



Formative feedback

Gathering assessment data to inform teaching
and provide individualised feedback to students
using Excel and Word's Mail Merge

Claire Rollinson 2024


Image source: <https://garden.lovetoknow.com/image/254882~watering.jpg>

Motivations and the end product

- What do you hope to learn today?

My motivations:

- Students tend to focus on the mark rather than what can be learned from a task
- A visual representation of strengths and areas for improvement can be more informative than a grade
- There is rarely time available in class to give each student detailed feedback
- Each task is a valuable opportunity to promote learning development
- Gathering assessment data informs teaching and enables improved practice

<div>  <div> Year 10 Physics Semester 2 2022 Test 1: Vectors and Motion Name: Student 2 Class: 10SPH02 </div> </div>					Achievement			
Ch	Description	Q ^{ns}	Marks awarded	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8,10	1	2		●		
8.3	Subtracting vectors in 1 and 2 dimensions	9	1	1				●
8.4	Vector components	12,14	4	5			●	
9.1	Displacement, speed and velocity	1,4,15ab	2	4		●		
9.2	Acceleration	5,11	1	2		●		
9.3	Graphing position, velocity & acc ⁿ over time	7,13	6	7			●	
9.4	Equations for uniform acceleration	15cd	0	3	●			
9.5	Vertical motion	2,3,6	3	3				●
Deduction for incorrect direction			0					
Deduction for incorrect units			0					
Total marks awarded (out of 27)			18					
Scaled grade			C+					


Feedback:

Well done Student 2. You have demonstrated a good understanding of the content covered in the vectors and motion topics.

- As in Q1, you are adding vectors well in 1 dimension and considering vector directions effectively.
- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, you are correctly identifying that the acceleration due to gravity near Earth's surface is constant at 9.8 m/s^2 downwards toward the centre of Earth.
- As in Q4, remember to read questions carefully and that constant velocity means $a = 0$.
- As in Q5, you are correctly finding acceleration as the change in velocity (i.e. $\Delta v = v - u$) divided by the time interval.
- As in Q6, you are correctly identifying that a dropped object will start from rest and then accelerate due to gravity with an acceleration of $g = 9.8 \text{ m/s}^2$ near Earth's surface if air resistance is ignored.
- As in Q7, you are correctly identifying that the acceleration of an object at a particular moment in time is given by the gradient (i.e. rise/run) of the tangent to the velocity-time graph.

Generating automated feedback

- By collecting the marks awarded for each question on a task, we can use Excel to generate automated achievement-by-topic data for each student
- We can then use Word's mail merge function to generate an individualised report for each student
- General feedback for each correct/incorrect question can be generated and then adjusted for each student

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8.2	Adding vectors in one and two dimensions	8,10	1	2		●		
8.3	Subtracting vectors in 1 and 2 dimensions	9	1	1				●
8.4	Vector components	12,14	4	5			●	
9.1	Displacement, speed and velocity	1,4,15ab	2	4		●		
9.2	Acceleration	5,11	1	2		●		
9.3	Graphing position, velocity & acc ⁿ over time	7,13	6	7			●	
9.4	Equations for uniform acceleration	15cd	0	3	●			
9.5	Vertical motion	2,3,6	3	3				●
Deduction for incorrect direction			0					
Deduction for incorrect units			0					
Total marks awarded (out of 27)			18					
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Feedback:

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The files

- To download these slides along with the Excel and Word templates go to:

<https://github.com/clairerollinson/auto-feedback-for-students>

- Download the Excel template and enter class details on the Summary tab

	A	B	C	D	E	F	G	H	I	J
1	Enter teacher code, class code, student IDs, full names with form and preferred names below							Year to date Average	Research project	Research project
2	Email	Teacher	Class	ID Code	Name	Preferred	YTD	A01	A02	A03
3	STU0001@macrob.vic.edu.au	ROL	10SPH02	STU0001	Student 1	Student 1	81%	81%		
4	STU0002@macrob.vic.edu.au	ROL	10SPH02	STU0002	Student 2	Student 2	67%	67%		
5	STU0003@macrob.vic.edu.au	ROL	10SPH02	STU0003	Student 3	Student 3	44%	44%		
6	STU0004@macrob.vic.edu.au	ROL	10SPH02	STU0004	Student 4	Student 4	93%	93%		
7	STU0005@macrob.vic.edu.au	ROL	10SPH02	STU0005	Student 5	Student 5	78%	78%		
8	STU0006@macrob.vic.edu.au	ROL	10SPH02	STU0006	Student 6	Student 6	70%	70%		
9	STU0007@macrob.vic.edu.au	ROL	10SPH02	STU0007	Student 7	Student 7	85%	85%		
10	STU0008@macrob.vic.edu.au	ROL	10SPH02	STU0008	Student 8	Student 8	81%	81%		
11	STU0009@macrob.vic.edu.au	ROL	10SPH02	STU0009	Student 9	Student 9	88%	88%		

The process in Excel

- Go through the assessment task, identify the topics covered in each question
- Choose a tab for the assessment task such as “A01” in the Excel file
- The next step in Excel is to adjust the topics in the rainbow cells from FF25:FF35
- The spreadsheet is set up for a maximum of 11 topics and 40 questions per task
- Adjust green

cells only
(apart from
FF25:FF35
and EY25:EY64)

	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN
23	Question details						Task Summary (limit: 11 topics and 40 questions)										
24	Question	Topic	MC correct or marks available				Count	Question	Topic	marks	%	Topic description					
25	1	9.1	D				2	8,10	8.2	2	7%	Adding vectors in one and two dimensions					
26	2	9.5	C				1	9	8.3	1	4%	Subtracting vectors in one and two dimensions					
27	3	9.5	B				2	12,14	8.4	5	19%	Vector components					
28	4	9.1	A				3	1,4,15a	9.1	4	15%	Displacement, speed and velocity					
29	5	9.2	B				2	5,11	9.2	2	7%	Acceleration					
30	6	9.5	D				2	7,13	9.3	7	26%	Graphing position, velocity and acceleration over time					
31	7	9.3	B				1	15cd	9.4	3	11%	Equations for uniform acceleration					
32	8	8.2	A				3	2,3,6	9.5	3	11%	Vertical motion					
33	9	8.3	B														
34	10	8.2	A														
35	11	9.2	C														
36	12	8.4	A														
37	13	9.3	6				Totals	16		27	100%						
38	14	8.4	4														
39	15ab	9.1	2														
40	15cd	9.4	3														

The process in Excel

- Once cells FF25:FF35 are completed, complete the 'Question details' from EX23 down
- Adjust the cells in columns EX:EZ under the headings 'Question', 'Topic' and 'MC correct or marks available'
- The colours of the 'Topic' cells in column EY will auto-update as per the topic colours in column FF
- Now complete 'Task Summary' section in FD23

	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN
22																	
23	Question details						Task Summary (limit: 11 topics and 40 questions)										
24	Question	Topic	MC correct or marks available				Count	Question	Topic	marks	%	Topic description					
25	1	9.1	D				2	8,10	8.2	2	7%	Adding vectors in one and two dimensions					
26	2	9.5	C				1	9	8.3	1	4%	Subtracting vectors in one and two dimensions					
27	3	9.5	B				2	12,14	8.4	5	19%	Vector components					
28	4	9.1	A				3	1,4,15a	9.1	4	15%	Displacement, speed and velocity					
29	5	9.2	B				2	5,11	9.2	2	7%	Acceleration					
30	6	9.5	D				2	7,13	9.3	7	26%	Graphing position, velocity and acceleration over time					
31	7	9.3	B				1	15cd	9.4	3	11%	Equations for uniform acceleration					
32	8	8.2	A				3	2,3,6	9.5	3	11%	Vertical motion					
33	9	8.3	B														
34	10	8.2	A														
35	11	9.2	C														
36	12	8.4	A														
37	13	9.3	6				Totals	16		27	100%						
38	14	8.4	4														
39	15ab	9.1	2														
40	15cd	9.4	3														
41																	

The process in Excel

- If including comments: Mark all tasks by hand before entering the marks so that you get an idea of general feedback or advice to be offered for each question
- Adjust the 'General advice for achievement' section as required in EQ11 and EQ12
- Adjust the 'Task description' in EQ21
- Adjust the advice for achieving 'Full marks' on each question from EQ25 down
- Adjust the advice for 'Full marks not awarded' on each question from ER25
- Comments will be generated for each student from AY9 when marks are entered

Feedback:

Well done Student 2. You have demonstrated a good understanding of the content covered in the vectors and motion topics.

