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| **Milestone 2: Systems and Report Design**  Group 10: Point Blank |

# 1. Executive Summary

Based on the feedback received from our previous milestone we have re-evaluated our Entity Relationship Diagram and have made changes to suit our client’s needs. The included sequence diagrams demonstrate the order in which messages occur between the main components of the system. They will also serve as the link between analysis, design and implementation of the project.

The Create Student sequence diagram shows that a student’s details are entered by the SSS Coordinator but is created only after the SSS Coordinator has confirmed the creation of the student.

The Create Student Attendance sequence diagram shows that the student will first request to join a group and then will select the desired group. The system will finally iterate through each activity and create a new attendance for that activity.

The Update Student Attendance sequence diagram shows that the SSS Tutor will first request the specific attendance to update and select from a list the desired one. The SSS Tutor will then work through each student in that attendance and set attended students as arrived.

The reports described in this document represents what we think will add value to the system and help in analysing the data collected in order to make better decisions for the SSS programme. Sign-off is predicated on these reports meet appropriate expectations.

The Student Disengagement Report summarises students who have been classified as being disengaged so that “at risk” students can be identified as early as possible. Disengagement is when student participation is below fifty percent. This allows for assistance to be offered to students before it is too late to help any who are struggling.

The Course Disengagement Report compares student disengagement numbers to specific courses. This will help in targeting weak points in the system for future improvement.

The Low Tutor Rating Report displays the tutors with the lowest ratings so that problems with tutors can be identified and rectified.

The Low Activity Rating Report is aimed at understanding the popularity of activities set out by the Coordinator and displaying all activities with low ratings. This will show which activities need to be improved.

The Consultation Frequency Report tracks the frequency of one on one consultations. This is to uncover trends so that decisions regarding consultations may be more informed.

The Tutor Training Status and Ratings Report seeks to find a correlation between tutor ratings and their training status. If the average tutor rating is below 2.5 it is considered that the tutor is underperforming. Tutors are grouped by their training status and compared so that corrective measure may be taken when an issue arises.

# 2. Systems Design

## Sequence diagram: Create Student

### 2.1.1 Revised “Create student” Use Case

|  |  |  |
| --- | --- | --- |
| Use case name: | CreateStudent | |
| Scope: | Student Support System(SSS) | |
| Triggering event: | SSS coordinator initiates create student (i.e. when the SSS co-ordinator clicks “create student”) | |
| Brief description: | The SSS coordinator initialises the system to create a new student. The SSS coordinator then enters in student details, namely: student number, first name, last name, ID or passport number, date of birth, e-mail address, mobile number, year of study, degree programme, registered courses etc. System will automatically set student status to “white”. Once registered, the system will then automatically generate and send an e-mail to the student to confirm that he/she has been registered for the programme and to remind the student that he/she can log into the system with immediate effect and begin to sign up for activities. Login credentials will also be provided, the username being the student number and the password being system-generated. | |
| Actor(s): | Primary: SSS coordinator | |
| Related use cases: | N/A | |
| Stakeholders and interests: | SSS coordinator: Wants to register students. SSS coordinator wants accurate and fast data capture.  Student: Wants to be registered in a fast streamline manner, and receive a confirmation stating a successful registration. | |
| Pre-conditions: | N/A | |
| Post-conditions: | Initialise student points to 0 in student datastore  Initialise student status to “white” in student datastore  Student must be created in the student datastore  group\_no is set to null in student datastore  Automatically send confirmation email to student | |
| Flow of activities: | Actor   1. Coordinator requests to create student 2. Coordinator enters in required student details 3. Coordinator confirms registration | System   * 1. Prompts coordinator to enter student number   1.2 Prompts coordinator to enter student ID or passport  1.3 Prompts coordinator to enter student first name  1.3 Prompts coordinator to enter  student last name  1.4 Prompts coordinator to enter student date of birth  1.5 Prompts coordinator to enter student e-mail address  1.6 Prompts coordinator to enter mobile number  1.7 Prompts coordinator to enter student year of study  1.8 Prompts coordinator to enter student degree programme  2.1 Set student points to 0  2.2 Set student status to “white”  2.3 Set group\_no to null in  student datastore  2.4 Prompt coordinator to confirm student registration  3.1 Set user name to student number  3.2 Generate password  3.3 Store student in student data store  3.4 Generate confirmation of registration email  3.5 Display student registration successful  3.6 Display confirmation email sent successful |



