

# User Guide: AI Assignment Grading System

## Overview

This guide walks you through using the AI Grading System to create, manage, grade, and review assignments. The system streamlines the grading process by mapping bibliography documents to assessment criteria and learning objectives.

## Getting Started

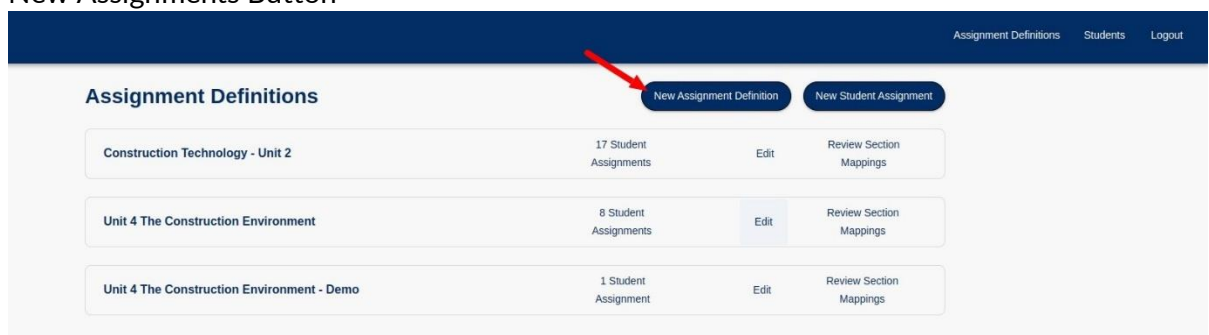
### Accessing the System

1. Navigate to the application URL in your web browser
2. Enter the username and password
3. Click "Login"

### Dashboard Navigation

After logging in, you'll see the main dashboard with these key sections:

- Assignment Definitions
- New Assignment Definition Button
- Students Button
- New Assignments Button



## Creating Assignment Definitions

### Step 1: Basic Information

1. From the dashboard, click the **New Assignment Definition** button
2. Complete the required fields:
  - a. **Title:** Enter a descriptive name (e.g., "Construction Environment")

- b. **Unit Number:** Input the course unit identifier (e.g., "3")
  - c. **Academic Year:** Input the applicable year
  - d. **Description:** Provide assignment instructions and expectations
3. Click **Save** to proceed

**Create Assignment Definition**

Title \*  
Unit 3 Construction Environment

Unit Number \*  
3

Academic Year \*  
2025

Description \*  
Software: Word  
Font: Aerial size 12  
Line spacing: 0  
Assignment brief and student declaration to be submitted in the front of the report.

**SAVE** **CANCEL**

Click save to create general details

## Step 2: Defining Parts

- 1. Navigate to the **Parts** tab
- 2. Click **Add Part**

**PARTS** **LEARNING OBJECTIVES** **CRITERIA** **BIBLIOGRAPHY DOCUMENTS**

**Parts**

**+ ADD PART**

No parts defined yet

**SAVE** **CANCEL**

- 3. For each part:
  - a. Provide a **Part Name** (e.g., "Part 1")
  - b. Write a clear **Description** of requirements
- 4. Add additional parts as needed by clicking **Add Part** again

## Step 3: Setting Learning Objectives

- 1. Select the **Learning Objectives** tab
- 2. Click **Add Learning Objective**
- 3. For each objective:
  - a. Enter an **Objective Name** (e.g., "LO1")
  - b. Provide a detailed **Description**
- 4. Click **Save** after each objective

**Create Learning Objective**

Name  
LO1

Description  
Explore the development of the construction industry through the roles and relationships of the professionals involved.

CANCEL SAVE

No learning objectives defined yet

5. Link learning objectives to parts
  - a. Select the parts tab
  - b. For each part click the “link” icon to link objectives to parts
  - c. Select the learning objectives associated with the part and click save

**Edit Assignment Definition**

Title \*  
Unit 3 Construction Environment

Unit Number \*  
3

Academic Year \*  
2025

Description \*  
The submission is in the form of an individual illustrated written report. This should be written in a concise, formal style using single spacing and font size 12. The report should be word processed, and professionally presented. You are required to make use of headings, paragraphs and subsections as appropriate and all work must be supported with research and referenced using the Harvard referencing system. Review the Unit Content from the Unit Specification along with the Learning Outcomes and Assessment Criteria shown below thoroughly. This