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- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, you are correctly identifying that the acceleration due to gravity near Earth's surface is constant at 9.8 m/s^2 downwards toward the centre of Earth.
- As in Q4, remember to read questions carefully and that constant velocity means $a = 0$.

	EP	EQ	ER	ES	ET	EU	EV	EW	EX	EY
10	General advice for achievement									
11	<50%	A great effort								
12	>50%	Well done								
14	0	You have demonstrated some understanding								
15	0.45	You have demonstrated a good foundation in your understanding								
16	0.5	You have demonstrated a good foundation in your understanding								
17	0.6	You have demonstrated a good understanding								
18	0.7	You have demonstrated a very good understanding								
19	0.9	You have demonstrated an excellent understanding								
20	1	You have demonstrated an excellent understanding								
21	Task description	of the content covered in the vectors and motion topics.								
23	General advice for each question								Question details	
24	Question	Full marks	Full marks not awarded						Question	Topic
25	1	As in Q1, you	As in Q1, rem						1	9.1
26	2	As in Q2, you	As in Q2, rem						2	9.5
27	3	As in Q3, you	As in Q3, rem						3	9.5
28	4	As in Q4, you	As in Q4, rem						4	9.1
29	5	As in Q5, you	As in Q5, rem						5	9.2
30	6	As in Q6, you	As in Q6, rem						6	9.5
31	7	As in Q7, you	As in Q7, rem						7	9.3
32	8	As in Q8, you	As in Q8, rem						8	8.2
33	9	As in Q9, you	As in Q9, rem						9	8.3
34	10	As in Q10, yo	As in Q10, re						10	8.2
35	11	As in Q11, yo	As in Q11, re						11	9.2
36	12	As in Q12, yo	As in Q12, re						12	8.4

The process in Excel

- Once your task details are entered, the question numbers, their topics and the correct MC options or full marks per question will appear in rows 2, 3 and 8 respectively
- Do not edit rows 1-8; edit details from cell EX23 as shown on previous slides
- If any columns are not required, leave them blank (deleting will mess up formulae)
- Unhide columns between X and AS if more question columns are required
- Enter the multiple choice options and marks awarded for each student from column E
- Any deductions (i.e. sig figs, directions, units etc) are entered as negative values
- Enter '0' for any omitted multiple choice questions

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	AS	AT	AU
1		class		name	m1	m2	m3	m4	m5	m6	m7	m8	m9	m10	m11	m12	m13	m14	m15	m16	m17	m18	m19	m20	sigfigs	d	u
2			count	25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15ab	15cd							
3		Motion tests (Ch 8-9)			9.1	9.5	9.5	9.1	9.2	9.5	9.3	8.2	8.3	8.2	9.2	8.4	9.3	8.4	9.1	9.4							
4				% A or Average	0	0	20	76	0	8	12	80	8	72	8	44	5	3	2	1	####	####	####	####	0	0	0
5				% B or Lower Quartile	0	4	60	8	100	0	52	4	48	28	12	20	4	2	1	0	####	####	####	####	0	0	0
6				% C or Median	0	80	16	4	0	4	4	16	12	0	76	24	5	4	2	1	####	####	####	####	0	0	0
7				% D or Upper Quartile	100	8	4	12	0	88	32	0	32	0	4	8	5	4	2	2	####	####	####	####	0	0	0
8	Teacher	Class	ID Code	Name	D	C	B	A	B	D	B	A	B	A	C	A	6	4	2	3	0	0	0	0	sigfigs	d	u
9	ROL	10SPH02	STU0001	Student 1	D	C	B	A	B	D	B	A	B	A	C	A	5	4	2	0						-1	0
10	ROL	10SPH02	STU0002	Student 2	D	C	B	B	B	D	B	A	B	B	D	C	5	4	1	0						0	0
11	ROL	10SPH02	STU0003	Student 3	D	C	C	C	B	D	B	C	C	A	C	0	5	1	1	0						-1	-1
12	ROL	10SPH02	STU0004	Student 4	D	C	B	A	B	D	B	A	B	A	C	C	6	4	2	3						-1	0
13	ROL	10SPH02	STU0005	Student 5	D	C	A	A	B	D	B	A	D	A	C	D	5	4	2	2						1	0

The process in Excel

- Rows 4-7 will either show the % of responses A-D for multiple choice questions or the average and quartiles for short answer questions

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	AS	AT	AU
1		class		name	m1	m2	m3	m4	m5	m6	m7	m8	m9	m10	m11	m12	m13	m14	m15	m16	m17	m18	m19	m20	sigfigs	d	u
2			count	25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15ab	15cd							
3	Motion tests (Ch 8-9)				9.1	9.5	9.5	9.1	9.2	9.5	9.3	8.2	8.3	8.2	9.2	8.4	9.3	8.4	9.1	9.4							
4				% A or Average	0	0	20	76	0	8	12	80	8	72	8	44	5	3	2	1	####	####	####	####	0	0	0
5				% B or Lower Quartile	0	4	60	8	100	0	52	4	48	28	12	20	4	2	1	0	####	####	####	####	0	0	0
6				% C or Median	0	80	16	4	0	4	4	16	12	0	76	24	5	4	2	1	####	####	####	####	0	0	0
7				% D or Upper Quartile	100	8	4	12	0	88	32	0	32	0	4	8	5	4	2	2	####	####	####	####	0	0	0
8	Teacher	Class	ID Code	Name	D	C	B	A	B	D	B	A	B	A	C	A	6	4	2	3	0	0	0	0	sigfigs	d	u
9	ROL	10SPH02	STU0001	Student 1	D	C	B	A	B	D	B	A	B	A	C	A	5	4	2	0						-1	0
10	ROL	10SPH02	STU0002	Student 2	D	C	B	B	B	D	B	A	B	B	D	C	5	4	1	0						0	0
11	ROL	10SPH02	STU0003	Student 3	D	C	C	C	B	D	B	C	C	A	C	0	5	1	1	0						-1	-1
12	ROL	10SPH02	STU0004	Student 4	D	C	B	A	B	D	B	A	B	A	C	C	6	4	2	3						-1	0
13	ROL	10SPH02	STU0005	Student 5	D	C	A	A	B	D	B	A	D	A	C	D	5	4	2	2						1	0

The process in Excel

- Columns CH onwards show the % achievement-by-topic and the achievement dots
- Adjust the green cells in CT3:CT5 to set the achievement levels as required

[illegible]

The process in Excel

- The Task Summary (from cell FD23) will also display the average % achievement on each subtopic

Task Summary (limit: 11 topics and 40 questions)									
Count	Question	Topic	marks	%	Topic description				Average
2	8,10	8.2	2	7%	Adding vectors in one and two dimensions				76%
1	9	8.3	1	4%	Subtracting vectors in one and two dimensions				48%
2	12,14	8.4	5	19%	Vector components				74%
3	1,4,15a	9.1	4	15%	Displacement, speed and velocity				82%
2	5,11	9.2	2	7%	Acceleration				88%
2	7,13	9.3	7	26%	Graphing position, velocity and acceleration over time				74%
1	15cd	9.4	3	11%	Equations for uniform acceleration				37%
3	2,3,6	9.5	3	11%	Vertical motion				76%
									#DIV/0!
									#DIV/0!
									#DIV/0!
16			27	100%				Task raw average	68%

