

Individual assessment feedback (INDAF)

User guide

App version 0.6.1.0

Supporting videos

- General introduction (xx min)
- Questions with sub-questions ('1a, 1b, 1c, ...') (x min)
- Optional questions ('answer 10 out of 15') (x min)
- Essay based exams (x min)
- Merge marks from multiple markers (x min)
- Importing data (x min)

Table of contents

| | | |
|----------|---|-----------|
| 1 | Main INDAF outputs..... | 3 |
| 2 | Navigation through INDAF | 6 |
| 2.1 | Dashboard and Archive | 6 |
| 2.2 | Setup..... | 8 |
| 2.3 | Subcategory allocation | 9 |
| 2.4 | Marking table | 10 |
| 2.5 | Feedback report | 11 |
| 3 | Creating subcategories – examples | 12 |
| 3.1 | Example 1: Subcategories formed based on sub-questions | 12 |
| 3.2 | Example 2: Subcategories formed based on question scores (low vs high), lab vs lecture content, nature of questions, or thematic areas..... | 13 |
| 3.3 | Example 3: Subcategories formed based on essay-based questions..... | 14 |
| 3.4 | Optional questions | 15 |
| 4 | Merge marks from multiple markers..... | 16 |
| 4.1 | Importing data into INDAF | 18 |
| 4.2 | Step 1: Set up your assessment..... | 18 |
| 4.3 | Step 2: Preparing the data to import | 18 |
| 4.4 | Step 3: Import the data | 18 |
| 5 | Questions and feedback | 19 |

1 Main INDAF outputs

The App 'Individual assessment feedback (INDAF)' is suitable for any assessment for which questions can be grouped into subcategories. INDAF creates individual feedback reports in pdf format, providing students with the overall grade and a generic feedback section. The user can then select from three optional sections to be included in the report. These sections all relate to the student's individual performance. For subcategories, excellent performance, as well as performance that requires attention (areas for development) are highlighted.

Example report

| Physiology of Exercise and Training | | | |
|--|------------------|----------------|----------------------|
| Feedback report | | | |
| Student performance summary | | | |
| B111111 | Your mark | Your grade (%) | |
| Overall (out of 80) | 40 | 50 | |
| Subcategories | Subcategory mark | Percentage | Comment |
| Physiology (out of 30) | 23 | 77 | excellent |
| Anatomy (out of 20) | 11 | 55 | - |
| Research methodology (out of 30) | 9 | 30 | area for development |
| Calculations (out of 40) | 22 | 55 | - |
| Percentage scores are colour coded. The darker the shade of green, the better the percentage score. Comment area: Subcategories with excellent scores are flagged blue, areas for development are flagged orange. | | | |
| Individual question overview | | | |
| Questions | Maximum mark | Your mark | |
| Qu. 1 | 10 | 8 | |
| Qu. 2 | 10 | 7 | |
| Qu. 3 | 10 | 8 | |
| Qu. 4 | 10 | 9 | |
| Qu. 5 | 10 | 2 | |
| Qu. 6 | 10 | 1 | |
| Qu. 7 | 10 | 0 | |
| Qu. 8 | 10 | 5 | |
| Whole exam | 80 | 40 | |
| Individual comment | | | |
| Very well done on aspects ABC, not so well done on aspects DEF. | | | |

optional section 1

optional section 2

optional section 3

Example report, continued from previous page

Generic feedback

On a group level, this was not a very strong exam performance (average in the low fifties). Whilst some questions were very well answered, some lacked an element of explanation, which indicates they may have been taken from various sources and have not been "truly" understood.

In this report you can check your own performance in the subcategories of this exam. I would also suggest that you focus your exam debrief on your areas for development, as they may be essential to enhancing your understanding in year 3.

