



College of Education
Instructional & Learning Technology

Moodle Grading System

for SQUH Nursing Educators

Course

TECH6103

Course Name

Advanced Models in Instructional Design

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1. INTRODUCTION

1.1 Background

This document outlines a detailed instructional design plan aimed at training the nursing staff involved in educational and training activities at Sultan Qaboos University Hospital (SQUH) to use the Moodle grading system effectively.

Moodle platform has been successfully integrated into SQUH's training activities for a long while. However, its grading features remain underutilized. This limited use has led to challenges in monitoring learner progress and issuing training certifications. This training seeks to enhance the staff's competency in using Moodle's grading tools to ensure more efficient, transparent, and accurate evaluation and reporting processes.

1.2 About Moodle

Moodle is a free and open-source learning management system (LMS) used globally to create and manage online courses. Moodle offers many features at a wide scale. It provides a broad range of features that enable educators and instructional designers to develop personalized, high-quality learning experiences. The platform's intuitive interface and accessibility make it particularly convenient for learners, facilitating engagement and ease of use.

In Oman, Moodle has become an essential tool in higher education and professional training contexts. It is used by many universities and businesses. It is used by Sultan Qaboos university, University of Technology and Applied Sciences, Arab Open university, among others.

This widespread adoption assures its quality and potential in enhancing e-learning.

1.3 About this Document

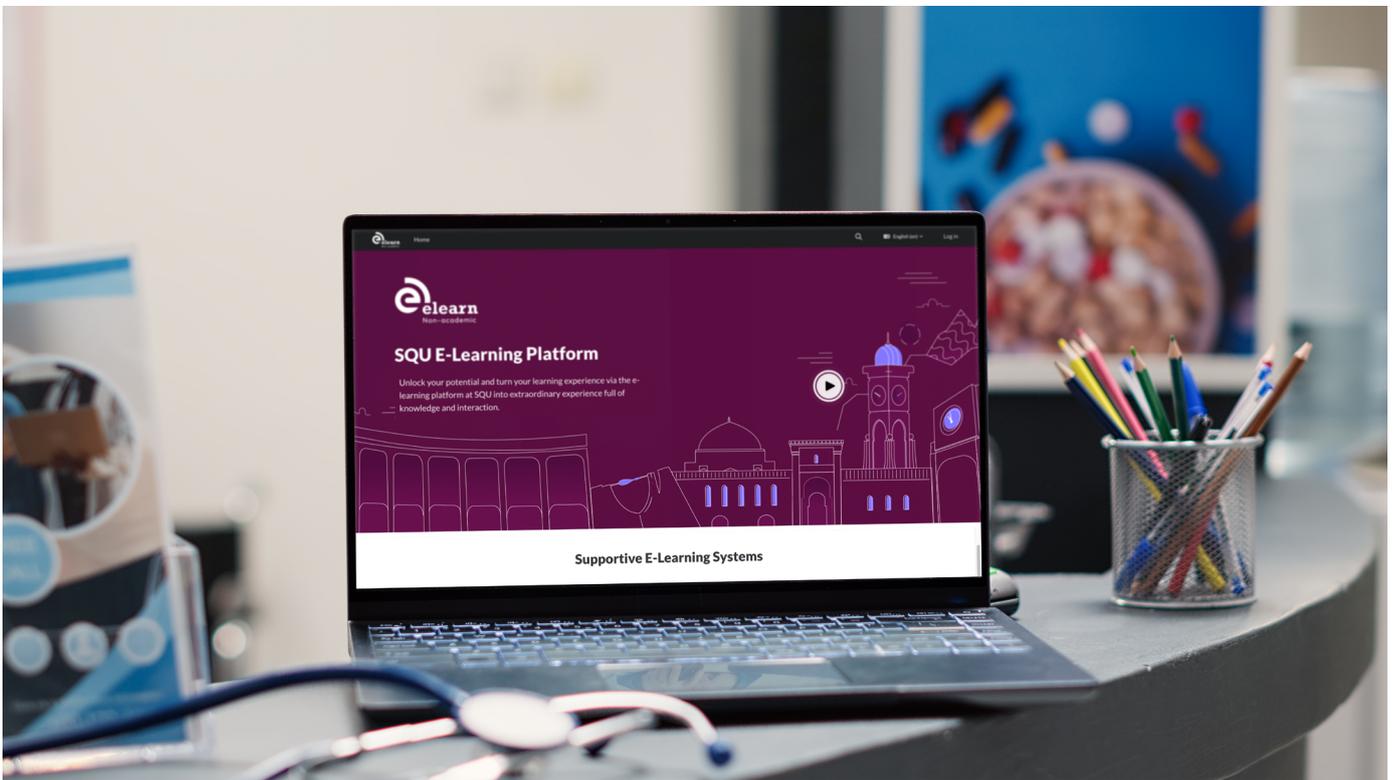
This document is a blueprint for the training on the effective use of the Moodle grading system in educational and training activities. It outlines a comprehensive instructional design plan guided by the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The blueprint integrates multiple analysis and design methodologies to ensure optimal learning outcomes and to promote the adoption of best practices in managing and assessing learners through Moodle.

2. ANALYSIS

2.1 Rationale

The purpose of this training blueprint is to address the need for consistent, accurate, and efficient use of the Moodle grading system among nursing staff involved in educational and training activities at Sultan Qaboos University Hospital (SQUH).

Moodle is the central platform for managing courses, assessments, and certification processes at SQUH. Therefore, effective use of its grading features is essential to ensuring reliable evaluation and documentation.



Current practices show variability and sometimes mistakes in how grades are entered, distributed, and managed. These inconsistencies can lead to delays, errors, frustrations, and challenges in course completion tracking and certification. To build staff competency and enhance the overall quality of training delivery, a structured training intervention is suggested as planned in this document.

This document provides an instructional design plan based on the ADDIE model to guide the development, implementation, and evaluation of the training. The ADDIE model is ideal due to its systematic approach. ADDIE model supports careful analysis of staff needs, design of content and interactions, and continuous evaluation to improve the training.

This training also aims to strengthen staff confidence, improve accuracy in grading practices,

and ultimately support the hospital's broader goals for high-quality, technology-enhanced learning.

2.2 Context

Sultan Qaboos University Hospital (SQUH) relies on Moodle as the primary learning management system for delivering training programs. Nursing staff involved in instructional and training roles are expected to use Moodle to administer activities, evaluate learner performance, and ensure accurate documentation for certification and continuing professional development.

Current situation:

Although Moodle is the core of the hospital's training ecosystem, the grading system itself remains underutilized or inconsistently applied.