The process in Excel

- If including comments, the cells from AX9 under heading 'auto1' contain formulae for generating an overall achievement comment as per details entered from EQ25
- The cells from AY9 down under heading 'auto2' contain formulae for generating advice comments on each question according to marks awarded
- Copy the 'auto2' comments and 'paste as values' into column AZ for editing
- The 'aaaaa...' cells in row 2 are required to mail merge these large text strings

	AX	AY	AZ	BA	BB	BC	BD	BE	
39	General advice for achievement								
40	<50%	A great effort							
41	>50%	Well done							
42									
43	0	You have demonstrated some understanding							
44	0.45	You have demonstrated a good foundation in your understanding							
45	0.5	You have demonstrated a good foundation in your understanding							
46	0.6	You have demonstrated a good understanding							
47	0.7	You have demonstrated a very good understanding							
48	0.9	You have demonstrated an excellent understanding							
49	1	You have demonstrated an excellent understanding							
50	sk description of the content covered in the vectors and motion topics.								
51									
52	General advice for each question								Que
53	Question	Full marks	Full marks not awarded						Que
54	1	As in Q1, you	As in Q1, rem						
55	2	As in Q2, you	As in Q2, rem						
56	3	As in Q3, you	As in Q3, rem						
57	4	As in Q4, you	As in Q4, rem						

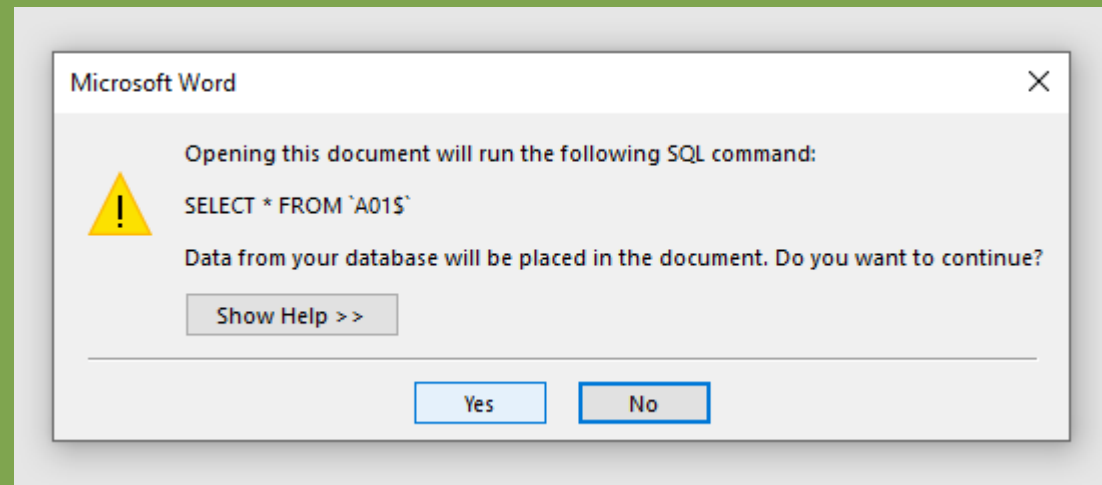
	A	B	C	D	AX	AY	AZ	BA	BB	BC	BD	BE
1		class		name	c1		c2	redo	c3	c4		total
2					aaaaaaaaa	aaaaaaaaa	aaaaaaaaa	aaaa	aaaa	aaaa	aaaa	total
3	Motion tests											27
4	(Ch 8-9)			Average								18
5				Lower Quartile								15
6				Median								19
7				Upper Quartile								22
8	Teacher	Class	ID Code	Name	auto1	auto2	edit	redo	prep	redo		Score
9	ROL	10SPH02	STU0001	Student 1	Well done	As in Q1,	As in Q1,	15cd	I	Plea		22
10	ROL	10SPH02	STU0002	Student 2	Well done	As in Q1,	As in Q1,	15bc	I	Plea		18
11	ROL	10SPH02	STU0003	Student 3	A great	As in Q1,	As in Q1,	14,1	I	Plea		12
12	ROL	10SPH02	STU0004	Student 4	Well done	As in Q1,	As in Q1,	none	I	Plea		25
13	ROL	10SPH02	STU0005	Student 5	Well done	As in Q1,	As in Q1,	none	I	Plea		21
14	ROL	10SPH02	STU0006	Student 6	Well done	As in Q1,	As in Q1,	15bd	I	Plea		19
15	ROL	10SPH02	STU0007	Student 7	Well done	As in Q1,	As in Q1,	none	I	Plea		23

The process in Word

- Download the Word template:

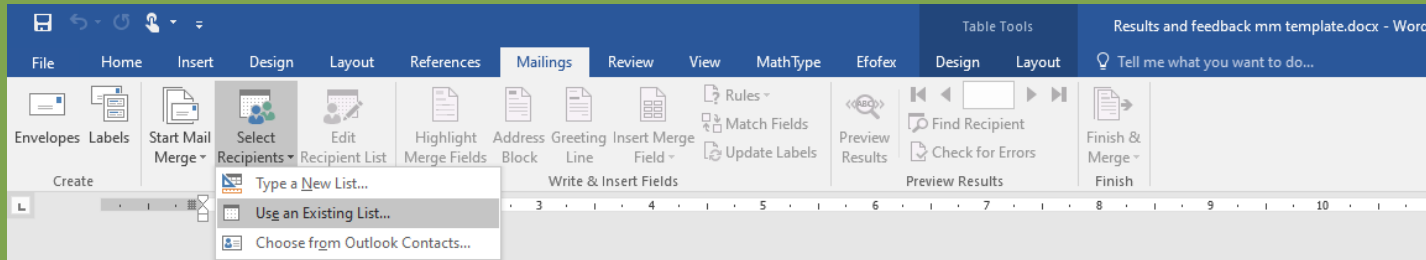
<https://github.com/clairerollinson/auto-feedback-for-students>

- Leave the saved Excel file open and then open the saved Word file (otherwise you will be restricted to 'Read only' access when you try to re-open the Excel file)
- If Word tries to connect to the Excel file to read the data, select “Yes” from the dialog box if the connection is correct or “No” to connect manually.



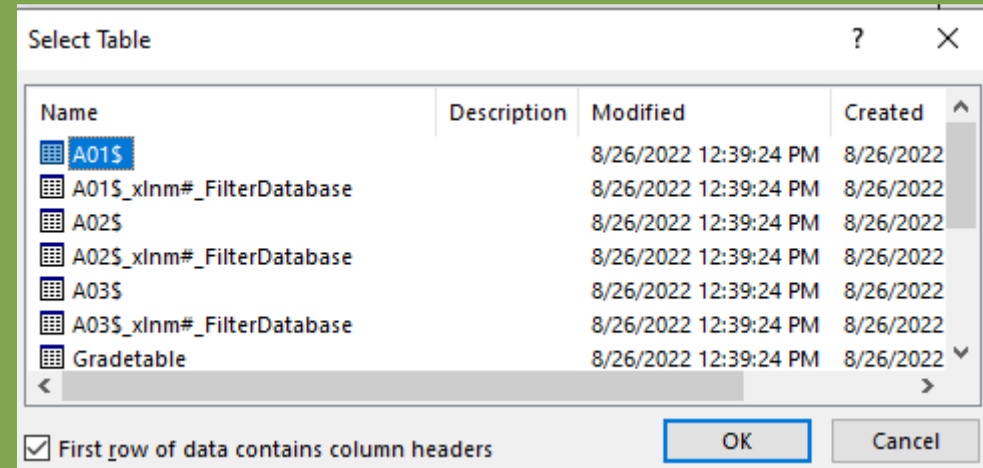
The process in Word

- On the Mailings tab, select “Select Recipients” and “Use an Existing List...”
- Navigate to your saved Excel file, select the desired tab (i.e. “A01\$”) and press OK
- Be patient; Word may take a minute or two to make the connection



The screenshot shows the Microsoft Word interface with the 'Mailings' tab selected. The 'Select Recipients' dropdown menu is open, showing three options: 'Type a New List...', 'Use an Existing List...', and 'Choose from Outlook Contacts...'. The 'Use an Existing List...' option is highlighted. Below the menu, the document content is visible, including a header for 'Year 10 Physics Semester 2 2022' and a table with columns 'Ch', 'Description', 'Qns', and 'Ma'.