Exam-specific feedback

- I am not sure whether many of the cohort understood that some aspects of anaerobic metabolism can ONLY be measured intracellularly, hence necessitating a muscle biopsy to get an overall understanding of anaerobic muscle metabolism (and that a blood lactate sample is an extracellular measurement).
- Perceived exertion and applications: read up on estimation and production trials. Also, "blinding" of the participant for this question is blinding to ANYTHING other than RPE - so participants should be blinded to feedback on heart rate, exercise intensity, pedal rate, etc.
- Many forgot to mention hyperplasia as a potential mechanism for strength gain that is unrelated to hypertrophy.

As an additional resource, please also refer to the generic exam feedback which will be posted on Learn.

Please note – as is the case with all assessments, marks are provisional and subject to final approval and confirmation at the examination/review board.

On completion of the marking, a cohort analysis (statistics overview) is available to the marker.

Example statistics overview

Analysis

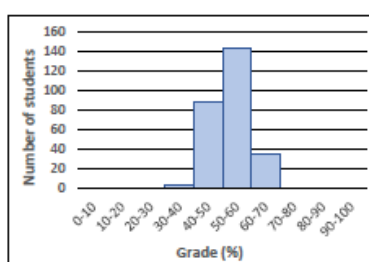
Assessment: 21PSB713

Basic statistics

Whole cohort

Excluding Zero mark assessments

| | | | |
|-----------------------|--------------|----------|--------------|
| Number of students | 298 | | 272 |
| Maximum marks awarded | 80 | | |
| | Marks scored | Grade, % | Marks scored |
| Average | 38.2 | 47.7 | 41.8 |
| Standard deviation | 12.8 | 16.0 | 5.1 |
| Median | 41.0 | 51.3 | 42.0 |
| Minimum | 0.0 | 0.0 | 26.0 |
| Maximum | 56.0 | 70.0 | 56.0 |



Distribution detail, by question (excluding Zero mark assessments)

| | Whole exam | Qu. 1 | Qu. 2 | Qu. 3 | Qu. 4 | Qu. 5 | Qu. 6 | Qu. 7 | Qu. 8 |
|-----------------------------------|------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Maximum marks awarded | 80 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Average (marks scored) | 41.8 | 2.7 | 2.5 | 5.2 | 8.6 | 4.7 | 5.1 | 3.5 | 9.5 |
| Standard deviation (marks scored) | 5.1 | 1.7 | 1.1 | 1.4 | 1.2 | 3.0 | 2.0 | 2.2 | 0.5 |
| Average (Grade, %) | 52.3 | 27.2 | 25.3 | 52.3 | 85.7 | 46.6 | 50.9 | 35.4 | 95.0 |
| Standard deviation (Grade, %) | 6.4 | 16.7 | 11.1 | 14.1 | 11.5 | 29.8 | 19.9 | 21.7 | 5.0 |

| Number of students per percentile | | | | | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0-10% | | 38 | | | | 27 | | 29 | |
| 10-20% | | 37 | 64 | | | 24 | | 30 | |
| 20-30% | | 35 | 68 | | | 26 | 36 | 37 | |
| 30-40% | 3 | 66 | 71 | 44 | | 26 | 42 | 33 | |
| 40-50% | 89 | 45 | 69 | 45 | | 28 | 29 | 44 | |
| 50-60% | 144 | 51 | | 57 | | 32 | 39 | 41 | |
| 60-70% | 35 | | | 56 | | 28 | 41 | 28 | |
| 70-80% | 1 | | | 70 | 66 | 24 | 50 | 30 | |
| 80-90% | | | | | 66 | 19 | 35 | | |
| 90-100% | | | | | 140 | 38 | | | 272 |
| Total | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 | 272 |

Distribution detail, by subcategory (excluding Zero mark assessments)