Many training courses rely on manual tracking or simplified grading methods, which can result in mistakes, delays, and incomplete records. These challenges affect the efficiency of training workflows as well as the reliability of learner data used in audits and performance reviews.

Gap:

There is a need for structured upskilling in the effective use of Moodle's grading tools. This training blueprint responds to that need by outlining an instructional design plan that supports trainers in acquiring the knowledge and skills required to manage grades systematically and align their practices with institutional standards.

Current situation:

Nursing staff involved in educational activities at SQUH are able to use the Moodle grading system accurately and consistently across all courses. Staff should be capable of creating and managing grade items, organizing categories, applying appropriate grading methods, and generating reliable grade reports that support follow-up processes.

2.3 Questionnaire

To further understand where our targeted audience members stand in relation to this particular topic, we designed a questionnaire that focuses on the following areas: (1) familiarity with

Moodle grading system and tools, (2) confidence and skill level, and (3) related challenges. The charts below summarise the questions and answers gathered in this questionnaire.

1. Understanding Moodle grading system:

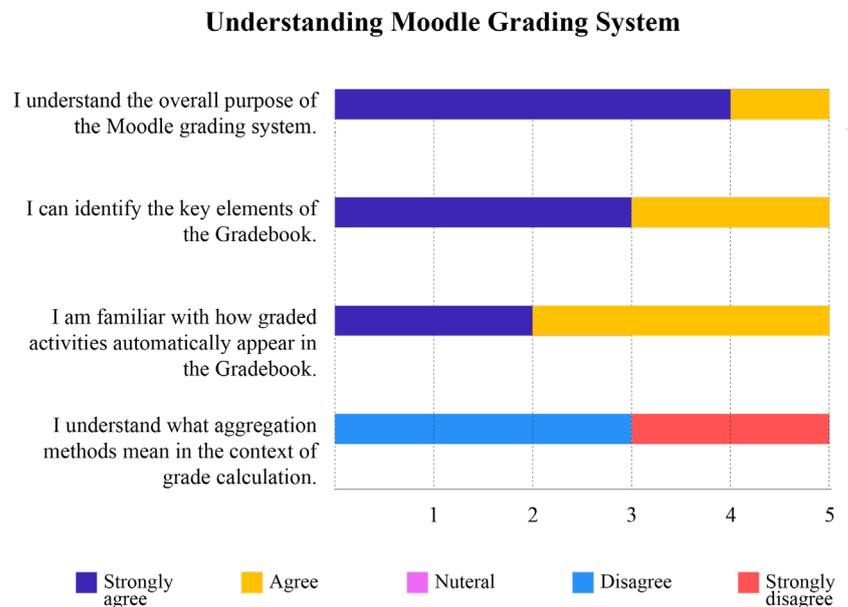
According to the responses, SQUH training staff generally understand the overall purpose of the Moodle grading system, the major categories of grading elements, and how graded activities appear in the gradebook. On the other hand, almost all responders stated that they do not understand what aggregation methods are.

2. Confidence and skill level:

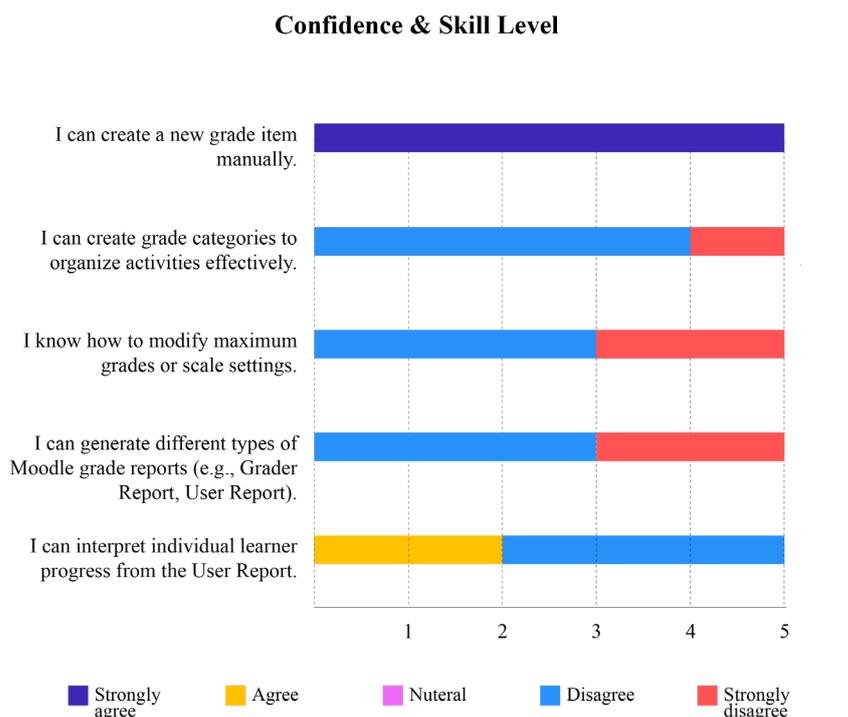
Training staff are able to create graded items and assign grades as required. However, they cannot effectively modify maximum grades or scale settings or create categories to organize activities. Another area that is challenging for this group of staff is the generating of reports and interpretation of learner achievement based on these reports.

3. Challenges:

According to the questionnaire, SQUH training staff find Moodle interface convenient and easy-to-use. However, assigning grade calculations and aggregations and interpreting grade reports is the major challenge they face.