## 2.2 Sequence diagram: Create student\_attendance

### 2.2.1 Revised “Create student\_attendance” Use Case

|  |  |  |
| --- | --- | --- |
| Use case name: | CreateStudent\_Attendance | |
| Scope: | SSS System | |
| Triggering event: | When a student joins a group | |
| Brief description: | Once a student has been registered they then join a group that has a predetermined set of activities. Once they have joined a group they are added to the group attendance and attendance for all activities are set to false | |
| Actor(s): | Primary: Student | |
| Related use cases: | N/A | |
| Stakeholders and interests: | SSS co-ordinator, to monitor student attendance.  Student, to ensure that he/she has joined a group. Allowing for points accumulation, and for tutor/activity rating | |
| Pre-conditions: | Student must exist in student datastore.  Activity must exist in the student\_activity datastore | |
| Post-conditions: | group\_no in attendance datastore is set to the selected group number  student\_activity\_rating in attendance is set to 0  student\_arrived in attendance datastore is set to false | |
| Flow of activities: | Actor   1. Student selects “Join Group” 2. Student selects a group.   . | System   * 1. Prompts Actor to select a group to join.   2. Set group\_no in student datastore to selected group number.   3. Create a new attendance   4. Set student\_activity\_rating = 0 in attendance datastore   5. Set student\_arrived to false in attendance datastore   System 2.2 – 2.4 are repeated for all activities in student\_activity datastore  2.5 Display successful registration for activities |



## 2.3 Sequence diagram: Update student\_attendance

### 2.3.1 Revised “Update student\_attendance” Use Case

|  |  |  |
| --- | --- | --- |
| Use case name: | UpdateStudent\_Attendance | |
| Scope: | SSS System | |
| Triggering event: | When the SSS tutor clicks “Update Student Attendance” | |
| Brief description: | SSS tutor updates student attendance by assigning each student who attended their activity “Present”. | |
| Actor(s): | Primary: SSS tutor | |
| Related use cases: | N/A | |
| Stakeholders and interests: | SSS co-ordinator to monitor student attendance for activities and consultations.  Students to track attendance and to ensure SP requirements are met.  Lecturers to identify students at risk. | |
| Pre-conditions: | Student must exist in the student datastore  Student must have joined a group and group\_no is not null.  Activity must have taken placed and physical register must have been taken. | |
| Post-conditions: | student\_arrived is set to true in the attendance datastore if student attended the activity  updated\_attendance is set to true in Session datastore | |
| Flow of activities: | Actor   1. SSS tutor selects session to ”Update Student Attendance” 2. SSS tutor selects the attendance to update 3. SSS tutor updates student attendance accordingly. | System  1.1 Prompts actor to select  attendance to update  2.1 Prompts actor to mark student\_arrived as “Present”.  3.1 set student\_arrived to true  System 3.1 is repeated for all student present in attendence.  3.2 set updated\_attendance to true  in session datastore  3.3 Display Update Successful |



## 2.4 Revised Entity Relationship Diagram (ERD)

2.4.1 The purpose of the Entity Relationship Diagram:

An entity-relationship diagram (ERD) is a graphical representation that shows the relationship between people, objects, concepts or events within an information system. This model helps us define business processes and can be used as the foundation for a relational database.

* A student attends zero to many consultation and a consultation is attended to one and only one student.
* A student is registered by one and only one SSS coordinator, a SSS coordinator can register zero to many student.
* A student attends zero to many activity, student activity comprises of one to many student.

The many-to-many relationship has been resolved through the addition of the attendance table which identifies a specific student’s attendance for a specific activity.

* A student belongs to one and only one group, and a group is made up of zero to fifteen student.
* A student is enrolled in zero to many course, and a course has zero to many student.

The many-to-many relationship has been resolved through the addition of the enrolment table which identifies a specific student’s class, exam and year marks for a specific student and course.

* A tutor facilitates zero to many consultation, a consultation is attended by one and only one student.
* A tutor facilitates zero to many session, and a session is facilitated by one and only one tutor.
* A SSS coordinator may register many tutor, and a tutor is registered by one and only one SSS coordinator.
* A session is made up of one and only one group, and a group takes part in zero or many session.



