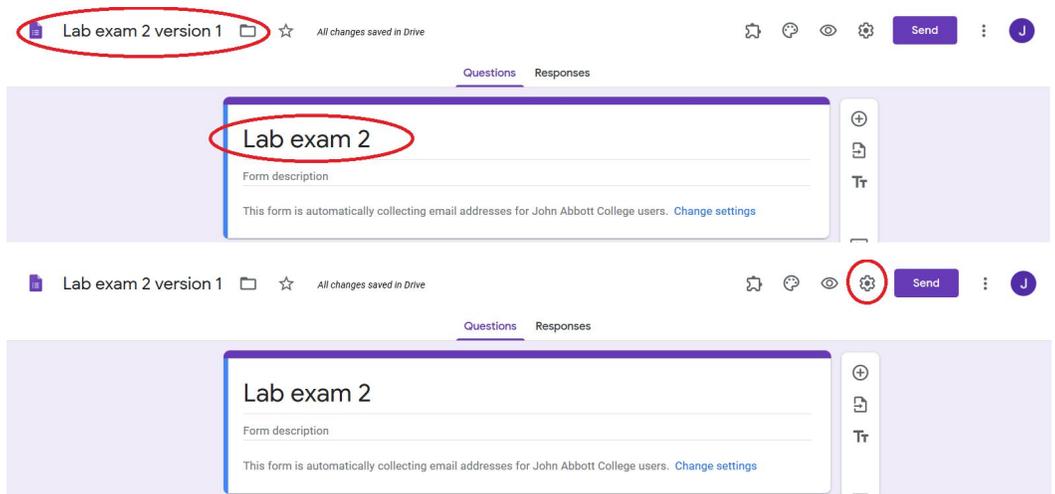
## 1. Getting started

Make a Word document for your exam. Copying and pasting questions into a Google Quiz is easy as multiple choice options paste very easily. This also makes it easier to distribute in case a student is unable (for whatever reason) to use Google Quiz. The student could simply answer the test in a Word document or Google Doc. For example, if you plan on writing a multiple choice question, you can copy and paste the stem and the answers very easily into Google Quiz. If the alternatives and key to your multiple choice question are written on separate lines in your Google Doc, you can paste them into Google Quiz, and they will show up as separate options in the question.

## 2. Making a template of the exam

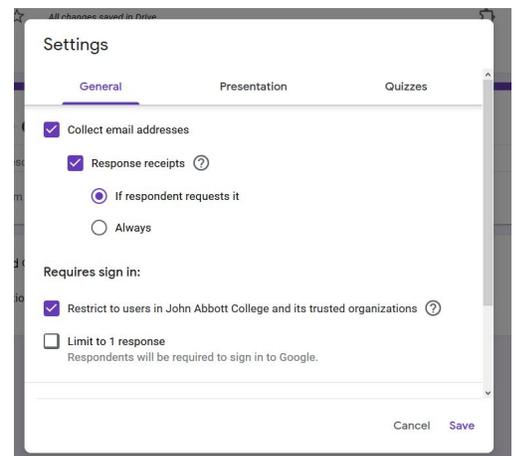
Make a template of your exam with the appropriate settings ticked, so it can be applied to future evaluations. If your tests have similar types of questions and are organized in a similar manner, a template allows you to get your next test started more quickly. Let's consider the settings for evaluation on Google Quiz:

A. Start by creating a new Google Form and labeling it accordingly (as in the picture on the right). The name in the top left corner is the name of your file, and you can give it a more precise name (like the version number of a test). The name below is what the student will see on their exam. This is important because you may not want students to see the file name. This lets the student know the name of the valuation without seeing the exact name of the file.



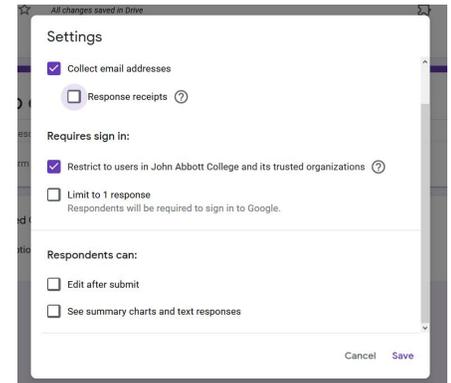
B. Next, you want to manage the settings of your exam template by accessing the settings in the top right corner (as in the picture on the right).