PARTS LEARNING OBJECTIVES CRITERIA BIBLIOGRAPHY DOCUMENTS

Parts

Part 1

link learning objective to part

SAVE CANCEL

## Step 4: Establishing Assessment Criteria

1. Go to the **Criteria** tab

PARTS LEARNING OBJECTIVES **CRITERIA** BIBLIOGRAPHY DOCUMENTS

Criteria

+ ADD CRITERIA

No criteria defined yet

SAVE CANCEL

2. Click **Add Criteria**
3. For each criterion:
  - a. Enter a clear **Criteria Name**
  - b. Write a **Description** with scoring guidelines

- c. Click **Save** after each criterion entry
4. Select the **Learning Objective(s)** tab
  - a. Click the link icon on each learning objective

Unit Number \*  
3

Academic Year \*  
2025

Description \*

The submission is in the form of an individual illustrated written report. This should be written in a concise, formal style using single spacing and font size 12. The report should be word processed, and professionally presented. You are required to make use of headings, paragraphs and subsections as appropriate and all work must be supported with research and referenced using the Harvard referencing system. Review the Unit Content from the Unit Specification along with the Learning Outcomes and Assessment Criteria shown below thoroughly. This

PARTS **LEARNING OBJECTIVES** CRITERIA BIBLIOGRAPHY DOCUMENTS

Learning Objectives

+ ADD LEARNING OBJECTIVE

LO1  
Explore the development of the construction industry through the roles and relationships of the professionals involved.  
No criteria linked

Link criteria to learning Objective

- b. Select the relevant criteria link to that learning objective

Link Criteria to Learning Objective: LO1

C1 Explain the roles and responsibilities of those that work in the construction industry.  
Type: PASS

C2 Explain the different types of sustainability and how the construction industry is reflected in these.  
Type: PASS

C3 Define potential strategies to promote equality, diversity and inclusion, and ensure fairness at work.  
Type: PASS

C4 Discuss the processes and requirements for project handover, ensuring the safety and quality of work.  
Type: PASS

C5 Explain the importance of monitoring costs in construction projects.  
Type: PASS

C6 Prepare a personal development plan, highlighting routes to achieve subject relevant technical and employability skills.  
Type: PASS

C7 Examine the role of professional bodies and routes into employment.  
Type: PASS

C8 Analyse the purpose of professional bodies in supporting the industry and protecting the public.  
Type: MERIT

C9 Illustrate the challenges of the construction industry in regard to diversity and inclusion.  
Type: MERIT

C10 Analyse the ways in which legislation and regulation work to ensure safety during construction and occupation.  
Type: MERIT

C11 Assess the ways in which CPD and lifelong learning support employment progression.  
Type: MERIT

C12 Evaluate the ways in which professionalism, diversity and inclusion are important to the growth of the construction sector.  
Type: DISTINCTION

SAVE CANCEL OK

- c. Click **save**

## Step 5: Bibliography Document Management

1. Select the **Bibliography Documents** tab
2. Click **Upload Document**
3. Click **Upload**

PARTS LEARNING OBJECTIVES CRITERIA **BIBLIOGRAPHY DOCUMENTS**

**Upload Bibliography Document**

Drag 'n' drop a PDF file here, or click to select.

2022 08 12 CBE Unit 2 Construction Technology Workbook rev1.pdf

**UPLOAD**

**Uploaded Documents**

No documents uploaded yet

**SAVE** **CANCEL**

**Note:** To upload **bibliography documents**:

- All learning objectives must be linked to their respective part
- All criteria must be linked to learning objectives
- You must add at least one part, learning objective and criteria

## Step 6: Reviewing Section Mappings

1. Wait for the "Review Section Mappings" button to activate (this may take 2-5 minutes)
2. Click the button when enabled

| Assignment Definitions                     |                        |                           |                         |
|--|------------------------|---------------------------|-------------------------|
|  |                        | New Assignment Definition | New Student Assignment  |
| Construction Technology - Unit 2           | 17 Student Assignments | Edit                      | Review Section Mappings |
| Unit 4 The Construction Environment        | 8 Student Assignments  | Edit                      | Review Section Mappings |
| Unit 10                                    | No Student Assignments | Edit                      | Review Section Mappings |
| Unit 3 - Science and Materials             | No Student Assignments | Edit                      | Review Section Mappings |
| Unit 4 The Construction Environment - Demo | 1 Student Assignment   | Edit                      | Review Section Mappings |