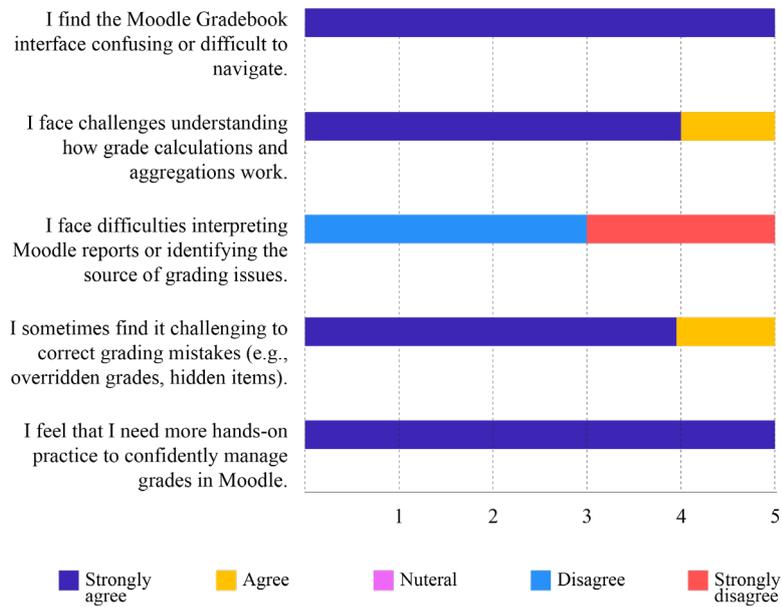


(2.1) Chart 1



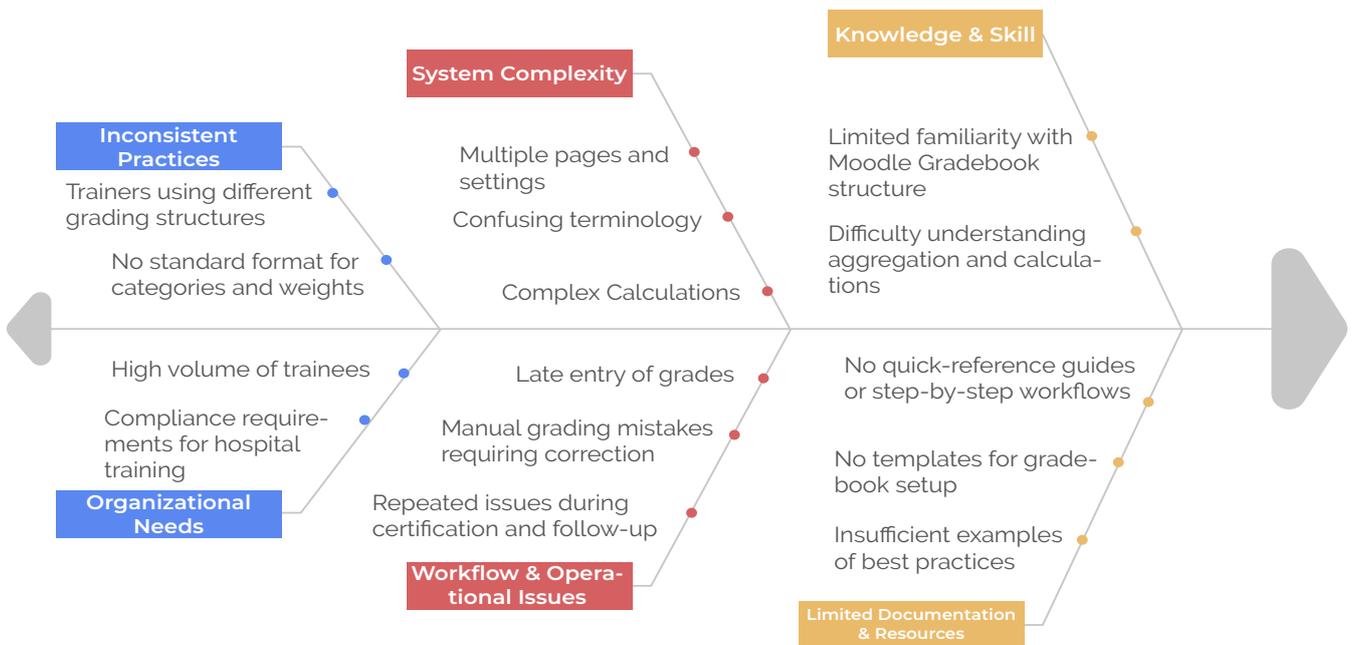
(2.2) Chart 2

Challenges



(2.3) Chart 2

2.4 Performance Analysis



(2.4) Fish bone analysis

Furthermore, the evaluation phase will implement Kirkpatrick’s model of training evaluation. The evaluation will be as follows:

Level	What to Evaluate	Method
Reaction	<ul style="list-style-type: none"> • Participants’ satisfaction with the training content. • Perceived relevance of the training to their job responsibilities. • Clarity and organization of training materials. • Usability Moodle environment for practice. 	<ul style="list-style-type: none"> • End-of-session survey. • Verbal feedback during closing discussion.
Learning	<ul style="list-style-type: none"> • Understanding of Moodle Gradebook structure and components. • Ability to create and edit grade items and categories. Ability to apply different aggregation methods. • Correct setup of weighted or structured grading schemes. • Skills in generating, interpreting, and verifying grading reports. • Improvement in accuracy when performing grading tasks. 	<ul style="list-style-type: none"> • Pre- and post-training quizzes. • Practical exercises • Scenario-based tasks inside a sandbox course on Moodle. • Trainer observation checklists.
Behaviour	<ul style="list-style-type: none"> • Consistent setup of Gradebook according to SQUH standards. • Proper creation and management of grade items in actual courses. • Reduced mistakes. • Ability to generate and interpret grade reports. 	<ul style="list-style-type: none"> • Supervisor observations. • Review of actual Gradebooks created by participants.
Result	<ul style="list-style-type: none"> • Increased accuracy and consistency of grading across training courses. • Reduced delays in issuing course completion certificates. • Fewer errors found during audits. • Increased trainer efficiency. • Better learner satisfaction due to clear and accurate grades. • Enhanced overall quality and reliability of training programs at SQUH. 	<ul style="list-style-type: none"> • Data comparison before and after training. • Feedback from unit supervisors and program coordinators. • Audit reports from internal quality teams.

2.5 Suggested Solutions

A structured set of solutions is proposed to address the challenges faced by nursing training staff in using the Moodle grading system. The primary solution is to provide targeted hands-on training that focuses on the essential functions of the Gradebook. This training will be delivered in a lab environment to ensure real-time guidance and immediate feedback.

Additionally, standardized grading templates, clear workflow guidelines, and quick-reference materials will be developed to promote consistency across courses. It is also crucial that ongoing support is offered through follow-up sessions and accessible documentation.

2.6 Learners

The targeted audience of this instruction is a group of five nursing staff involved in educational and training activities at Sultan Qaboos University Hospital (SQUH). They are involved in creating and managing online courses on Moodle platform.

1. Entry behaviour

Participants in this course have basic skills and knowledge required to navigate Moodle courses as an editing teacher. In addition to having a general idea about assessment components (assignments, quizzes, exams), they are:

- familiar with the different types of activities and resources,
- Able to open and add activities such as Assignments, Quizzes, or Forums,
- Able to view participants' lists.

2. Learning preferences:

Because of their background in online learning, this group of learners is already familiar with virtual learning environments and basic digital navigation. However, this course will take place in a computer lab at SQUH to ensure real-time interaction with the instructor, immediate guidance during hands-on activities, and direct access to the Moodle training environment. This setting also allows participants to practice grading tasks in a controlled environment where support and individualized feedback can be provided on the spot.