Ch	Description	Qns	Ma
8.2	Adding vectors in one and two dimensions	8,10	
8.3	Subtracting vectors in 1 and 2 dimensions	9	




The screenshot shows the 'Select Table' dialog box in Word. It displays a list of tables with columns 'Name', 'Description', 'Modified', and 'Created'. The table 'A01\$' is selected. Below the list, there is a checkbox labeled 'First row of data contains column headers' which is checked. The 'OK' button is highlighted.

Name	Description	Modified	Created
A01\$		8/26/2022 12:39:24 PM	8/26/2022
A01\$_xlnm#_FilterDatabase		8/26/2022 12:39:24 PM	8/26/2022
A02\$		8/26/2022 12:39:24 PM	8/26/2022
A02\$_xlnm#_FilterDatabase		8/26/2022 12:39:24 PM	8/26/2022
A03\$		8/26/2022 12:39:24 PM	8/26/2022
A03\$_xlnm#_FilterDatabase		8/26/2022 12:39:24 PM	8/26/2022
Gradetable		8/26/2022 12:39:24 PM	8/26/2022

The process in Word


- In the Word file, adjust the task title and details in the columns under the headings 'Ch', 'Description', 'Qns' and 'Marks available' by copying from the 'Task Summary' in Excel
- Don't edit any of the cells with codes (i.e. <<name>> etc); these correspond to the headings of the columns in the linked Excel file

Task Summary (limit: 11 topics and 40 questions)					
Count	Questions	Topic	marks	%	Topic description
2	8,10	8.2	2	7%	Adding vectors in one and two dimensions
1	9	8.3	1	4%	Subtracting vectors in one and two dimensions
2	12,14	8.4	5	19%	Vector components
3	1,4,15ab	9.1	4	15%	Displacement, speed and velocity
2	5,11	9.2	2	7%	Acceleration
2	7,13	9.3	7	26%	Graphing position, velocity and acceleration over
1	15cd	9.4	3	11%	Equations for uniform acceleration
3	2,3,6	9.5	3	11%	Vertical motion
16			27	100%	

<div>  <div> Year 10 Physics Semester 2 2022 Test 1: Vectors and Motion Name: «name» Class: «class» </div> </div>					Achievement			
Ch	Description	Qns	Marks awarded	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8,10	«s1»	2	«r1»	«g1»	«v1»	«e1»
8.3	Subtracting vectors in 1 and 2 dimensions	9	«s2»	1	«r2»	«g2»	«v2»	«e2»
8.4	Vector components	12,14	«s3»	5	«r3»	«g3»	«v3»	«e3»
9.1	Displacement, speed and velocity	1,4,15ab	«s4»	4	«r4»	«g4»	«v4»	«e4»
9.2	Acceleration	5,11	«s5»	2	«r5»	«g5»	«v5»	«e5»

The process in Word

- Delete/amend anything as required (i.e. unwanted topic rows, deduction rows, feedback, signature, teacher name, re-do questions etc)
- <<c1>> is the achievement comment
- <<c2>> will output any advice you entered for each question as dot points
- <<c3>> and <<c4>> are optional general advice and redo Q comments (amend on 'Grading' tab in Excel file)
- Adjust general formatting or wait until reports are generated later

<div>  <div> Year 10 Physics Semester 2 2022 Test 1: Vectors and Motion Name: «name» Class: «class» </div> </div>					Achievement			
Ch	Description	Qns	Marks awarded	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8,10	«s1»	2	«r1»	«g1»	«v1»	«e1»
8.3	Subtracting vectors in 1 and 2 dimensions	9	«s2»	1	«r2»	«g2»	«v2»	«e2»
8.4	Vector components	12,14	«s3»	5	«r3»	«g3»	«v3»	«e3»
9.1	Displacement, speed and velocity	1,4,15ab	«s4»	4	«r4»	«g4»	«v4»	«e4»
9.2	Acceleration	5,11	«s5»	2	«r5»	«g5»	«v5»	«e5»
9.3	Graphing position, velocity & acc ⁿ over time	7,13	«s6»	7	«r6»	«g6»	«v6»	«e6»
9.4	Equations for uniform acceleration	15cd	«s7»	3	«r7»	«g7»	«v7»	«e7»
9.5	Vertical motion	2,3,6	«s8»	3	«r8»	«g8»	«v8»	«e8»
			«s9»		«r9»	«g9»	«v9»	«e9»
			«s10»		«r10»	«g10»	«v10»	«e10»
			«s11»		«r11»	«g11»	«v11»	«e11»
Deduction for incorrect significant figures			«sigfigs»					
Deduction for incorrect direction			«d»					
Deduction for incorrect units			«u»					
Total marks awarded (out of «task_tot»)			«total»					
Scaled grade			«grade»					


Feedback:

«c1»

- «c2»

«c3»

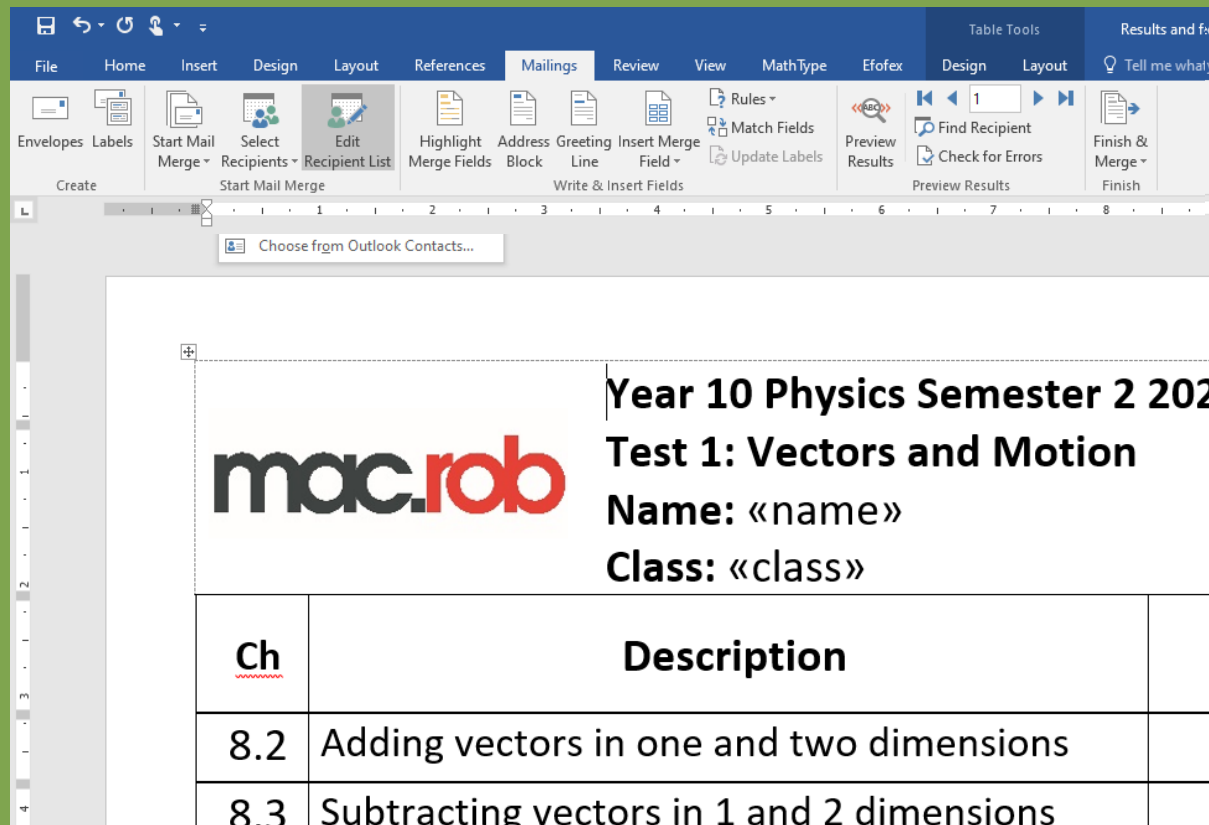
«c4»