3. In the mapping review panel:
  - a. View how document sections align with criteria
  - b. Use the filter dropdown to select different bibliography documents

c. Click any section to preview its content

The screenshot shows the Skills4Stem interface. On the left, a document titled 'Unit 4 The Construction Environment Bibliography' is open, showing a section on 'Medieval and Early Modern Period (11th-17th century)'. A red box highlights the 'Edit Criteria' button. On the right, a panel titled '5 SECTIONS FOUND' shows a list of sections (LO1, LO2, LO3, LO4) and their mapped criteria (P1, M1, P2, D1, P3, P4, M2, D1, P5, P6, M3, D2, P7, P8, M4, D3). A red box highlights the 'Click criterion to view mapped sections' button. Another red box highlights the 'Expand button to view criteria descriptions' button. A third red box highlights the 'Select different bibliography documents' button. A fourth red box highlights the 'No of sections mapped to P1' text.

d. Select **Edit Criteria** button to reassign sections to different criteria

The screenshot shows the 'Edit Criteria' modal in the Skills4Stem interface. On the left, a document titled 'Construction Technology - Unit 2 Bibliography' is open, showing a section on '1.3 Building Types - Occupancy'. A red box highlights the 'Click save to update section criteria' button. On the right, a panel titled 'Select the criteria you want to assign to this section' shows a list of sections (LO1, LO2, LO3, LO4) and their mapped criteria (P1, P2, P3, M1, D1, P4, P5, M2, M3, D2, P6, P7, M4, D3, D3, P8, P9, M5). A red box highlights the 'Select new relevant criteria for the selected section' button. A third red box highlights the 'Click save to update section criteria' button.

## Managing Students

### Adding Students

1. Click **Students** in the main navigation
2. Select **Create New Student**
3. Enter required information:

- a. Full Name
4. Click **Save**

## Managing Assignments

### Creating New Assignments and Submit for Grading

1. Click **Assignments** in the main navigation
2. Select **New Assignment**
3. Complete the form:
  - a. Select **Student** from dropdown
  - b. Choose **Assignment Definition**
  - c. Upload student work document
4. Click the **Submit** button

5. The grading process will start in the background  
 Note: The AI grading process typically takes 3-10 minutes depending on document length. Assignment status will be marked "Pending"

### Reviewing Graded Assignments

1. Once grading is complete, assignments Status will be marked "AI Graded"
2. Click **AI Review** button
3. The review interface has two panels:
  - a. **Criteria Scores:** Shows scores by criteria with AI justification
  - b. **Document View:** Shows the student document with highlighted sections



**Assignment Review**

Student Name/ID: William Wilson/22  
Unit Title: Unit 4 The Construction Environment  
General Grade: **Distinction**

See more

**Student's Work**

2024  
Unit 4 Assignment – The Construction Environment  
Into construction  
Wilson, William

Unit 4 The Construction Environment  
You have recently gained employment with a local construction firm that is seeking to expand. To support their growth, they are planning to recruit within the local community, aiming to inspire young people to join the construction industry. You have been asked to support the firm's marketing team by preparing a report. The report should be in four sections.

**Contents**

- 1.0 The construction Environment – Introduction (1)
- 2.0 Development of the construction industry (2)
  - 2.1 How the construction industry has developed (2)
  - 2.2 Responsibilities within the construction industry (4)
  - 2.3 The role of professional bodies (6)
- 3.0 The impact of the construction industry (8)
  - 3.1 Sustainability (8)
  - 3.2 Challenges the sector faces with equality and diversity (9)
- 4.0 How the construction industry ensures quality, timely completion, and safety (9)

**General Feedback:**

The student has demonstrated a comprehensive understanding of various aspects of the construction industry, including its historical development, professional roles, sustainability practices, diversity and inclusion challenges, project management processes, and the importance of professional bodies. They have

**Download the feedback document**

**Click to edit general feedback**

**LO1**

Explore the development of the construction industry through the roles and relationships of the professionals involved.

**P1** Discuss the development of the construction industry using historic and contemporary examples.

**Remarks**

The student successfully discussed the development of the construction industry using both historic and contemporary examples, covering the Industrial Revolution and recent innovations like prefabrication.