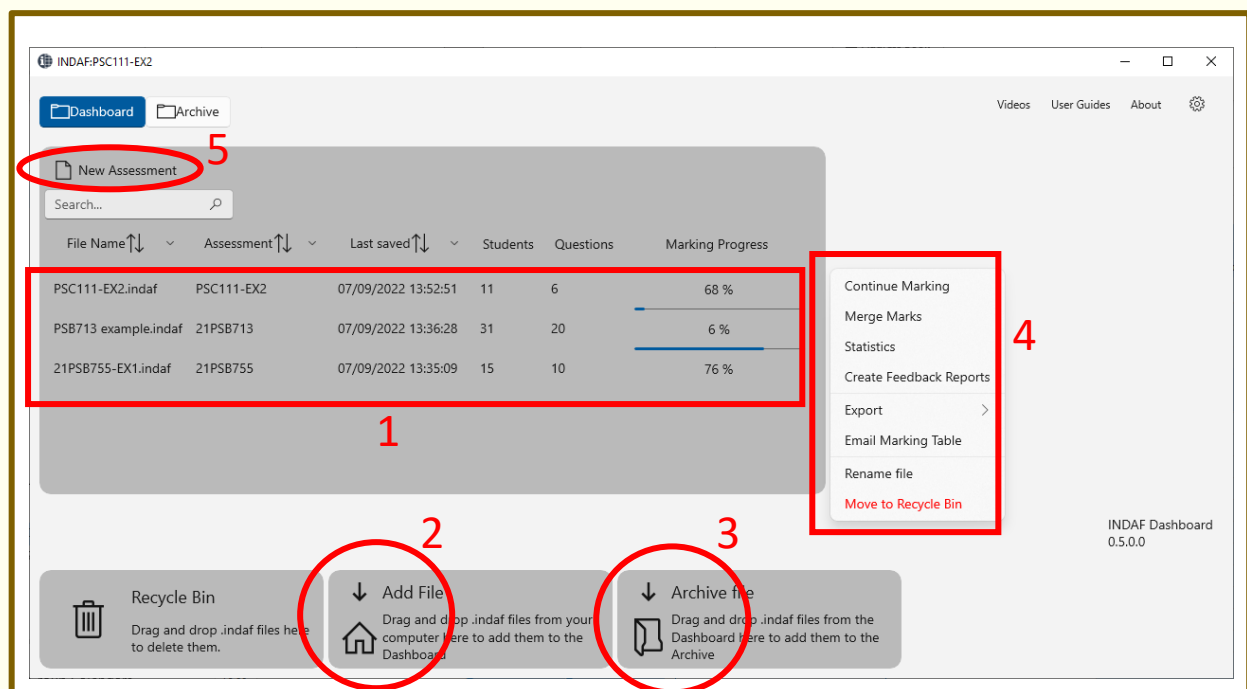
| | Whole exam | Physiology | Anatomy | Research methods | Calculations |
|-------------------------------|------------|------------|---------|------------------|--------------|
| Marks awarded | 80 | 20 | 20 | 20 | 40 |
| Average (absolute) | 41.8 | 5.3 | 13.8 | 9.8 | 18.3 |
| Standard deviation (absolute) | 5.1 | 2.1 | 1.8 | 3.6 | 3.2 |
| Average (%) | 52.3 | 26.3 | 69.0 | 48.8 | 45.7 |
| Standard deviation (%) | 6.4 | 10.3 | 9.2 | 18.0 | 7.9 |

| Number of students per percentile | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|
| 0-10% | | 8 | | | |
| 10-20% | | 50 | | 14 | |
| 20-30% | | 89 | | 26 | 2 |
| 30-40% | 3 | 82 | | 34 | 57 |
| 40-50% | 89 | 43 | | 50 | 117 |
| 50-60% | 144 | | 30 | 61 | 86 |
| 60-70% | 35 | | 92 | 42 | 10 |
| 70-80% | 1 | | 90 | 32 | |
| 80-90% | | | 60 | 12 | |
| 90-100% | | | | 1 | |
| Total | 272 | 272 | 272 | 272 | 272 |