(Ms) C Rollinson

Re-do question/s: «redo»

The process in Word

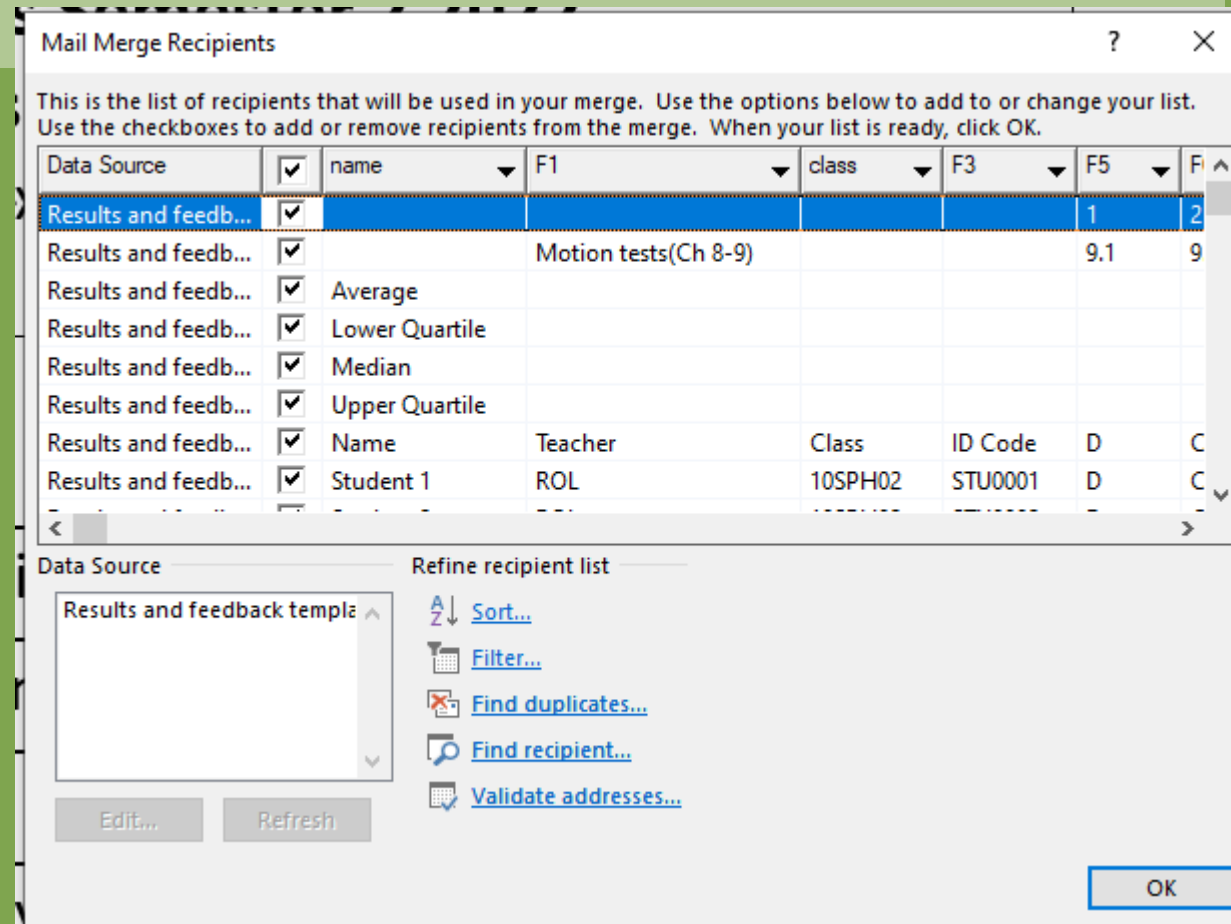
- On the Mailings tab, select “Edit Recipients” and untick the top tick box to deselect all
- Scroll down and select required students in the “name” column
- Click OK



The screenshot shows the Microsoft Word interface with the Mailings tab selected. The 'Edit Recipients' button is highlighted in the 'Select Recipients' group. Below the ribbon, a text box contains the following text:

Year 10 Physics Semester 2 202
Test 1: Vectors and Motion
Name: «name»
Class: «class»

Ch	Description
8.2	Adding vectors in one and two dimensions
8.3	Subtracting vectors in 1 and 2 dimensions



The screenshot shows the 'Mail Merge Recipients' dialog box. It contains a table of recipients and a section for refining the list.

Data Source	name	F1	class	F3	F5	F6
Results and feedb...					1	2
Results and feedb...		Motion tests(Ch 8-9)			9.1	9
Results and feedb...	Average					
Results and feedb...	Lower Quartile					
Results and feedb...	Median					
Results and feedb...	Upper Quartile					
Results and feedb...	Name	Teacher	Class	ID Code	D	C
Results and feedb...	Student 1	ROL	10SPH02	STU0001	D	C

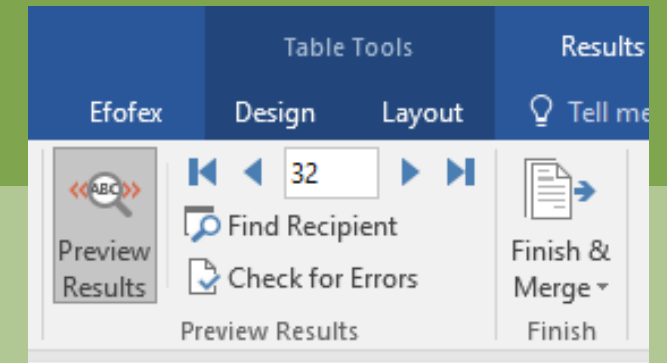
Refine recipient list

- [Sort...](#)
- [Filter...](#)
- [Find duplicates...](#)
- [Find recipient...](#)
- [Validate addresses...](#)

Buttons: Edit..., Refresh, OK

The process in Word

- On the Mailings tab, select “Preview Results” and use the controls to view each student’s report



The screenshot shows the Microsoft Word interface with the 'Mailings' tab active. The 'Preview Results' button is highlighted, and a tooltip titled 'View Merged Data' is displayed, stating: 'Plug info from your recipient list into the merge fields to see how the finished document will look.'