2.7 Description of Instruction

This course is designed to train nursing staff who serve as trainers at SQUH to effectively use

the Moodle grading system in their training courses. Participants will learn how to navigate the Gradebook, create and manage grade items and categories, apply appropriate aggregation methods, and generate grading reports for certification and follow-up processes. Through guided demonstrations and hands-on practice, the course aims to enhance accuracy, consistency, and confidence in managing digital assessments within the training environment.

1. Mode of teaching:

The course will be delivered through face-to-face instruction in a computer lab to ensure direct interaction and immediate access to the Moodle platform. Teaching methods include live demonstrations, step-by-step walkthroughs, supervised hands-on activities, and guided practice tasks. The lab-based setting allows participants to receive real-time support and feedback, ask questions, and apply new skills within a controlled and supportive environment.

2. Duration:

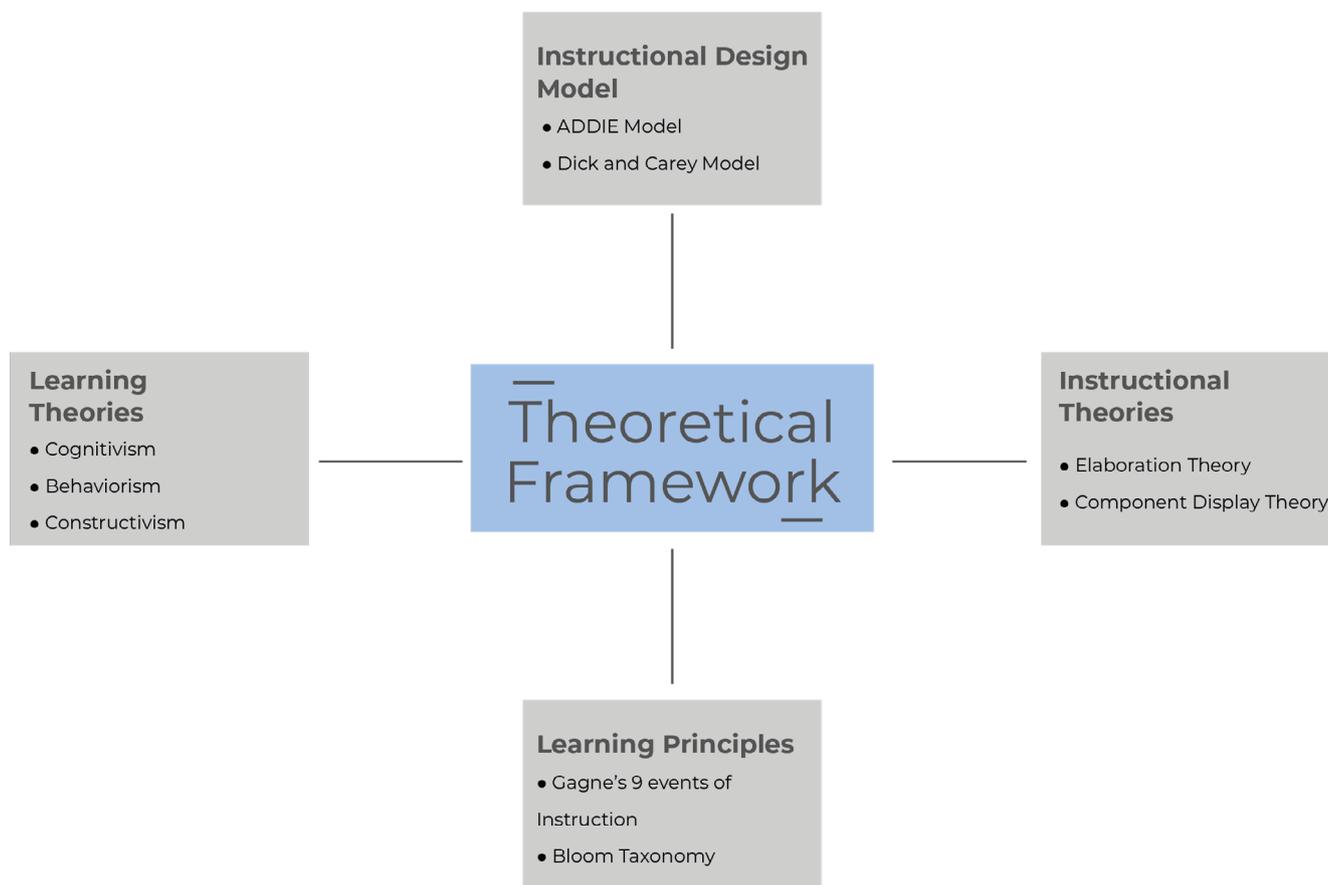
The training session will be conducted over a **8-hour** instructional block. A full day course allows sufficient time for explanation, practice, error correction, and discussion. This will ensure participants leave with a practical understanding of the Moodle grading system.