2 Navigation through INDaf

2.1 Dashboard and Archive

1. Current assessments, as well as their current marking progress, are shown on the Dashboard
2. INDaf files (file name ends in '.indaf') located on the computer, or received via e-mail, can be added to the dashboard (drag and drop)
3. Current assessments no longer needed can be added to the Archive (drag and drop)
4. Clicking on assessment opens action tab for existing files. The top option allows to continue marking
5. 'New assessment' moves the user to Setup (chapter 2.2)



6. Within the Archive, click on files and 'de-archive' (Returned to dashboard) if required
7. Organise Archive by creating own folders
8. Return to Dashboard

INDAF

Dashboard Archive

Videos User Guides About

Files

Search...

| File Name | Assessment | Last saved | Students | Questions | Marking Progress |
|--------------------------------------|---------------------|---------------------|----------|-----------|------------------|
| fj:alskj d:flakjs :dfjja:slkd fj:inc | PSC111-EX2 xxxxxxxx | 07/09/2022 17:18:00 | 11 | 6 | 39 % |
| 220831-160730 - askdjfalsk f | PSB111 | 31/08/2022 16:07:30 | 3 | 10 | 66 % |
| 220905-125339 - sssssssssss | 12345678901234567 | 05/09/2022 12:53:39 | 6 | 10 | 50 % |
| 220905-221027 - 220905-125 | 12345678901234567 | 05/09/2022 22:10:27 | 6 | 10 | 31 % |
| 220905-221427 - 220905-125 | 12345678901234567 | 05/09/2022 22:14:27 | 6 | 10 | 38 % |

Folders

Search... New Folder

- 21PSB713 - SA1
- 21PSB713 - SAP
- test files

Return to Dashboard
Rename file
Move to Recycle Bin

INDAF Dashboard 0.6.1.0

Recycle Bin
Drag and drop .indaf files here to delete them.

2.2 Setup

1. Hover over input fields to reveal further information.
2. Download ID numbers from Learn (Click information icon for further detail). Alternatively, manually insert student IDs in the input box below. This can be done in bulk, e.g., copy all IDs within an Excel spreadsheet and paste into the field 'Manually add student IDs'.
3. Students can be sorted by ID. If they were imported from Learn via the .csv file. It is also possible to sort them by student name. Whilst student names are not shown (anonymity!), they are stored in the background. Sorting IDs by student name may be helpful if exam scripts are returned in that order (is often the case for exam hall assessments). This order will be retained in the marking table, allowing the marker to have the same student order within INDAF as for the scripts received.
4. Clicking the house icon returns to the dashboard.

The screenshot shows the 'Setup' window for 'INDAF:PSC111-EX2'. The interface includes a top navigation bar with 'Save', 'Save As', and a 'Setup' button (circled with a red '4'). Below the navigation bar are tabs for 'Subcategory Allocation', 'Marking Table', and 'Feedback Report'. The main setup area has four sections: 'Module/Assessment Code' (PSC111-EX2), 'Number of Questions to mark' (6), 'Number of Subcategories' (4), and 'Student IDs'. The 'Student IDs' section contains a 'Load Learn course ID .csv file' button (circled with a red '2' and an information icon) and a 'Manually add student IDs' button. A red box labeled '1' encompasses the 'Student IDs' section. To the right, the 'ID Numbers' section shows a list of student IDs (B11121 to B11129) with checkboxes. A 'Sort by: ID' dropdown menu (circled with a red '3') is located above the list. At the bottom, there are 'Clear Selected' and 'Clear All' buttons, and a status bar indicating '11 IDs loaded'.

2.3 Subcategory allocation

1. Amend question titles (optional); e.g., change 'Q1' to '1a'.
2. Input maximum marks awarded per question. Right clicking into such a field allows to allocate the same Max. Mark to all questions. If an assessment has optional questions (causing the assessment Total Max. Mark to be lower than the sum of all questions), the 'Total Max. Mark' must be adjusted manually. See Chapter 6.4 for more detailed explanations.
3. Amend subcategory titles; e.g., change 'Subcategory 1' to 'Theory-based questions'.
4. Allocate questions to subcategories using the tick boxes.
5. If, during the marking process, any of the specifics in within 'Subcategory Allocation' need changing, users can return and update.