☒ Criteria met

**M1** Analyse the purpose of professional bodies in supporting the industry and protecting the public.

**Remarks**

The student provided a thorough analysis of professional bodies, roles in supporting the industry and protecting the public, covering key aspects such as setting standards and promoting equality and diversity.

☒ Criteria met

**P2** Explain the roles and responsibilities of those that work in the construction industry.

**Edit the criteria grading**

## Editing AI Feedback

1. In the Review interface, Expand the Learning objective section
2. Select any criteria
3. Click on the criteria feedback text box to **modify Feedback**

**Assignment Review**

Student Name/ID: William Wilson/22  
Unit Title: Unit 4 The Construction Environment  
General Grade: **Distinction**

See more

**Student's Work**

2024  
Unit 4 Assignment – The Construction Environment  
Into construction  
Wilson, William

Unit 4 The Construction Environment  
You have recently gained employment with a local construction firm that is seeking to expand. To support their growth, they are planning to recruit within the local community, aiming to inspire young people to join the construction industry. You have been asked to support the firm's marketing team by preparing a report. The report should be in four sections.

**Contents**

- 1.0 The construction Environment – Introduction (1)
- 2.0 Development of the construction industry (2)
  - 2.1 How the construction industry has developed (2)
  - 2.2 Responsibilities within the construction industry (4)
  - 2.3 The role of professional bodies (6)
- 3.0 The impact of the construction industry (8)
  - 3.1 Sustainability (8)
  - 3.2 Challenges the sector faces with equality and diversity (9)
- 4.0 How the construction industry ensures quality, timely completion, and safety (9)

**General Feedback:**

The student has demonstrated a comprehensive understanding of various aspects of the construction industry, including its historical development, professional roles, sustainability practices, diversity and inclusion challenges, project management processes, and the importance of professional bodies. They have

**Download the feedback document**

**Click to edit general feedback**

**LO1**

Explore the development of the construction industry through the roles and relationships of the professionals involved.

**P1** Discuss the development of the construction industry using historic and contemporary examples.

**Remarks**

The student successfully discussed the development of the construction industry using both historic and contemporary examples, covering the Industrial Revolution and recent innovations like prefabrication.

☒ Criteria met

**M1** Analyse the purpose of professional bodies in supporting the industry and protecting the public.

**Remarks**

The student provided a thorough analysis of professional bodies, roles in supporting the industry and protecting the public, covering key aspects such as setting standards and promoting equality and diversity.

☒ Criteria met

**P2** Explain the roles and responsibilities of those that work in the construction industry.

**Edit the criteria grading**

4. **Select Update**

**Assignment Review**

Student Name/ID: Robert Bala/19  
Unit Title: Unit 4 The Construction Environment  
General Grade: **Distinction**

See more

**Student's Work**

fostering a culture of respect and empathy (Schaufelberger & Mirsky, 2014). Effective reporting mechanisms are essential, providing employees with confidential avenues to report incidents without fear of reprisal. Enhancing the representation of women and other underrepresented groups in traditionally male-dominated fields such as construction can be achieved through targeted recruitment strategies. This involves actively promoting job openings in collaboration with organisations like Women in Construction and GoConstruct, which are dedicated to increasing diversity in the industry (Murray & Dainty, 2008). Additionally, developing mentorship programmes that pair experienced professionals with new employees from diverse backgrounds can facilitate equitable opportunities for professional growth and career advancement. Compliance with EDI-related legislation, such as the Equality Act 2010, is crucial. This not only involves adhering to legal standards but also integrating these principles into organisational policies and employee training to ensure all staff are aware of their rights and responsibilities (Fanning, 2020).

**General Feedback:**

The student has demonstrated a comprehensive understanding of various aspects of the construction industry, including its historical development, professional roles, sustainability practices, diversity and inclusion challenges, and the importance of professional bodies. They have effectively addressed most of the

**Click update to save the changes made**

**Cancel** **Update**

**LO1**

industry and protecting the public, covering various aspects of how these bodies function, including setting

☒ Criteria met

**P2** Explain the roles and responsibilities of those that work in the construction industry.

**Remarks**



## Downloading Feedback Documents

1. From the Review interface, click **Download** in the top right
2. The Word document will be download to your computer