Preparing assessments to get the most out of Individual Assessment Feedback (INDAF)

The central aspect of the feedback reports created by INDAF is that students do not only receive one overall grade, but they also receive a grade for domains (question subcategories) within their assessment. These subcategories must be defined within INDAF. Therefore, when preparing an assessment, you may want to consider how questions can be grouped together.

It is important that a student can easily identify the subcategories to fully understand the feedback. You therefore may want to structure your assessment according to thematic areas. If each question addresses a distinct thematic area, each question may form its own subcategory (which INDAF then grades individually). How this is done in practice: Within INDAF, allocate the subcategories to questions as shown below (x). In this example, questions 1a-1d form the subcategory of 'Question 1', questions 2a-2c the subcategory of 'Question 2', etc. For more examples see next pages.

Subcategory allocation in INDAF

Question title	1a	1 b	1 c	1d	2a	2b	2c	3a	3b	4	TOTAL
Maximum marks per question	10	10	10	10	10	10	10	10	10	10	100
☐ marking table locked for marking											
Question subcategory title Question 1		V	v	v							1
-	- ^	Α	Х	Х	V	v	v				
Question 2					Х	Х	Х				
Question 3								Х	Х		
Question 4										Х	

However, if an assessment contains more than one question associated with a thematic area, you may want to collapse questions into subcategories (e.g., Questions 1-4 test physiology, questions 5-7 test anatomy, etc.). It might be a good idea to reflect this in the assessment paper (e.g., by using sub-headings of the thematic areas in the assessment).

Example subcategories

	Subcategories to help structure	your assessment
	Either:	Or:
Domain	Question number (if questions represent distinct thematic areas)	Thematic area
Example subcategory 1	Question 1	Physiology (e.g., Q1-4)
Example subcategory 2	Question 2	Anatomy (e.g., Q5-7)
Example subcategory 3	Question 3	Biochemistry (e.g., Q8-14)

Creating subcategories – examples

Example 1: Subcategories formed based on sub-questions

Assessment outline

Question title	1a	1 b	1c	1d	2a	2b	2c	3a	3b	4	TOTA
Maximum marks per question	10	10	10	10	10	10	10	10	10	10	100
Question subcategory title		mar	king tabi	e locked	for mar	king					
Question 1	х	Х	Х	Х							
~					х	х	х				
Question 2											
								Х	Х		

Associated individual feedback report

Module title Feedback report						
Student performan	ce summary					
B1	Your mark	Your grade (%)				
Overall (out of 100)	51	51				
Subcategories	Subcategory mark	Percentage	Comment			
Question 1 (out of 40)	26	65	-			
Question 2 (out of 30)	6	20	area for development			
Question 3 (out of 20)	10	50	-			
Question 4 (out of 10)	9	90	excellent			

Example 2: Subcategories formed based on thematic areas, question scores (low vs high), lab vs lecture content, or nature of questions

A single question can be allocated to as many subcategories as you like, so in addition to tagging a question as a 'Physiology' question, they can also be tagged for additional subcategories - students would receive a grade for each of these subcategories. This would help them identify their strengths/weaknesses in domains that go further than specific thematic areas. Checking the assessments for such additional domains may also give the assessor an indication whether the content delivered in the module is evenly addressed.

Assessment outline

Question title	Qu. 1	Qu. 2	Qu. 3	Qu. 4	Qu. 5	Qu. 6	Qu. 7	Qu. 8	Qu. 9	Qu. 10	TOTA
Maximum marks per question	5	10	10	4	3	10	10	8	3	10	73
Question subcategory title		mark	ing tabl	e locked	for mark	cing					
Thematic area 1	х	Х									
Thematic area 2			Х	Х							
Thematic area 3					Х	Х	Х				
Thematic area 4								Х	Х	х	
low scoring question	х			Х	Х				Х	х	
high scoring questions		Х	Х			Х	Х	х			
lecture related content	х	Х				Х	Х			х	
lab related content			Х	Х	Х			х	Х		
calculation based questions	х				Х			х			
related to scientific literature			Х				Х			х	
related to synthesis of evidence	х			х						х	

A few other suggestions how questions can be grouped

Question type	Skills tested	Mode of teaching
e.g., MCQ	e.g., Calculations	e.g., Lecture-related
e.g., Short answer	e.g., Research critique	e.g., Lab-related
e.g., Essay	e.g., Theory	e.g., Tutorial-related