# 3. Report Design

## 3.1 Student Disengagement Report

### 3.1.1 Rationale Table

|  |  |
| --- | --- |
| Report name: | Student Disengagement |
| Report type: | Summary |
| Report format: | The initial report will be a list of all disengaged students.  A drill down function is provided to view in-depth point accumulation.  The drill down report is in tabular form accompanied by a graphical bar. |
| Report recipient(s): | Project Sponsor , SSS Coordinator, Lecturers |
| Report frequency: | Quarterly (Per Block) |
| Report justification/rationale: | The purpose of the SSS system is to provide support to all students thus enabling them to improve their marks. By tracking students’ engagement with the system we are able to identify students with low engagement. This is a vital source of information as students who are “at risk” can be identified as soon as possible. This will allow for ample time to intervene and for corrective action to be taken.  This report will also be useful when discussing student exclusion from a particular course, as this report will indicate whether or not the student has been engaging with the system and making use of the additional help provided.  Information from this report will help the project sponsor make informed decisions about the programme offerings and structure. |
| Decision(s) made as a result of the report: | Students “at risk” can be given fair warning and can be offered assistance with the program.  If a student is facing exclusion from a particular course and their name appears on this report as low engagement it will indicate that the student’s lack of participation has contributed to their low marks and can serve as a supporting reason for or against exclusion. A decision can be made whether or not to exclude the student.  Offerings can be added to the programme if students are engaging with the programme.  The structure of the programme can be changed to encourage engagement, for example offering course related activities, if the system has proven high engagement from students.  At the end of this pilot a decision can be made to either continue running the programme or not, based on the number of engaged students. |

### 3.1.2 Report Mock-up

Refer to Appendix A

## 3.2 Course Disengagement Report

### 3.2.1 Rationale Table

|  |  |
| --- | --- |
| Report name: | Course Disengagement |
| Report type: | Summary |
| Report format: | This single report provides 4 dropdown list boxes for selecting courses.  Once courses have been selected the report is presented by means of a comparative bar graph based on the selected block. |
| Report recipient(s): | SSS Coordinator , Lecturers |
| Report frequency: | Quarterly (Per Block) |
| Report justification/rationale: | To determine the correlation between courses and students’ disengagement.  This report is a necessary tool in determining which courses have the highest number of disengaged students. It will give the users of the report an understanding of which students need particular attention and support in their respective courses.  Over time the information from this report can help the Project Sponsor and SSS Coordinator to develop a tailor-made programme for students in particular courses. This will allow for more targeted and specific help to be provided to students, which in turn should accrue to better performing students.  By making use of this report and determining which courses have the highest number of disengaged students, further investigation can be done into those specific courses to establish other areas which are in need of improvement (e.g. Poor lecturing). |
| Decision(s) made as a result of the report: | Special attention can be given to students in courses with low engagement by providing them with course specific activities.  Decision to form faculty divisions of the programme in order to develop a more tailor-made programme for students in vastly different courses.  Decision to spend resources to establish if there is an underlying issue within the specific disengaged course. |

### 3.2.2 Report Mock-up

Refer to Appendix A

## 3.3 Low Tutor Ratings Report

### 3.3.1 Rationale Table

|  |  |
| --- | --- |
| Report name: | Low Tutor Ratings |
| Report type: | Summary |
| Report format: | The initial report is a list of all tutors with low ratings. The report has search functionality for looking up tutors by name and also shows each tutors’ rating.  A drill down function is provided to view in depth tutor ratings for a selected tutor.  The drill down report is in the form of a bar chart accompanied by all the tutor’s details. |
| Report recipient(s): | SSS Coordinator , Tutors |
| Report frequency: | Quarterly (Per Block) |
| Report justification/rationale: | The purpose of this report is to monitor tutor performance and quality by establishing which tutors are receiving the lowest ratings.  Tutors are a vital component of the SSS system as they provide students with the personal interaction and support which is expected from the programme. Therefore being able to view tutor ratings is extremely important as it gives a more clear picture of the relationship between tutors and students and in the case of this report, the picture is that of a relationship where students are not too satisfied with the performance of their tutors.  This report helps to identify tutors who are not performing or who may be having difficulty with handling the task of being a tutor. |
| Decision(s) made as a result of the report: | Investigation can be done to determine if the tutor is lacking in competence or if it is perhaps just student sabotage in an attempt to get rid of a particular tutor.  Tutors can be given a warning to improve their ratings and if there is no improvement within a reasonable amount of time, then corrective action will be taken to replace the tutor. |