C. The menu in the picture on the right will open. The options you see may not appear in your Google Quiz settings as some settings are only available for Google Classroom users (i.e. "Restrict to users in

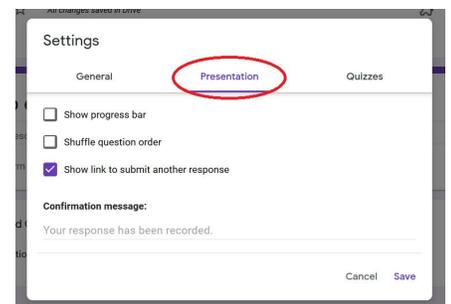


John Abbott College and its trusted organizations”). Make sure “Collect email addresses” is checked. If this is checked, students will only be able to access the evaluation if they’ve signed in with a Google account. I highly recommend checking this option. If you want students to receive a receipt of their responses to the email they used to take the Google Quiz, be sure to check “Response receipts”. This means, “Collect email addresses” will have to be turned on. This receipt is an email sent to the students with their answers, and you can adjust what the students see in this receipt by checking boxes in the third tab called “Quizzes” (more on this later). I don’t check this for unit tests, as I don’t let students keep copies of the exam. If you check “Limit to 1 response”, students will only be able to answer the evaluation once with their given Gmail account (however, they can answer it a second time with another another account).

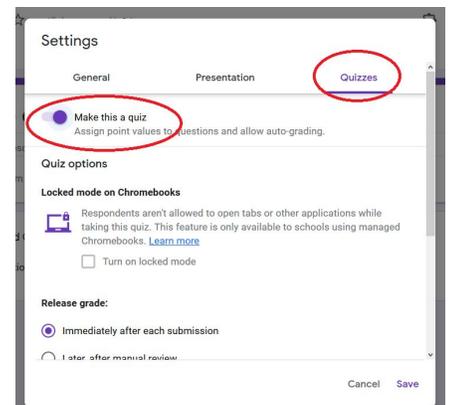
Scroll down and you will see more options under “Respondents can:” I have experimented with the option to let students “Edit after submit”, as this will save their responses when they click the submit button at the end of the assessment. They can then enter the assessment again to continue. My exams can be quite long, and I’ve had one or two students lose access and their answers before hitting submit. This provides a safeguard against these events. Students will only be able to edit their responses as long as the assessment remains open (to be explained later).



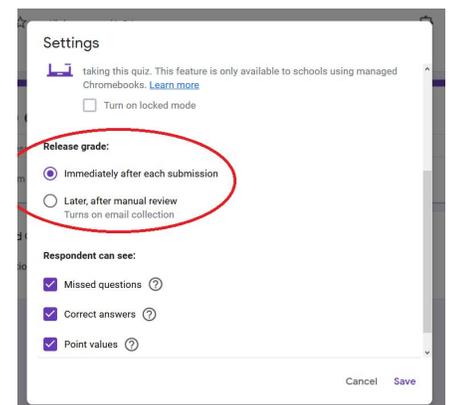
D. Next in the settings menu, click the “Presentation” tab at the top. The “Show progress bar” option is useful if your assessment has multiple sections (effectively, these act like separate pages of your assessment and will be introduced later when you start entering your questions), as they will see how far they’ve progressed through the sections. This progress bar remains visible even as they scroll down the page of your assessment. Checking the “Shuffle question order” shuffles the questions in any given section of your assessment. There isn’t an option to shuffle certain questions within a section or only shuffle the questions in certain sections of your assessment. When you check this, all questions in all sections will be shuffled.