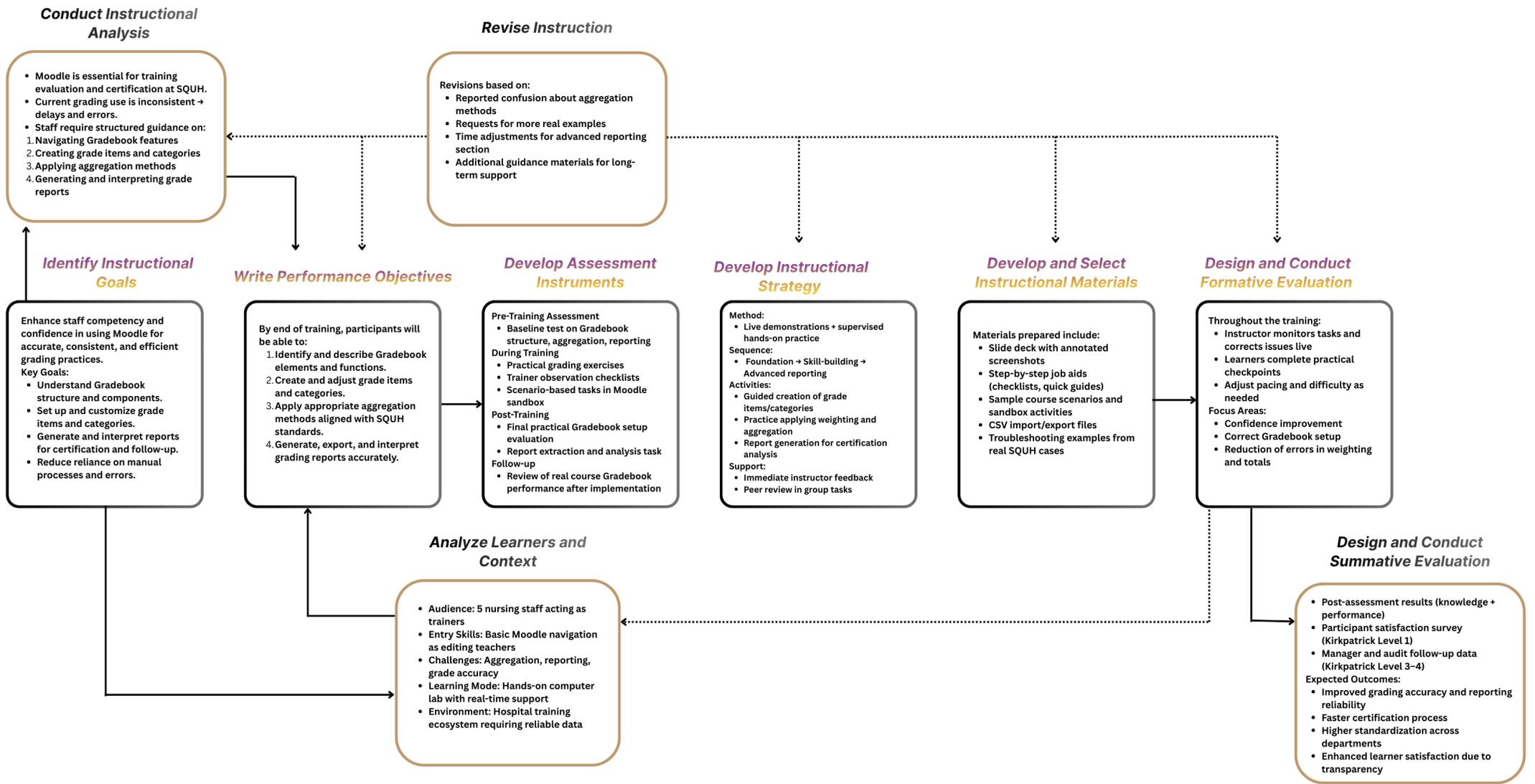
3. Available resources:

The training will utilize the following resources:

- A fully equipped computer lab with individual workstations
- High-speed internet connection
- Access to a Moodle sandbox courses
- Practical demonstration system with projector and screen
- Step-by-step digital training handouts and guides
- Sample course activities, grade items, and scenarios for practice

2.8 Theoretical Framework





3. DESIGN PHASE

3.1 Course Goals & Objectives

Based on the results of the needs assessment and the challenges identified among nursing staff at SQUH, the following goals and learning objectives were stated:

Goal 1:

Enable nursing staff to understand the structure and core components of the Moodle grading system.

Objectives:

- Identify key elements of the Moodle Gradebook, including grade items, categories, and reports.
- Describe the purpose and function of each grading component within a training course.
- Recognize common mistakes that occur when using the Gradebook and explain how to avoid them.

Goal 2:

Develop the skills required to set up, customize, and manage grade items and categories in Moodle.

Objectives:

- Create and edit grade items manually and through activity settings.
- Organize grade items into categories and apply appropriate aggregation methods.
- Configure Gradebook settings to align with the hospital's training requirements for certification.

Goal 3:

Train staff on how to generate and interpret grading reports.

Objectives:

- Generate user reports, overview reports, and grade history for monitoring trainee progress.
- Export and import grades while maintaining data accuracy and consistency.

3.2 Gagné's 9 Events of Instruction

The instructional design for each lesson in this training will follow Gagné's Nine Events of Instruction to ensure structured, effective, and engaging learning:

1. Gain Attention:

- Use relatable scenarios from staff workflow (e.g., incorrect grades causing confusion among learners).

2. Inform Learners of Objectives:

- Clearly present the learning outcomes for each module.

3. Stimulate Recall of Prior Knowledge:

- Ask trainees about their previous experiences with Moodle or manual grading.

4. Present Content:

- Deliver demonstrations, visuals, and interactive explanations of Moodle features.

5. Provide Learning Guidance:

- Offer guided practice and step-by-step checklists.

6. Elicit Performance:

- Assign practical tasks in the live Moodle site.

7. Provide Feedback:

- Give immediate corrective feedback during practical activities.

8. Assess Performance:

- Evaluate learning through quizzes, practical tasks, and scenario-based challenges.

9. Enhance Retention and Transfer:

- Provide job aids, templates, and follow-up practice activities for workplace use.

3.3 Instructional Content

This matrix serves as a structured guide for the professional development training. It provides a comprehensive framework that supports the development of essential skills needed to use the Moodle grading system accurately and efficiently. The matrix is in three core modules, each addressing a key competency required for effective grading and learner evaluation.

Module 1: Understanding the Moodle Grading System

Goal: Enable nursing staff to understand the structure and core components of the Moodle grading system.

Lesson Objective	Instructional Strategies	Media	Assessment & Feedback	Time	Role of Learner	Theoretical Framework
Identify key elements of the Moodle Gradebook (grade items, categories, reports, aggregation).	<ul style="list-style-type: none"> Interactive presentation Live Moodle demonstration Class discussion. 	<ul style="list-style-type: none"> Moodle demo course Slides Handouts 	<ul style="list-style-type: none"> Short quiz (Google forms) Verbal feedback 	45 min + 10 min assessment	<ul style="list-style-type: none"> Active listener and observer; Analytical thinker. 	<ul style="list-style-type: none"> Behaviorism (direct instruction) Cognitive Load Theory Constructivism
Describe the purpose of each grading component and common errors to avoid.	<ul style="list-style-type: none"> Case examples from SQUH courses Instructor-led walkthrough Q&A. 	<ul style="list-style-type: none"> Actual course examples Error samples Screenshots 	<ul style="list-style-type: none"> Error worksheet Immediate feedback. 	30 min + 10 min assessment	<ul style="list-style-type: none"> Critical thinker Problem identifier. 	<ul style="list-style-type: none"> Constructivism Authentic Learning.

Module 2: Gradebook Setup and Customization

Goal: Develop the skills required to set up, customize, and manage grade items and categories in Moodle.