### 3.3.2 Report Mock-up

Refer to Appendix A

## 3.4 Tutor Training Status and Ratings Report

### 3.4.1 Rationale Table

|  |  |
| --- | --- |
| Report name: | Tutor Training Status and Ratings |
| Report type: | Summary and Comparative |
| Report format: | The initial report displayed is in the form of a comparative line graph of tutor ratings for tutors who have had training versus those who haven’t.  By clicking on either of the lines in the graph, the drill down function is activated.  This first drill down report is in the form of a list of all tutors grouped according to the selected line (Trained / Untrained). A search box is provided as part of the report, for looking up tutors by name.  A second drill down function is provided from the first, which allows the user to view in depth tutor ratings for a selected tutor.  The second drill down report is in the form of a bar chart accompanied by all the tutor’s details. |
| Report recipient(s): | SSS Coordinator , Tutors |
| Report frequency: | Quarterly (Per Block) |
| Report justification/rationale: | This report will help to determine if there is any correlation between tutors’ ratings and their training status .i.e. have they been for training or not.  An average tutor rating below 2.5 is considered to be below average and thus indicates an underperforming tutor.  Tutors who have received training will be grouped together and the same goes for tutors who have not received training.  This data is displayed graphically, comparing the ratings of trained versus untrained tutors.  This comparison should indicate whether training has any noticeable effect on tutor ratings or not, which ultimately translates to tutor performance.  Having tutors who are performing well is essential for the success of this program and thus being able to determine the effects of training will be very useful. |
| Decision(s) made as a result of the report: | A decision can be made to make tutor training compulsory.  Training can be made a prerequisite for hiring new tutors in future. i.e. only sign up tutors who have had training.  Tutors who have poor ratings can be sent for training to help improve the service being provided.  If tutors lack interest and are not willing to go for training then a decision to dismiss them may be made. |

### 3.4.2 Report Mock-up

Refer to Appendix A

## 3.5 Consultation Frequency Report

### 3.5.1 Rationale Table

|  |  |
| --- | --- |
| Report name: | Consultation Frequency |
| Report type: | Summary and Exception |
| Report format: | A dropdown list box is provided for the user to select a time period, either monthly or quarterly.  Once a time period is selected the report is displayed in the form of a line graph.  With the use of tabs, the user can select a specified time period corresponding to the initial selected time period, either a specific block or month. |
| Report recipient(s): | SSS Coordinator |
| Report frequency: | Monthly and Quarterly |
| Report justification/rationale: | This report tracks the data of all one on one consultations booked and displays the number of consultations booked at which times of the month or block.  This report will be useful for establishing at which periods students are engaging most or least with the system through one on one consultations.  The user can select to view the frequency over a period of either a month or block.  A primary function of this report is to establish if there are any trends with regards to the frequency of consultations over a giving time period (e.g. an increase in the frequency nearer to the end of the block).  The report timeline is broken down into weeks which is very useful as those weeks can be linking to specific activities which in turn could provide valid reasons for trends in the frequency (e.g. a difficult activity may prompt students to consult). |
| Decision(s) made as a result of the report: | Decision to invest resources to investigate the reasons behind certain trends or exceptions in consultation frequency.  Once trends in peak consultation frequency have been established additional tutors could be hired to help alleviate the burden on existing tutors at those times.  In exceptional cases where there is a sudden spike in the frequency which is directly linked to a specific activity the SSS Coordinator could choose to include more similar activities with the intention of encouraging students to consult regularly. |