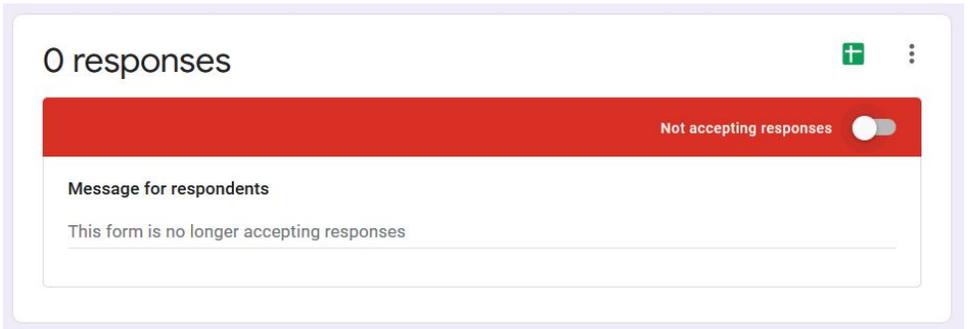
E. Next in the settings tab, click the Quizzes tab at the top. To make your assessment an actual test, exam, or quiz, click the “Make this a quiz” option circled in red. This will allow you to assign points, provide an answer key, and provide feedback for each of your questions. Scroll down in this tab.



Examine the options below “Release grade”. If your assessment is self-grading, as fully multiple choice tests can be automatically graded, you can check “Immediately after each submission” if you want your students to have access to the test and their answers as soon as they submit their responses. This may not be ideal if you have a section taking the exam later, have long-answer questions to grade manually, or if you don’t want students to have access to the assessment after completing it. If you check “Later, after manual review”, students will not receive their grade, their answers, or their corrections until you’ve examined and graded the assessment (in order for students to receive a corrected version of their assessment, you will have the option to “Release their responses” at a later date under the “Responses” tab of your assessment). I choose this option because I don’t give my students



access to their test after it's completed. Below, under "Respondents can see:", the first two options, "Missed questions" and "Correct answers", allow students to see which questions they answered incorrectly and which of their answers are correct when their grades are released (which can be immediately after they've submitted their assessment or later after you've manually done so). I uncheck "Point values" because this prevents students from seeing the point value of the individual questions when they're taking the test. Normally, this doesn't matter, but the value of some of my questions depends on their answer. For example, I write true/false statements, where true statements are worth 1 point, while false statements are worth 2 points (an extra point for correcting the statement). If students know the value of the question, they know if the statement is true or false. In response to this, I tell my students the value of each question type prior to the assessment. Once you've chosen your settings, be sure to save your settings.



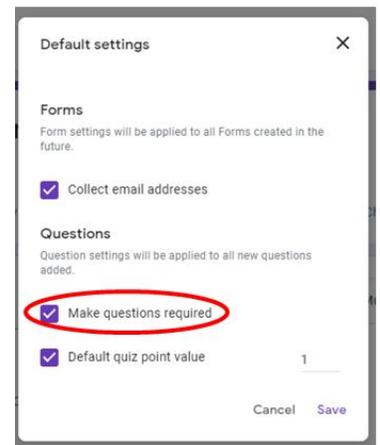
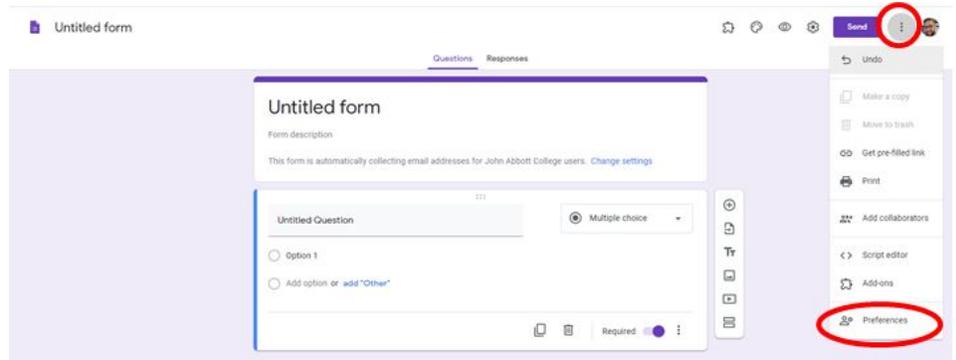
F. Click the "Responses" tab at the top of your assessment. Click the "Accepting responses" option in the top right corner. You can turn on or off the option for students to be able to access the questions in your evaluation.