Student performance summary

B111111	Your mark	Your grade (%)
Overall	39	F2
(out of 73)	39	53

Subcategories	Subcategory mark	Percentage	Comment
Thematic area 1 (out of 15)	5	33	area for development
Thematic area 2 (out of 14)	4	29	area for development
Thematic area 3 (out of 23)	14	61	•
Thematic area 4 (out of 21)	16	76	excellent
low scoring question (out of 25)	18	72	excellent
high scoring questions (out of 48)	21	44	-
lecture related content (out of 45)	26	58	-
lab related content (out of 28)	13	46	-
calculation based questions (out of 16)	11	69	-
related to scientific literature (out of 30)	14	47	-
related to synthesis of evidence (out of 19)	15	79	excellent

Assessment outline

Question title	Kno wl./ Unde	think ing/ analy	Read ing/	Pres ent. / Com	Kno wl./ Unde	think ing/ analy	Read ing/ Rese	Pres ent./ Com	Kno wl./ Unde	thinki ng/ analys	Readi ng/	Q3 Prese nt. / Comm	тот
The particular section is a section of the section	10	10	10	10	10	10	10	10	10	10	10	10	12
Maximum marks per question	10	10	10	10	10	10	10	10	10	10	10	10	12
		mark	king tabl	e locked	for mari	ding							
Question subcategory title Knowledge / Understanding		mari	king tabl	e locked		king			x				
Question subcategory title Knowledge / Understanding Critical thinking / Analysis	x	mark	king tabl	e locked	for mari	king X			х	x			
Knowledge / Understanding			king tabl	e locked			X		x	х	x		
Knowledge / Understanding Critical thinking / Analysis				e locked			X	X	x	X	X	x	
Knowledge / Understanding Critical thinking / Analysis Reading / Research							x	×	x	х	х	x	
Knowledge / Understanding Critical thinking / Analysis Reading / Research Presentation / Communication	x	х	х	x			x	x	X	x	x	×	

Associated individual feedback report

M	od	u	le	titl	e

Feedback report

Student performance summary

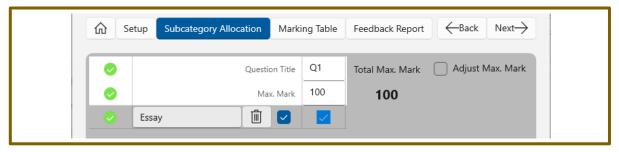
B1	Your mark	Your grade (%)
Overall (out of 120)	59	49

Subcategories	Subcategory mark	Percentage	Comment
Knowledge / Understanding (out of 30)	16	53	-
Critical thinking / Analysis (out of 30)	19	63	-
Reading / Research (out of 30)	16	53	-
Presentation / Communication (out of 30)	8	27	area for development
Question 1 overall (out of 40)	23	58	-
Question 2 overall (out of 40)	12	30	area for development
Question 3 overall (out of 40)	24	60	-

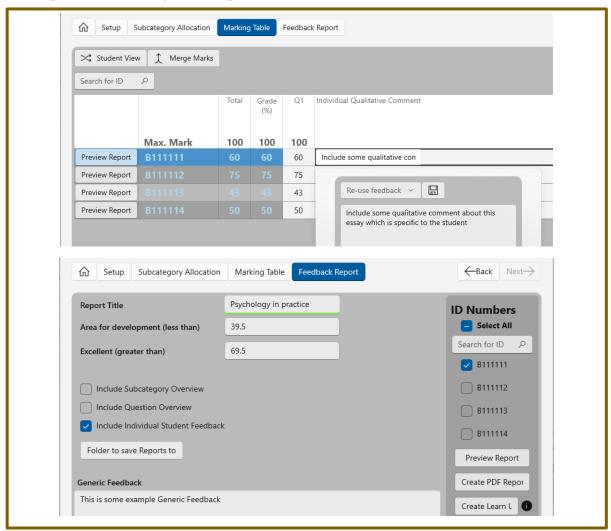
Example 4: Essay-based questions – qualitative feedback only

It is possible to provide qualitative comments only if questions do not lend themselves to be graded based on subcategories (e.g., assessment consists of a single essay question).

Assessment outline



Marking and Feedback Report settings



Associated individual feedback report

Student Performance Summary

B111111	Your Mark	Your Grade (%)
Overall (out of 100)	60	60

Individual Comment

Include some qualitative comment about this essay which is specific to the student

Generic Feedback

This is some example Generic Feedback