### 3.5.2 Report Mock-up

Refer to Appendix A

## 3.6 Low Activity Ratings Report

### 3.6.1 Rationale Table

|  |  |
| --- | --- |
| Report name: | Low Activity Ratings |
| Report type: | Summary |
| Report format: | The initial report displayed is in the form of a comparative bar graph of all activities with below average ratings. The graph is accompanied by a corresponding list of all the activities.  The list provides a means for the user to drill down, by clicking “View Rating” for a specific activity.  The drill down function displayed in the form of a bar graph allows the user to view in depth activity ratings and is accompanied with the activity details. |
| Report recipient(s): | SSS Coordinator |
| Report frequency: | Quarterly (Per Block) |
| Report justification/rationale: | Activities are a vital component of the SSS programme as they form the foundation of students’ development.  This report will be used to establish which activities are most unpopular based on the ratings from students.  Knowing which activities are receiving the lowest ratings from students is important as it will be a good indication of students’ interest towards those particular activities and will ultimately determine students’ engagement.  By having an indication of all the activities with low ratings it prompts the SSS Coordinator to make improvements to the programme as a whole. |
| Decision(s) made as a result of the report: | These activities with low ratings can either be replaced or be improved upon in order to increase the ratings with the goal of improving the programme’s offerings. |

### 3.6.2 Report Mock-up

Refer to Appendix A

# Appendix A Report Mock-ups

## 3.1 Student Disengagement Report Mock-up

REPORT 1A

Disengaged Students Search

Name Student Number

Jill Hill 10003 View points

Nathan De Beer 10004 View points

Anne hunt 10005 View points

Nadine Steps 10007 View points

Dan Patterson 10008 View points

Harry Key 10009 View points  
Hermione Jilly 100010 View points

Savannah Price 10013 View points

Prakesh Naidoo 10014 View points

Jill Hill 10005 View points

Nathan De Beer 10022 View points

Anne hunt 10023 View points

Nadine Steps 10024 View points

Dan Patterson 10026 View points

Harry Key 10027 View Points  
Hermione Jilly 10028 View points

Savannah Price 10029 View points

Prakesh Naidoo 10032 View points

Hermione Jilly 10033 View points

Savannah Price 10034 View points

REPORT 1B

Student Name: Jonny Cave

Student Number: 100003

Activity Breakdown Points

Week 1

Reading-Level Test -10

Tutor Activity Rate 0

Activity Rated 0

Week 2

Time Management Workshop 1 10

Tutor Activity Rated 2

Activity Rated 2

Week 3

Study Skills Workshop 10

Tutor Activity Rated 2

Activity Rated 2

Week 4

Note Taking Strategies Workshop 10

Tutor Activity Rated 2

Activity Rated 2

Consultation Attended 5

Consultation Rated 2

Week 5

Test Taking Strategies Workshop -10

Tutor Activity Rated 0

Activity Rated 0

Week 6 0

N/A

Points Accumulated 29

### 3.1.1 Narrative

The following report illustrates student disengagement, the above combo chart is a graphical representation of all the students who have not met the engagement requirements. The engagement requirement were based on potential points to be gained. 13 weeks of compulsory activities is predefined for a semester, and each activity a week has a potential value of 10 points. This allows for a bare minimum of 100 points to be gained in a semester. The potential points for the block is based on full engagement of activities which includes rating tutors and activities and not including additional consultations, this would be a total of 140 points per semester, and thus 70 per block. It was decided that a point accumulation of below 35 would constitute as disengagement.

The following report will be produced per block which only allows the students to complete the activities up until week 6. A drill down analysis function will be available to users so that an in depth report of student point accumulation can be viewed. This is illustrated by REPORT 1B. Each week has been broken down into the appropriate point accumulations, including all ratings and attendance of activities and consultations.

## 3.2 Course Disengagement Report Mock-up

Please Select Which Courses you would like to view

Select a Course

1.

Select a Course

2.

Select a Course

3.

Select a Course

4.

Block 4

Block 3

Block 2

Block 1

### 3.2.1 Narrative

The following report depicts the course disengagement for all four blocks. Above is an example of possible course disengagement for block 1. It has been assumed that if a person were looking at course disengagement, the maximum number of courses they would select is 4, as that is the standard amount of courses which students register for in a degree. To accommodate this a drop down list has been provided, which will be populated with all the courses available.