This prevents students with a link to the assessment from seeing the questions. That is, this will allow you to distribute a link to the assessment without giving your students access to the questions. For example, I can send my students an email with the link to the test the evening before we're scheduled to complete it. On the day of the assessment, I take attendance on our communication platform (Microsoft Teams), read a statement about academic integrity, and open the assessment by clicking the "Not accepting responses". When I've done so, students can open the link to the assessment or refresh their browser, and they will have access to the questions in the assessment and can begin. I manually close the assessment after the designated time. For students with accommodations, like extra time for assessments, I make individual copies of the assessment for each of these students, and I manually close their assessment after their time is up.

### 3. Before making your exam template

In the top right corner of the Google Quiz, next to your avatar or profile picture, there are three vertical dots. Click them. It'll open a list of options, and you should click "Preferences". Start by asking yourself if you intend to make each question mandatory. That is, do you want to prevent the student from submitting their test or moving onto the next section if they failed to answer a question? I like making questions mandatory if students have a lot of time to complete it (let's say several days, as with a take-home exam). If they have a shorter amount of time to complete it, and they're pressed for time, I usually don't make the questions mandatory. It prevents the student from moving onto the next section if they've left a question unanswered. If you allow the students to review their questions, I would suggest you turn this off. I would simply rely on the student to make sure they've answered all questions to the best of their ability before submitting the test. In order to further ensure that they consider going back to previous sections of the exam to check their answers, the last section of my exam includes a message asking them if they've properly reviewed before clicking the submit button.



By clicking the options in this menu, these will apply to all Google Quizzes you make in the future. In order to make every new question automatically mandatory, check the box in the image on the right. This ensures that every new question in a Google Quiz will be automatically mandatory (which can be turned off manually on a question-by-question basis). If you click "Collect email addresses", every Google Quiz you make will automatically have this option checked.

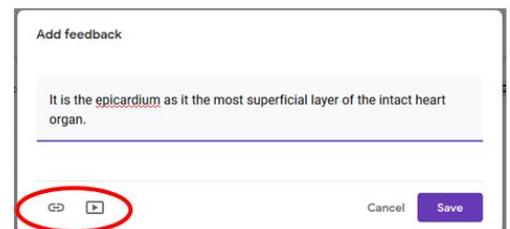
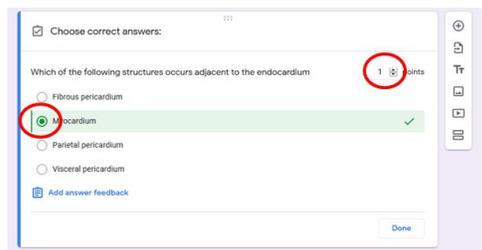
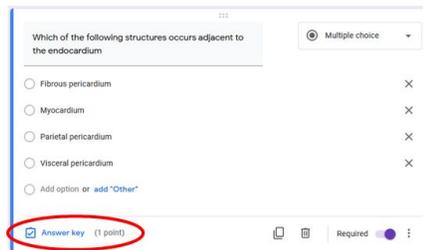
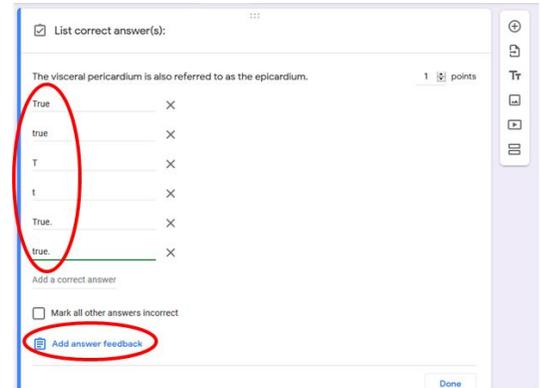
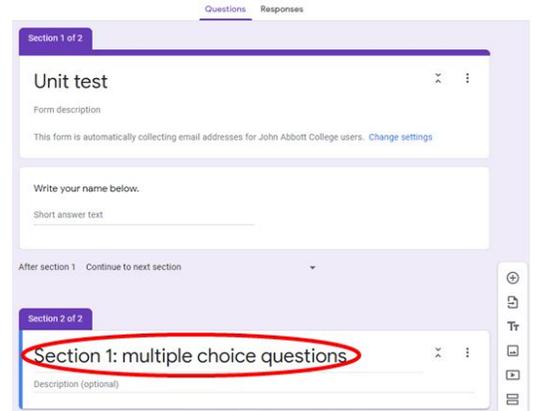
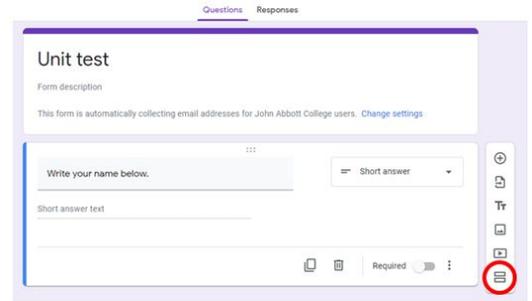
## 4. Making your exam template