The document content includes the following header information:

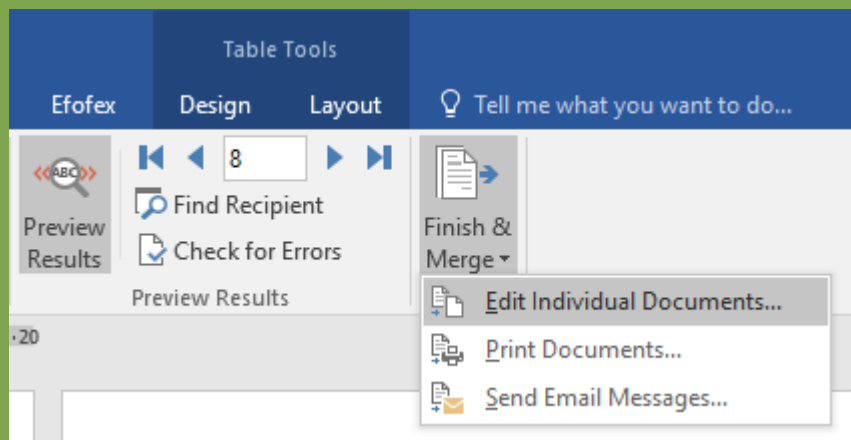
Year 10 Physics Semester 2 2022
Test 1: Vectors and Motion
Name: Student 5
Class: 10SPH02

The main content is a table with the following structure:

					Achievement			
Ch	Description	Qns	Marks awarded	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8,10	2	2				●
8.3	Subtracting vectors in 1 and 2 dimensions	9	0	1	●			
8.4	Vector components	12,14	4	5			●	
9.1	Displacement, speed and velocity	1, 4, 15	1	1				●

The process in Word

- Review each report; if you notice any errors go back and amend in the Excel file
- Once ready to generate the printable reports, select “Finish & Merge” then “Edit Individual Documents”



Results and feedback mm template.docx - Word

File Home Insert Design Layout References Mailings Review View MathType Efofex Design Layout Tell me what you want to do... Claire ROLLINSON Share

Envelopes Labels Start Mail Merge Select Recipients Recipient List Highlight Merge Fields Address Block Greeting Line Insert Merge Field Match Fields Preview Results Find Recipient Check for Errors Finish & Merge Edit Individual Documents... Print Documents... Send Email Messages...

Year 10 Physics Semester 2 2022
Test 1: Vectors and Motion
Name: Student 1
Class: 10SPH02

Q#	Description	Q#s	Marks awarded	Marks available	Achievement			
					Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8,10	2	2				•
8.3	Subtracting vectors in 1 and 2 dimensions	9	1	1				•
8.4	Vector components	12,14	5	5				•
9.1	Displacement, speed and velocity	1,4,15a	4	4				•
9.2	Acceleration	5,11	2	2				•
9.3	Graphing position, velocity & acc over time	7,13	6	7			•	
9.4	Equations for uniform acceleration	15cd	0	3	•			
9.5	Vertical motion	2,3,6	3	3				•
			0		•			
			0		•			
			0		•			
Deduction for incorrect significant figures								
Deduction for incorrect direction					-1			
Deduction for incorrect units					0			
Total marks awarded (out of 27)					22			
Scaled grade					A			

Feedback:
Well done Student 1. You have demonstrated a very good understanding of the content covered in the vectors and motion topics.

- As in Q1, you are adding vectors well in 1 dimension and considering vector directions effectively.
- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, you are correctly identifying that the acceleration due to gravity near Earth's surface is constant at 9.8 m/s² downwards toward the centre of Earth.
- As in Q4, you are correctly identifying that constant velocity means a = 0 and you are converting between units effectively to solve motion problems.
- As in Q5, you are correctly finding acceleration as the change in velocity (i.e. $\Delta v = v - u$) divided by the time interval.
- As in Q6, you are correctly identifying that a dropped object will start from rest and then accelerate due to gravity with an acceleration of $g = 9.8 \text{ m/s}^2$ near Earth's surface if air resistance is ignored.
- As in Q7, you are correctly identifying that the acceleration of an object at a particular moment in time is given by the gradient (i.e. rise/run) of the tangent to the velocity-time graph.
- As in Q8, you are using the head-to-tail method correctly to add vectors in 2 dimensions.
- As in Q9, you are using the head-to-tail method correctly to subtract vectors in 2 dimensions by adding the negative of the second vector.
- As in Q10, you are using the head-to-tail method effectively to add vectors in 2 dimensions which do not form a right-angled triangle.

As in Q12, you are correctly identifying that the component of the weight force, mg , which acts parallel to the surface for an object moving down an inclined plane is equal to $mg \sin \theta$, where θ is the angle of the incline above the horizontal.

As in Q13a, remember that acceleration is given by the gradient of a velocity-time graph or simply $a = \Delta v / t = (v - u) / t$. Remember to read axis values and units carefully and to include directions with all vector quantities.

As in Q13a, you are correctly finding acceleration from the gradient of a velocity-time graph and showing your working clearly. Remember to include directions with all vector quantities.

As in Q13b, remember that displacement is given by the area under of a velocity-time graph. Remember to show full working and to read axis values and units carefully.

As in Q13b, you are correctly finding displacement as the area under of a velocity-time graph and showing your working clearly. Remember to show full working so that method marks can be awarded.

As in Q13c, you are answering explaining questions well but remember to answer specifically by referring to the wording in the question. We know from the graph that the student was slowing down in the positive direction from 18-22 seconds since the velocity values remain positive (meaning motion is in the positive direction) and the magnitudes of the velocity values (i.e. speeds) were decreasing meaning the student was slowing down.

As in Q13c, you are answering explaining questions clearly and specifically by referring to the wording in the question.

As in in Q14, you are determining vector components effectively, adding the horizontal forces thoroughly to find the resultant horizontal force and stating vector quantities with their direction as required. Remember to state directions with vector quantities.

As in Q15a-b, you are converting between km/h and m/s correctly and analysing motion problems effectively.

As in Q15c-d, remember that there is no acceleration during reaction time before a driver applied the brakes but the vehicle will decelerate while braking. Remember to use exact values (or at least 4 decimal places) in your calculations to avoid rounding errors so that you can state your answer correctly to the required number of significant figures.

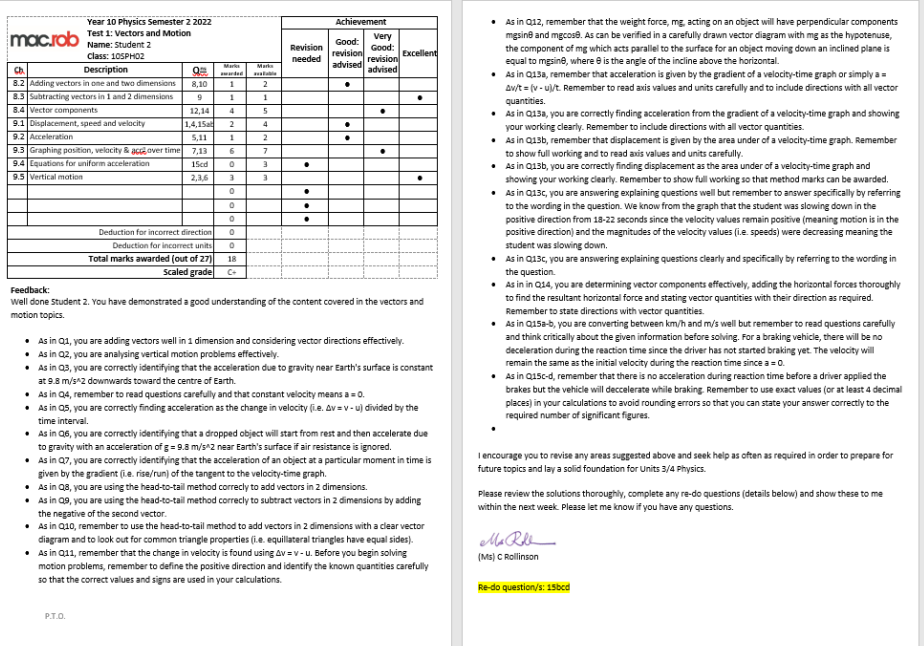
I encourage you to revise any areas suggested above in order to lay a solid foundation for Units 3/4 Physics and to challenge yourself with extension problems while seeking help when required.