## 3.3 Low Tutor Ratings Report Mock-up

REPORT 4A

Low Tutor Ratings Search

Name Tutor Number RATING

1

Darryn Spouse 20010 View Ratings

1.4

Catherine Jennings 20011 View Ratings

1.4

James Door 20012 View Ratings

1.6

Keith Gate 20013 View Ratings

Tom Van De Merwe 20014 View Ratings

1.6

Jack Black 20015 View Ratings

2

Tato Muda 20016 View Ratings

2

Sarah Jackson 20017 View Ratings

2.3

REPORT 4B

Individual Tutor Rating

First Name: Catherine

Last Name: Jennings

Tutor Number: 20011

Average Rating: 1.4

### 3.3.1 Narrative

This report begins by listing all the tutors with low ratings (see report 4A). Having a tutor rating of below 2.5 was constituted as below average and therefore it can be said that these tutors are underperforming. This list provides drill down functionality to view in depth tutor ratings if the “View Ratings” tab is clicked (see report 4B).

The drill down report gives the tutors full details and graphically illustrates the tutor’s individual ratings as well as the tutor’s overall average.

## 3.4 Tutor Training Status and Ratings Report Mock-up

REPORT 2A

REPORT 2B

Tutors with training Search

Name Tutor Number

Jill Hill 20001 View Ratings

Nathan De Beer 20002 View Ratings

Anne hunt 20003 View Ratings

Nadine Steps 20004 View Ratings

Dan Patterson 20005 View Ratings

Harry Key 20006 View Ratings  
Hermione Jilly 20007 View Ratings

Savannah Price 20008 View Ratings

Prakesh Naidoo 20009 View Ratings

Tutors without Training

Darryn Spouse 20010 View Ratings

Catherine Jennings 20011 View Ratings

James Door 20012 View Ratings

Keith Gate 20013 View Ratings

Tom Van De Merwe 20014 View Ratings

Jack Black 20015 View Ratings

Tato Muda 20016 View Ratings

Sarah Jackson 20017 View Ratings

Jones Johnson 20018 View Ratings

Susan Stuart 20019 View Ratings

Zoe Caplin 20020 View Ratings

REPORT 2C

First Name: Jill

Last Name: Hill

Tutor Number: 20001

Training Status: Yes

REPORT 2D

First Name: Catherine

Last Name: Jennings

Tutor Number: 20011

Training Status: NO

### 3.4.1 Narrative

The following report illustrates The Trend line of tutor ratings divided into those with training and those without. It illustrates the clear relationship between having training and having an average rating above that of 2.5, whereas you can see that majority of the tutors without training are below 2.5. A drill down function will be available for users to select the No Training trend line, and a report of all the tutors will pop up, a function will then be available to view individual tutor Ratings, and this will be presented in the form of a bar chart.

## 3.5 Consultation Frequency Report Mock-up

REPORT 3A

Select Time Period

Please select time period to be viewed

Block 1

Block 4

Block 3

Block 2

REPORT 3B

Dec

Jun

May

Mar

Feb

Jan

Sepy

Nov

Aug

Oct

Jul

Apr

### 3.5.1 Narrative

This report has been designed in such a way that users can choose the appropriate time frame in which they want to view tutor consultation frequency. Two options will be provided in the drop down list; monthly and quarterly, thereafter, at the bottom of the report users can select the month or block they would like to view.

Report 3A plots consultation attendance within a block so as to identify and predict peak consultation periods. This will assist management in being able to allocate extra tutors during weeks where a consistent trend arises. The default block will be in real time and thus provide the user with the most recent completed block, as the report is generated at the end of each block.

Report 3B plots consultation attendance within a month, users can select which month they would like to view at the bottom of the report. The default month will be the current month. The default month will be in real time and thus provide the user with the last completed month, as the report is generated at the end of each month

## 3.6 Low Activity Ratings Report Mock-up

REPORT 5A

Low Activity Ratings

Activity Number Activity Name

1 Reading-Level Test View Ratings

4 Note Taking Strategies Workshop View Ratings

5 Test Taking Strategies Workshop View Ratings

6 Block 1 Reflection Quiz View Ratings

9 Reflection and Motivation Workshop View Ratings

Report 5B

Activity Number: 1

Activity Name: Reading-Level Test

### 3.6.1 Narrative

This report illustrates students’ discontent of activities. It was decided that an average rating of below 2.5 would constitute a low activity rating. This will help in determining future activities by including more activities that have higher ratings and by removing or changing the nature of activities with low ratings. The initial graph (see report 5A) illustrates all low rated activities. This graph is accompanied by a list of all the activities that form part of the graph and appear with an option to view the ratings. If the “View Ratings” option is selected a drill down of the specific activity and how it was rated by all students will appear (see report 5B).