I like to start my first version by making the necessary sections of my test, and then populating each section with question templates (15 multiple choice questions each worth 1 pt in section 1, 10 true/false statements each worth 2 pts in section 2, etc.). Google Quiz will randomize the questions in each section if you ask it to do so. Sections can be populated with certain questions types (multiple choice or short-answer) or according to content. To make a new section, click the “+” icon on the right hand side of the Google Quiz. Be sure to give the section a name and provide some instructions for students if necessary.

Once the sections are made, I start populating each section with questions from my draft. By making a Google Form into a quiz, each question in your assessment will be given a value (the default can be set in the “Preferences” tab we discussed earlier), provide a correct answer for a multiple choice question, and provide feedback that the student can see once you release the grades. Multiple choice questions are graded automatically, while it’s a bit trickier for written questions. If you have a short-answer question that requires a one-word answer, you can input all the different permutations of the correct answer, and the quiz will give points according to what the students have answered. Examine the example of the true or false question. I’ve written all the permutations of a true answer that I’ve seen students use. If the student types in any of these six answers, Google will automatically grade the answer as correct. If there’s a typo, missing capitalization, or weird punctuation, the question is not graded. You can also set “Mark all other answers incorrect” if you want to be strict.

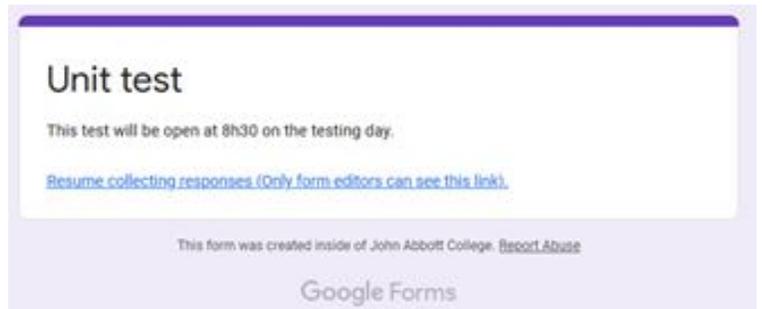
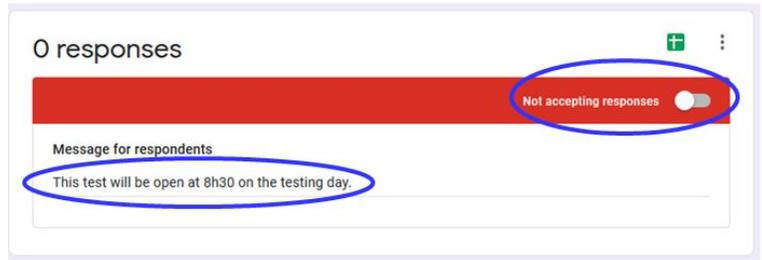
Also, if you know how many true statements you have in your test, make multiple copies of the question (click the stack of papers icon in the bottom right of the question, next to the trash can icon), as the answer key will remain the same, and you won’t have to input the answers again. You can also consider leaving feedback for a question that can act as a rubric or an explanation. The feedback can also be in the form of a website link or Youtube video.

Important tip: after inputting all your questions, adjust the pointage for each question and consider making the rubric immediately, as you will likely be making multiple versions of your assessment. By rubric, I mean adding feedback or an answer key for each question. This will ensure that each new copy of the assessment will have the feedback or answer key. If you plan on changing any questions in the subsequent versions, you can also easily change the feedback or answer key accordingly. This will save you a lot of time!