Lesson Objective	Instructional Strategies	Media	Assessment & Feedback	Time	Role of Learner	Theoretical Framework
Create and edit grade items manually and through activity settings.	<ul style="list-style-type: none"> Hands-on guided practice Instructor demonstration Group work. 	<ul style="list-style-type: none"> Moodle demo course Laptops -Step-by-step checklist. 	<ul style="list-style-type: none"> Practical task: create & edit grade items Instructor feedback. 	45 min + 15 min assessment	<ul style="list-style-type: none"> Hands-on learner. 	<ul style="list-style-type: none"> Behaviorism (guided practice) Learning by Doing.
Organize grade items into categories and apply aggregation methods appropriately.	<ul style="list-style-type: none"> Small-group scenario analysis Problem-solving tasks Live example setup. 	<ul style="list-style-type: none"> Sample grading scenarios Moodle demo course. 	<ul style="list-style-type: none"> Group submission: setup a complete Gradebook structure Peer evaluation. 	50 min + 15 min assessment	<ul style="list-style-type: none"> Collaborative learner Problem solver. 	<ul style="list-style-type: none"> Constructivism; Situated Learning.
Configure Gradebook settings to match internal hospital training requirements.	<ul style="list-style-type: none"> Instructor explanation Demonstration of real-use cases 	<ul style="list-style-type: none"> Course settings Hospital grading policies. 	<ul style="list-style-type: none"> Checklist-based evaluation of settings Instructor feedback. 	30 min	<ul style="list-style-type: none"> Evaluator Decision-maker. 	<ul style="list-style-type: none"> Authentic Learning Learning by Doing.

Module 3: Advanced Grading & Reporting

Goal: Equip staff with the ability to generate accurate grading reports and use advanced grading tools

Lesson Objective	Instructional Strategies	Media	Assessment & Feedback	Time	Role of Learner	Theoretical Framework
Generate user reports, overview reports, and grade history for tracking training progress.	<ul style="list-style-type: none"> Guided navigation Instructor modelling Individual exploration tasks 	<ul style="list-style-type: none"> Moodle report tools 	<ul style="list-style-type: none"> Practical task: extract 3 types of reports Immediate feedback. 	40 min + 10 min assessment	<ul style="list-style-type: none"> Active participant Analyst 	<ul style="list-style-type: none"> Information Processing Theory Analysis
Apply advanced grading tools such as rubrics and marking guides.	<ul style="list-style-type: none"> Demonstration Pair discussion. 	<ul style="list-style-type: none"> Moodle rubric editor Templates 	<ul style="list-style-type: none"> Rubric creation assignment Peer review with rubric checklist. 	60 min	<ul style="list-style-type: none"> Designer Reflective learner 	<ul style="list-style-type: none"> Design Thinking Constructivism
Export and import grades accurately and consistently.	<ul style="list-style-type: none"> Step-by-step instructor demo Independent practice 	<ul style="list-style-type: none"> CSV files Moodle import/export module. 	<ul style="list-style-type: none"> Performance task: export and re-import sample data Corrective feedback. 	30 min + 15 min assessment	<ul style="list-style-type: none"> Hands-on learner. 	<ul style="list-style-type: none"> Mastery Learning Behaviorism (Practical Presentation)

3.4 Needs & Requirements

To accomplish this course, the following needs have been identified as fundamental factors to produce the anticipated outcomes:

1. Learner Needs

- Step-by-step guidance on using Moodle's Gradebook due to limited prior exposure.
- Practice-based activities to build confidence in navigating and customizing the Gradebook.
- Examples relevant to SQUH training (hospital courses, actual error cases, category structures).
- Hands-on experience in exporting and importing grades safely.

2. Instructional Needs

- A structured sequence moving from foundational concepts to advanced skills.
- A Moodle sandbox environment identical to SQUH's actual training environment.
- Varied instructional strategies (lecture, guided practice, group tasks, problem-solving, individual work).

3. Technical Requirements

- Access to Moodle sandbox courses for all participants.
- Laptops or desktop computers with stable internet connection.
- Projector for demonstrations.
- Preloaded CSV sample files for import/export tasks.
- Moodle roles adjusted to allow editing of Gradebook and reports.

4. Administrative Requirements

- Pre-enroll participants in the demo courses before the training day.
- Training room booking with seating that supports partner and group tasks.
- Printed or digital copies of checklists, worksheets, and rubric templates.
- Time allocated for assessment.
- Sign-in sheet and attendance tracking.

5. Instructor Requirements

- Familiarity with SQUH-specific grading policies and training compliance structure.
- Ability to demonstrate real-use scenarios and troubleshoot Gradebook issues.
- Prepared examples of typical gradebook errors from SQUH.
- Capability to guide learners through hands-on tasks and provide immediate feedback.

6. Quality & Evaluation Requirements

- Pre/post assessment to measure knowledge gain.
- Practical performance tasks to evaluate competency.
- Learner feedback form to assess training relevance and clarity.

4. DEVELOPMENT PHASE

4.1 Creation of Instructional Materials

The instructional materials for this course will be developed to provide clear, step-by-step guidance for learning how to use the Moodle grading system.

1. Moodle course:

A dedicated Moodle sandbox course will be created and configured with sample assignments, quizzes, and activities to simulate real training scenarios. This environment enables learners to practice creating grade items, adjusting categories, and generating reports without affecting live courses.

Slideshows:

A comprehensive slide presentation was created to support instructor-led demonstrations. The slideshows feature annotated screenshots, simplified workflows, and examples of common grading scenarios.

Digital resources:

CSV files are to be prepared to allow learners to explore grade import and export functions, providing practical exposure to managing bulk data within Moodle. In addition, a set of concise e-guides will be developed to offer step-by-step instructions on key grading tasks such as creating grade items, organizing categories, adjusting aggregation methods, and generating reports. These e-guides are accessible in digital format for easy reference during and after the training.