Please review the solutions thoroughly, complete any re-do questions (details below) and show these to me within the next week. Please let me know if you have any questions.

Ms C Rollinson
(Ms) C Rollinson

Re-do question/s: 15cd

- A Word file called “Letters1” will be generated containing all reports
- Format as required for printing
- You may need to delete or insert blank pages to separate the reports



Troubleshooting with Excel and Word

- Seeing ‘Read-only access’ message when trying to open Excel: save and close Word and Excel then re-open Excel file first, followed by Word file.
- If the achievement dots are appearing as zeros, save and close Word and Excel. Open the Excel file first and then the Word file to reconnect.
- The extra bullet point in the comments can be removed by deleting the last blank line in the “edit” cell for each student in column AY.
- Use Alt+Enter to insert a blank line in a cell.
- If any comments are clipped, check that the “aaaa....” cells are in row 2 as in the template.
- Anything else, email rol@macrob.vic.edu.au!

The screenshot shows a Microsoft Word document titled 'Letters1 - Word'. The ribbon includes File, Home, Insert, Design, Layout, References, Mailings, Review, View, MathType, Efofox, Design, and Layout. The 'View' tab is active, showing options like One Page, Multiple Pages, Page Width, New Window, Arrange All, Split, View Side by Side, Synchronous Scrolling, Reset Window Position, and Window.

The document content includes a table for 'Year 10 Physics Semester 2 2022' and 'Test 1: Vectors and Motion'. The table has columns for Q#, Description, Q#, Marks available, Revision needed, Good: revision advised, Very Good: revision advised, and Excellent. The table lists various physics concepts and their marks.

Feedback:

- Well done Student 1.
- You have demonstrated a very good understanding of the content covered in the vectors and motion topics.
- As in Q1, you are adding vectors well in 1 dimension and considering vector directions effectively.
- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, you are correctly identifying that the acceleration due to gravity near Earth's surface is constant at 9.8 m/s^2 downwards toward the centre of Earth.
- As in Q4, you are correctly identifying that constant velocity means $a = 0$ and you are converting between units effectively to solve motion problems.
- As in Q5, you are correctly finding acceleration as the change in velocity (i.e. $\Delta v = v - u$) divided by the time interval.
- As in Q6, you are correctly identifying that a dropped object will start from rest and then accelerate due to gravity with an acceleration of $g = 9.8 \text{ m/s}^2$ near Earth's surface if air resistance is ignored.
- As in Q7, you are correctly identifying that the acceleration of an object at a particular moment in time is given by the gradient (i.e. dv/dt) of the tangent to the velocity-time graph.
- As in Q8, you are using the head-to-tail method correctly to add vectors in 2 dimensions.
- As in Q9, you are using the head-to-tail method correctly to subtract vectors in 2 dimensions by adding the negative of the second vector.
- As in Q10, you are using the head-to-tail method effectively to add vectors in 2 dimensions which do not form a right-angled triangle.
- As in Q11, you are finding the change in velocity effectively using $\Delta v = v - u$ while considering the associated vector directions thoroughly.
- As in Q12, you are correctly identifying that the component of the weight force, mg , which acts parallel to the surface for an object moving down an inclined plane is equal to $mg \sin \theta$, where θ is the angle of the incline above the horizontal.

P.T.O.

As in Q13a, remember that acceleration is given by the gradient of a velocity-time graph or simply $a = \Delta v / t = (v - u) / t$. Remember to read axis values and units carefully and to include directions with all vector quantities.

As in Q13a, you are correctly finding acceleration from the gradient of a velocity-time graph and showing your working clearly. Remember to include directions with all vector quantities.

As in Q13b, remember that displacement is given by the area under a velocity-time graph. Remember to show full working and to read axis values and units carefully.

As in Q13b, you are correctly finding displacement as the area under a velocity-time graph and showing your working clearly. Remember to show full working so that method marks can be awarded.

As in Q13c, you are answering explaining questions well but remember to answer specifically by referring to the wording in the question. We know from the graph that the student was slowing down in the positive direction from 18-22 seconds since the velocity values remain positive (meaning motion is in the positive direction) and the magnitudes of the velocity values (i.e. speeds) were decreasing meaning the student was slowing down.

As in Q13c, you are answering explaining questions clearly and specifically by referring to the wording in the question.

As in Q14, you are determining vector components effectively, adding the horizontal forces thoroughly to find the resultant horizontal force and stating vector quantities with their directions as required. Remember to state directions with vector quantities.

As in Q15a-b, you are converting between km/h and m/s correctly and analysing motion problems effectively.

As in Q15c-d, remember that there is no acceleration during reaction time before a driver applied the brakes but the vehicle will decelerate while braking. Remember to use exact values (or at least 4 decimal places) in your calculations to avoid rounding errors so that you can state your answer correctly to the required number of significant figures.

I encourage you to revise any areas suggested above in order to lay a solid foundation for units 3/4 Physics and to challenge yourself with extension problems while seeking help when required.

Please review the solutions thoroughly, complete any re-do questions (details below) and show these to me within the next week. Please let me know if you have any questions.

Ms Rol
(Ms) C Rollison

re-do question/s: 13c

As in Q12, remember that the weight force, mg , acting on an object will have perpendicular components $mg \sin \theta$ and $mg \cos \theta$. As can be verified in a carefully drawn vector diagram with mg as the hypotenuse, the component of mg which acts parallel to the surface for an object moving down an inclined plane is equal to $mg \sin \theta$, where θ is the angle of the incline above the horizontal.

As in Q13a, remember that acceleration is given by the gradient of a velocity-time graph or simply $a = \Delta v / t = (v - u) / t$. Remember to read axis values and units carefully and to include directions with all vector quantities.

As in Q13a, you are correctly finding acceleration from the gradient of a velocity-time graph and showing your working clearly. Remember to include directions with all vector quantities.

As in Q13b, remember that displacement is given by the area under a velocity-time graph. Remember to show full working and to read axis values and units carefully.

As in Q13b, you are correctly finding displacement as the area under a velocity-time graph and showing your working clearly. Remember to show full working so that method marks can be awarded.

As in Q13c, you are answering explaining questions well but remember to answer specifically by referring to the wording in the question. We know from the graph that the student was slowing down in the positive direction from 18-22 seconds since the velocity values remain positive (meaning motion is in the positive direction) and the magnitudes of the velocity values (i.e. speeds) were decreasing meaning the student was slowing down.

As in Q13c, you are answering explaining questions clearly and specifically by referring to the wording in the question.

As in Q14, you are determining vector components well but remember to only add the horizontal forces to find the resultant horizontal force and remember to state directions with vector quantities.

As in Q15a-b, you are converting between km/h and m/s well but remember to read questions carefully and think critically about the given information before solving. For a braking vehicle, there will be no deceleration during the reaction time since the driver has not started braking yet. The velocity will remain the same as the initial velocity during the reaction time since $a = 0$.

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Troubleshooting with shared spread sheets

- Word cannot connect to Google Sheets for the mail merge

✓To use a Google Sheets file, select File >

Download > Microsoft Excel (.xlsx) to download and save a copy to your hard drive

✓Connect to the saved file from Word as described from slide 11 onwards

- The template works well in Excel online as a shared file but multiple users cannot edit simultaneously

- Word's mail merge works well with shared Excel files but only via Google Drive for desktop

- Anything else, email rol@macrob.vic.edu.au!