The screenshot shows the 'Subcategory Allocation' tab for assessment 'PSC111-EX2'. The interface includes a top bar with 'Save', 'Save As', and 'Undo' buttons, and a navigation bar with 'Setup', 'Subcategory Allocation', 'Marking Table', and 'Feedback Report' tabs. The main area contains a table for allocating questions to subcategories. The table has columns for Question Title, Max. Mark, and a grid of checkboxes for each subcategory. The 'Total Max. Mark' is displayed as 60, with an 'Adjust Max. Mark' checkbox. Red boxes and numbers 1-4 highlight specific areas: 1 points to the Question Title row, 2 points to the Max. Mark row, 3 points to the Subcategory list, and 4 points to the allocation grid.

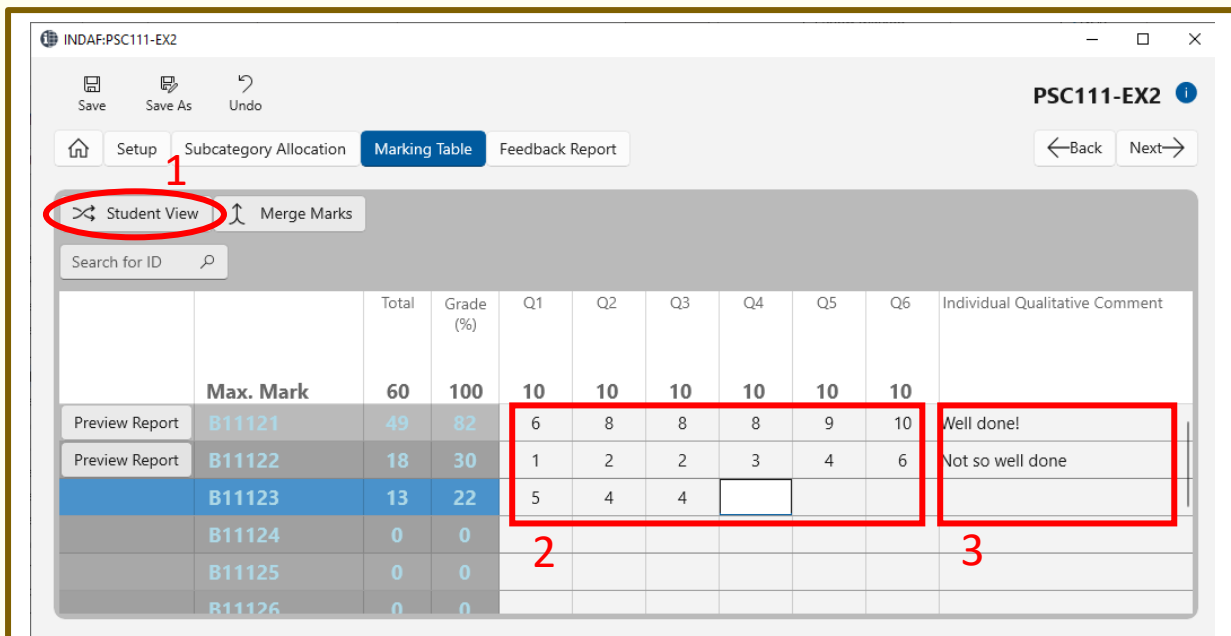
| Question Title | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Max. Mark | 10 | 10 | 10 | 10 | 10 | 10 |
| Subcategory 1 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Subcategory 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Subcategory 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Total Max. Mark: 60 ☐ Adjust Max. Mark

New Subcat... +

2.4 Marking table

1. Marks can be entered in either in the cohort view or the student view, swap views using the button
2. Complete marks. Navigate using Arrow keys or Tab / Ctrl + Tab keys.
3. Optional: Complete Overall comments; i.e., qualitative feedback that is individual to the student shown (most likely not appropriate for large cohorts!). Comments that are often used can be saved and re-used.