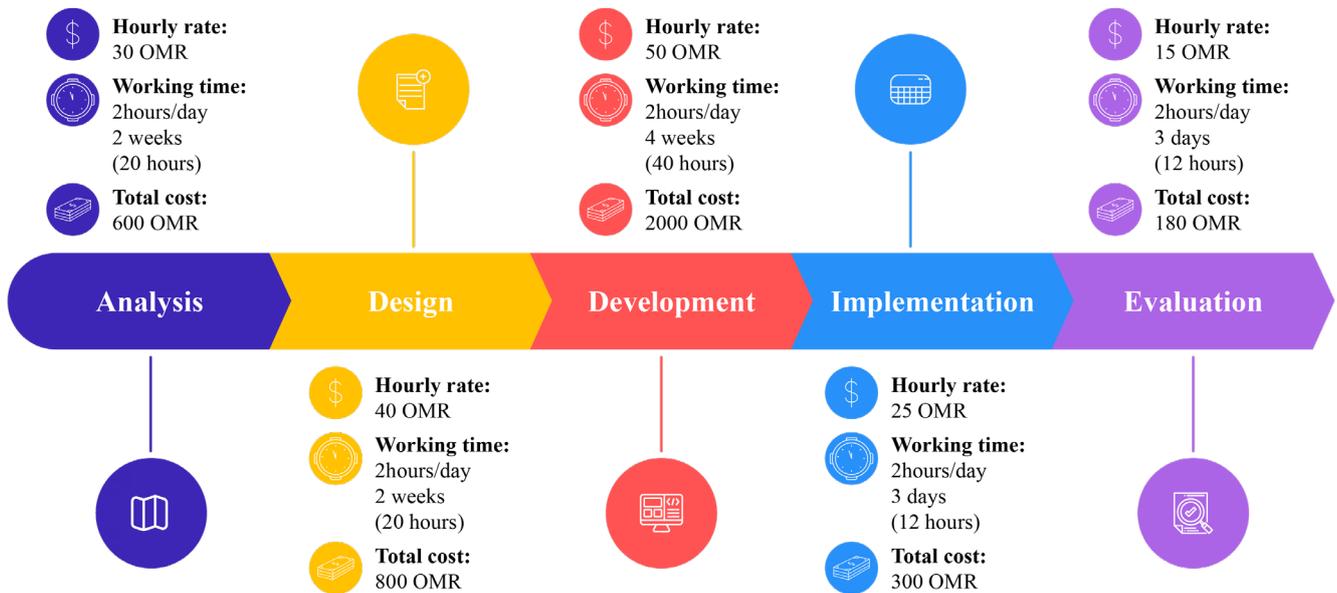
Handouts and activities:

Detailed participant handouts will be produced to reinforce learning outside the session. A set of hands-on practice activities and scenario-based tasks were designed to allow learners to apply skills directly within the Moodle sandbox course. These materials were developed to align closely with the course objectives, ensuring that participants receive a consistent and structured learning experience that supports both understanding and practical application.

Assessment and feedback tools:

Digital assessments, including a short pre-training quiz and a post-training knowledge check, will be developed to measure learning progress. Additionally, digital evaluation tools such as Google Forms surveys will be prepared to capture participant feedback and support the Kirkpatrick evaluation plan.

4.2 Development Timeline



5. IMPLEMENTATION PHASE

5.1 Implementation Plan

As outlined in the design phase, the training will be delivered to a selected group of nursing staff who are responsible for managing educational and training activities at Sultan Qaboos University Hospital (SQUH). The training will be conducted in a face-to-face format to ensure that participants receive direct guidance while practicing in the Moodle environment. Each module will be completed in a dedicated session, allowing trainees to build their skills progressively.

Training sessions will take place in the hospital's computer lab, where each participant will have access to a computer and a Moodle course for hands-on practice. Throughout the sessions, the trainer will provide demonstrations, facilitate discussions, and guide participants through real-world grading scenarios to ensure authentic learning.

Below is the planned schedule for delivering the three modules over an 8-hour long training program:

Module 1: Understanding Moodle Grading System	
Time	Topic
8:00 - 9:00	Identify key elements of the Moodle Gradebook (grade items, categories, reports, aggregation).
9:00 - 9:40	Describe the purpose of each grading component and common errors to avoid.
9:40 - 10:00	Break
Module 2: Gradebook Setup and Customization	
10:00 - 10:50	Create and edit grade items manually and through activity settings.
10:50 - 11:50	Organize grade items into categories and apply aggregation methods appropriately.
11:50 - 12:20	Configure Gradebook settings to match internal hospital training requirements.
12:20 - 13:00	Break
Module 3: Advanced Grading & Reporting	
13:00 - 14:00	Generate user reports, overview reports, and grade history for tracking training progress.
14:00 - 15:00	Apply advanced grading tools such as rubrics and marking guides.

15:00 - 15:40	Export and import grades accurately and consistently.
15:40 - 16:00	Open discussion + Course evaluation

6. EVALUATION

6.1 Learner Assessment:

Formative assessment:

Learners engage in structured, hands-on tasks within the Moodle sandbox environment during the workshop. These activities—such as creating grade items, adjusting category settings, applying aggregation methods, or generating grade reports—allow the instructor to observe performance and provide immediate feedback. This ensures misunderstandings are corrected early and learners build confidence as the session progresses.

Summative assessment:

A short post-training assessment evaluates the extent to which participants have mastered the intended skills. This may include:

- A practical performance task inside the Moodle sandbox (e.g., fully setting up a gradebook).
- A brief quiz assessing conceptual knowledge of grading components and functions.
- A checklist-based evaluation of their ability to perform key operations independently.

These results provide insight into knowledge gain and readiness to apply skills in real training courses.

Furthermore, to determine whether learning transfers to real-world practice, a follow-up evaluation is conducted several weeks after the workshop. This may include reviewing participant-created Gradebooks and monitoring accuracy and consistency of grade setup in actual training courses.

6.2 Course Evaluation:

Ongoing Feedback During Delivery:

Participants are encouraged to ask questions and seek clarification during demonstrations and practice activities. The instructor monitors learner progress, identifies common difficulties,

and adjusts pacing or explanations as needed. This responsive instruction is a key component of formative evaluation.

Workshop Evaluation Form

Participants complete a structured workshop evaluation form at the end of the session. This measures:

- Satisfaction with the workshop content
- Clarity and usefulness of materials
- Instructor effectiveness
- Relevance and applicability of the training
- Confidence gained in using the Moodle grading system

This feedback informs future improvements and supports continuous development of the training program.

6.3 Training Impact Evaluation

Finally, the broader organizational impact is assessed by examining:

- Improvements in grading accuracy for certification and follow-up
- Reduction in delays due to Gradebook misconfigurations
- Increased standardization of grading practices across departments
- Enhanced confidence and independence among training staff

These outcomes help determine the overall value and effectiveness of the training intervention.

6.4 Dissemination Plan

To ensure the training plan is effectively shared with the intended audience at SQUH, the following actions will be taken:

Stakeholder Presentation: A brief overview of the training plan will be presented to nursing educators, training coordinators, and Moodle administrators.

Internal Communication: A summary of the training will be shared through official email channels and the hospital's training portal.

Visual Promotion: Simple infographics or digital posters will be created to highlight the key

features and benefits of the training.

Departmental Coordination: Department heads will be informed and encouraged to nominate staff members who require this training.