The screenshot shows a Microsoft Word document titled "Letters1 - Word" with the "View" tab selected. The document contains a physics test titled "Year 10 Physics Semester 2 2022 Test 1: Vectors and Motion" for Student 1. It includes a table of marks and a feedback section.

Q#	Description	Q#	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8.20	2				●
8.3	Subtracting vectors in 1 and 2 dimensions	9	1				●
8.4	Vector components	12.14	5				●
9.1	Displacement, speed and velocity	1.4.5Lab	4				●
9.2	Acceleration	5.11	2				●
9.3	Graphing position, velocity & <u>acc</u> over time	7.23	7	●			
9.4	Equations for uniform acceleration	15a0	3	●			
9.5	Vertical motion	2.3.6	3				●
Deduction for incorrect direction				-1			
Deduction for incorrect units				0			
Total marks awarded (out of 27)				22			
Scaled indicative grade				A			

Feedback:

- Well done Student 1.
- You have demonstrated a very good understanding of the content covered in the vectors and motion topics.
- As in Q1, you are adding vectors well in 1 dimension and considering vector directions effectively.
- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, you are correctly identifying that the acceleration due to gravity near Earth's surface is constant at 9.8 m/s^2 downwards toward the centre of Earth.
- As in Q4, you are correctly identifying that constant velocity means $a = 0$ and you are converting between units effectively to solve motion problems.
- As in Q5, you are correctly finding acceleration as the change in velocity (i.e. $\Delta v = v - u$) divided by the time interval.
- As in Q6, you are correctly identifying that a dropped object will start from rest and then accelerate due to gravity with an acceleration of $g = 9.8 \text{ m/s}^2$ near Earth's surface if air resistance is ignored.
- As in Q7, you are correctly identifying that the acceleration of an object at a particular moment in time is given by the gradient (i.e. slope) of the tangent to the velocity-time graph.
- As in Q8, you are using the head-to-tail method correctly to add vectors in 2 dimensions.
- As in Q9, you are using the head-to-tail method correctly to subtract vectors in 2 dimensions by adding the negative of the second vector.
- As in Q10, you are using the head-to-tail method effectively to add vectors in 2 dimensions which do not form a right-angled triangle.
- As in Q11, you are finding the change in velocity effectively using $\Delta v = v - u$ while considering the associated vector directions thoroughly.
- As in Q12, you are correctly identifying that the component of the weight force, mg , which acts parallel to the surface for an object moving down an inclined plane is equal to $mg \sin \theta$, where θ is the angle of the incline above the horizontal.

P.T.O.

As in Q13a, remember that acceleration is given by the gradient of a velocity-time graph or simply $a = \Delta v / t = (v - u) / t$. Remember to read axis values and units carefully and to include directions with all vector quantities.

As in Q13a, you are correctly finding acceleration from the gradient of a velocity-time graph and showing your working clearly. Remember to include directions with all vector quantities.

As in Q13b, remember that displacement is given by the area under a velocity-time graph. Remember to show full working and to read axis values and units carefully.

As in Q13b, you are correctly finding displacement as the area under a velocity-time graph and showing your working clearly. Remember to show full working so that method marks can be awarded.

As in Q13c, you are answering explaining questions well but remember to answer specifically by referring to the wording in the question. We know from the graph that the student was slowing down in the positive direction from 18-22 seconds since the velocity values remain positive (meaning motion is in the positive direction) and the magnitudes of the velocity values (i.e. speeds) were decreasing meaning the student was slowing down.

As in Q13c, you are answering explaining questions clearly and specifically by referring to the wording in the question.

As in Q14, you are determining vector components effectively, adding the horizontal forces thoroughly to find the resultant horizontal force and stating vector quantities with their direction as required. Remember to state directions with vector quantities.

As in Q15a-b, you are converting between km/h and m/s correctly and analysing motion problems effectively.

As in Q15c-d, remember that there is no acceleration during reaction time before a driver applied the brakes but the vehicle will decelerate while braking. Remember to use exact values (or at least 4 decimal places) in your calculations to avoid rounding errors so that you can state your answer correctly to the required number of significant figures.

I encourage you to revise any areas suggested above in order to lay a solid foundation for units 3/4 Physics and to challenge yourself with extension problems while seeking help when required.

Please review the solutions thoroughly, complete any re-do questions (details below) and show these to me within the next week. Please let me know if you have any questions.

Ms C Rollison

re-do question/s: 13c

Q#	Description	Q#	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8.20	2		●		
8.3	Subtracting vectors in 1 and 2 dimensions	9	1				
8.4	Vector components	12.14	5				
9.1	Displacement, speed and velocity	1.4.5Lab	4		●		
9.2	Acceleration	5.11	2				●
9.3	Graphing position, velocity & <u>acc</u> over time	7.23	7			●	
9.4	Equations for uniform acceleration	15a0	3	●			
9.5	Vertical motion	2.3.6	3			●	
Deduction for incorrect direction				-1			
Deduction for incorrect units				-1			
Total marks awarded (out of 27)				19			
Scaled indicative grade				C			


Feedback:

- Well done Student 3.
- You have demonstrated a good foundation in your understanding of the content covered in the vectors and motion topics.
- As in Q1, you are adding vectors well in 1 dimension and considering vector directions effectively.
- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, remember that the velocity is 0 at the maximum height for objects thrown upwards but the acceleration due to gravity near Earth's surface is constant at 9.8 m/s^2 downwards toward the centre of Earth.

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Acknowledgements

- Thank you to all current and previous staff in the Maths and Science faculties at The Mac.Robertson Girls' High School who have contributed to the development of the results spreadsheets on which the Excel template is based
- Thank you to all of my colleagues for their valued support!

<div>  <div> Year 10 Physics Semester 2 2022 Test 1: Vectors and Motion Name: Student 2 Class: 10SPH02 </div> </div>					Achievement			
Ch	Description	Q ^{ns}	Marks awarded	Marks available	Revision needed	Good: revision advised	Very Good: revision advised	Excellent
8.2	Adding vectors in one and two dimensions	8,10	1	2		●		
8.3	Subtracting vectors in 1 and 2 dimensions	9	1	1				●
8.4	Vector components	12,14	4	5			●	
9.1	Displacement, speed and velocity	1,4,15ab	2	4		●		
9.2	Acceleration	5,11	1	2		●		
9.3	Graphing position, velocity & acc ⁿ over time	7,13	6	7			●	
9.4	Equations for uniform acceleration	15cd	0	3	●			
9.5	Vertical motion	2,3,6	3	3				●
Deduction for incorrect direction			0					
Deduction for incorrect units			0					
Total marks awarded (out of 27)			18					
Scaled grade			C+					

Feedback:

Well done Student 2. You have demonstrated a good understanding of the content covered in the vectors and motion topics.

- As in Q1, you are adding vectors well in 1 dimension and considering vector directions effectively.
- As in Q2, you are analysing vertical motion problems effectively.
- As in Q3, you are correctly identifying that the acceleration due to gravity near Earth's surface is constant at 9.8 m/s^2 downwards toward the centre of Earth.
- As in Q4, remember to read questions carefully and that constant velocity means $a = 0$.
- As in Q5, you are correctly finding acceleration as the change in velocity (i.e. $\Delta v = v - u$) divided by the time interval.
- As in Q6, you are correctly identifying that a dropped object will start from rest and then accelerate due to gravity with an acceleration of $g = 9.8 \text{ m/s}^2$ near Earth's surface if air resistance is ignored.
- As in Q7, you are correctly identifying that the acceleration of an object at a particular moment in time is given by the gradient (i.e. rise/run) of the tangent to the velocity-time graph.