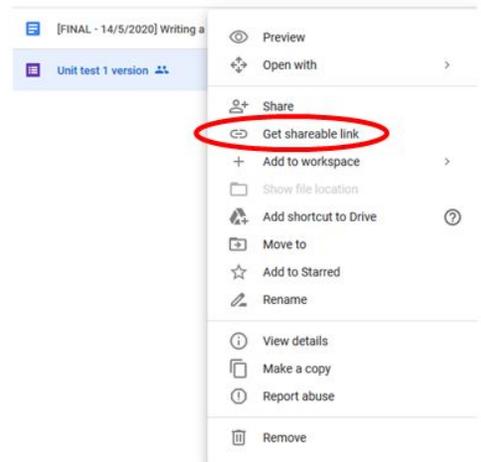


## 5. How to deliver the test

Interestingly, you can provide a link to the test without giving access to the questions. I prefer this method, instead of sending the link at the start of a testing period because emails aren't always received immediately. If I create a shareable link to the test, I can email each student in the class the day before the evaluation is set to take place. This ensures they've received the link. Before sending the link, make sure the Google Quiz is not accepting responses, as this will ensure anyone with the link can't access the questions. Examine the picture on the right. You can even write a note that students will see if they click on the link.

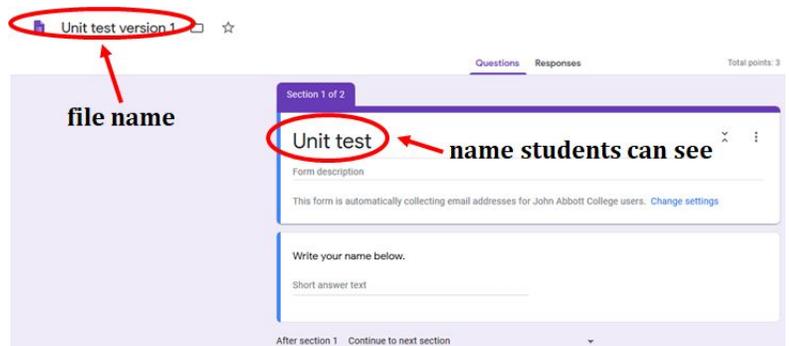


In order to create a shareable link to the assessment, right-click on the file in your Google Drive and choose "Get shareable link". Paste this link in an email to your students.



On the test day, I can open the quiz to give students access to the questions by clicking the "Not accepting responses" back to "Accepting responses". As long as the "Not accepting responses" appears, students who click the link will see the name of the assessment and the message I've written in the "Message for respondents" section (as seen in the image on the left).

Note: A Google Quiz can have two different names: the name of the file and the name students will see. There is a very important difference between these two names, as students will not see the file name (which can include the version number of your evaluation). This means you can more easily identify the version of the test without having your students know which test version they're completing. They will only see the title of the assessment.



## 6. Curbing cheating and technical issues

There are a few ways to do this: shuffling the question order in each section and making multiple versions of your assessment. The former can be done by clicking the appropriate options in the “Settings”. The latter is something you need to do on your own. Unlike Moodle, there isn’t an option to make a bank of questions to randomly choose from, so making multiple versions of an assessment has to be done manually.

Concerning technical issues, a few students have lost their answers before clicking the “Submit” button. The circumstances weren’t always clear. Some students accidentally closed the tab (which does erase their responses), while others have lost connectivity and restarted their browser. In those events, closing the exam before submitting wipes all their answers. I tell students to leave their browsers open until connection is re-established, and I ask that they be careful when manipulating browser tabs. In any case, I give extra time to these students. One way to save responses is by checking the option to “Edit after submit”. This allows students to submit their submits, which will save them, and re-opening the assessment to continue. This requires the student to click the “Submit” button at the end of the assessment, which is an inconvenience. At this time, there doesn’t seem to be the option to save responses any other way than by submitting.

Disclaimer: throughout the document, I mention that I don’t give students access to their assessment after they’ve submitted it. They get their grade, and I organize one-on-one interviews. I prefer to limit access to these online assessments, as I don’t normally give back major evaluations. I understand that once these Google Quizzes are online, it is possible students take screenshots of these assessments, however, I personally choose not to give these back. I use Google Form and Google Quiz interchangeably because a Form can be made into a Quiz. I also use the terms evaluation, assessment, quiz, test, and exam interchangeably.