7. APPENDICES

1. Pre-training Test:

#	Question	Type	Correct Answer
1	What is the primary purpose of the Moodle Gradebook?	MCQ	To store and calculate student grades automatically
2	Which of the following is NOT a grade item type in Moodle? A) Manual item B) Assignment C) Survey D) Quiz	MCQ	C) Survey
3	Define a grade category in Moodle.	Short Answer	A container to group multiple grade items and apply shared settings/aggregation
4	True or False: Aggregation methods determine how grades in a category are combined.	True/False	True
5	Where do you go to adjust maximum grades for a quiz?	MCQ	Quiz activity → Edit settings → Grade section
6	Name one aggregation method used in Moodle.	Short Answer	Examples: Weighted mean, Natural, Simple weighted mean...
7	Which report helps trainers see the full Gradebook as learners view it? A) Overview report B) User report C) Single view D) Grade history	MCQ	B) User report

8	Exporting grades allows you to download the Gradebook in what file format(s)?	Short Answer	CSV, Excel (depending on configuration)
9	What issue may occur if grade items are not assigned to categories properly?	Short Answer	Incorrect total calculation / reporting inaccuracies
10	List one common challenge SQUH training staff face related to grading in Moodle.	Short Answer	Aggregation methods, interpreting reports, grade calculations...

2. Sample Case Scenario:

Course Title: Basic Life Support, Skill Refresher

Learners: 12 Nursing staff enrolled

Trainer Role: Editing Teacher in Moodle

Assessments Required for Certification

Activity Name	Type	Max Grade	Weight Toward Final Score
Unit Quiz	Quiz	20	30%
Skill Demonstration Checklist	Manual Grade Item / Rubric	50	50%
Participation	Manual Grade Item	10	20%

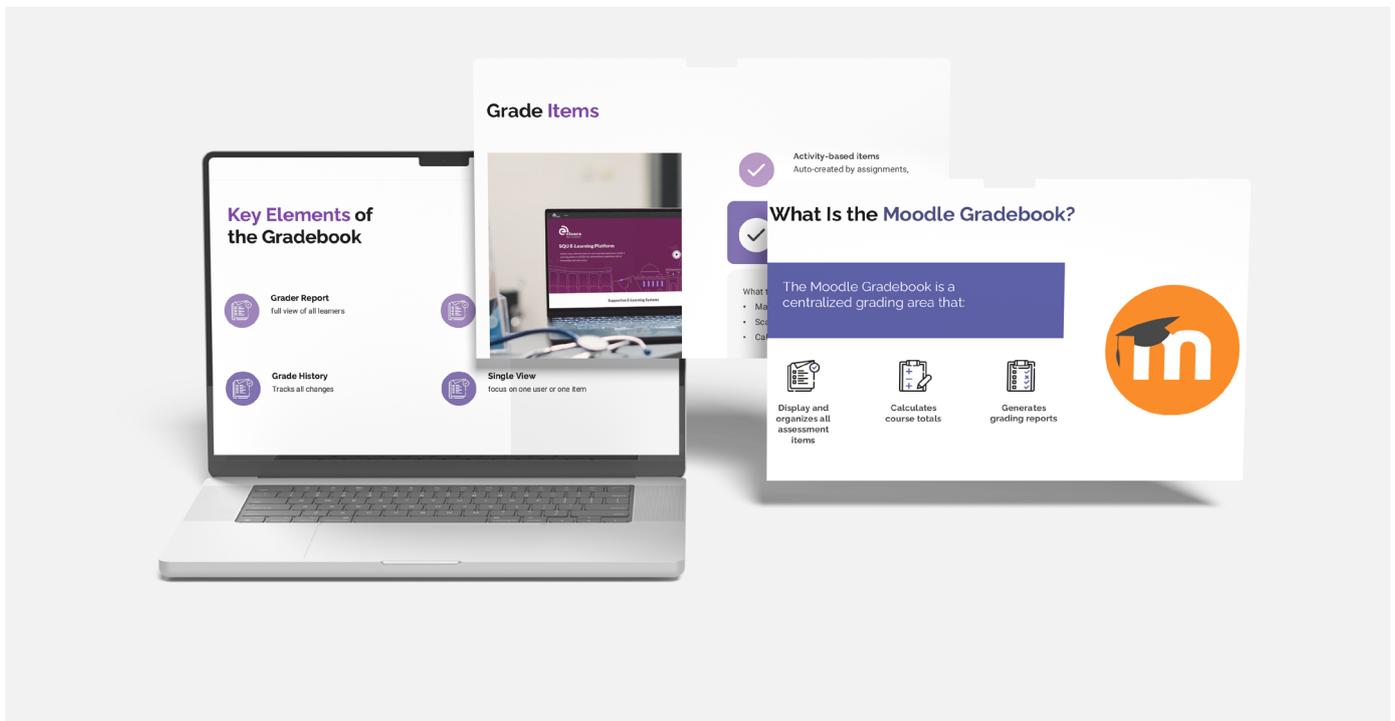
Task Requirements for Trainees

Participants must:

- Create a category named BLS Assessment
- Add all three grade items under the category
- Apply the Weighted Mean of Grades aggregation
- Generate User Report and verify calculated totals
- Export grades → Correct a grade → Re-import successfully
- Success Criteria

- Calculations must correctly reflect weights

3. Sample Course Materials:



Sample Slideshow

4. Workshop Evaluation Form

Workshop Evaluation Form: Using the Moodle Grading System Effectively

Evaluation Criteria	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Workshop Content					
The objectives of the workshop were clear and easy to understand.	<input type="checkbox"/>				
The content was relevant and useful for my work.	<input type="checkbox"/>				

The materials provided supported the workshop objectives effectively.	<input type="checkbox"/>				
Activities and Engagement					
Activities enhanced my understanding of Moodle's grading tools.	<input type="checkbox"/>				
I had meaningful opportunities to practice and interact during the workshop.	<input type="checkbox"/>				
Assessment and Feedback					
The assessments helped reinforce the learning objectives.	<input type="checkbox"/>				
Feedback provided by the trainer was helpful and timely.	<input type="checkbox"/>				
Facilitation					
The trainer demonstrated strong knowledge of the Moodle grading system.	<input type="checkbox"/>				
The trainer encouraged participation and engagement.	<input type="checkbox"/>				
The pace of the workshop was appropriate.	<input type="checkbox"/>				
Logistics & Technology					
The workshop was well-organized and ran smoothly.	<input type="checkbox"/>				
The venue and equipment were suitable for hands-on practice.	<input type="checkbox"/>				
Technology tools supported the learning experience effectively.	<input type="checkbox"/>				
Overall Satisfaction					
Overall, I am satisfied with the workshop.	<input type="checkbox"/>				
I would recommend this workshop to other staff members.	<input type="checkbox"/>				