INDAF: PSC111-EX2

Save Save As Undo

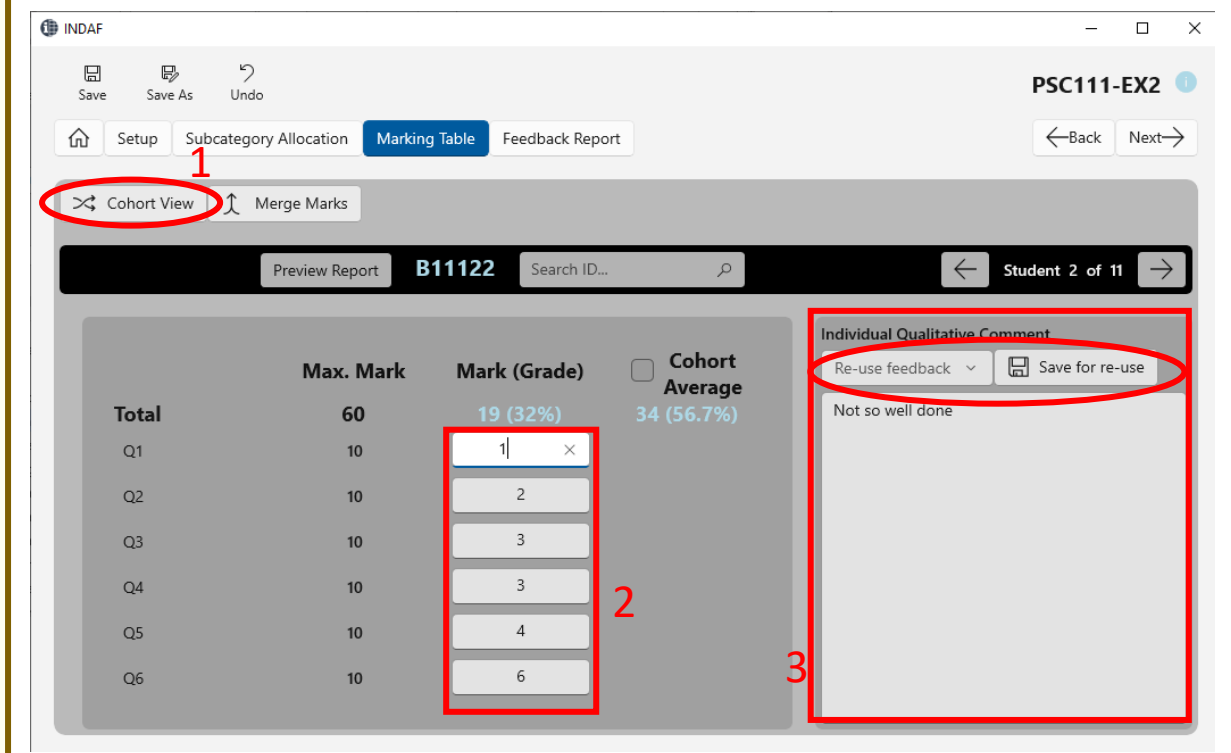
PSC111-EX2

Setup Subcategory Allocation **Marking Table** Feedback Report

Student View Merge Marks

Search for ID

| | | Total | Grade (%) | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Individual Qualitative Comment |
|----------------|------------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------------------------|
| | Max. Mark | 60 | 100 | 10 | 10 | 10 | 10 | 10 | 10 | |
| Preview Report | B11121 | 49 | 82 | 6 | 8 | 8 | 8 | 9 | 10 | Well done! |
| Preview Report | B11122 | 18 | 30 | 1 | 2 | 2 | 3 | 4 | 6 | Not so well done |
| | B11123 | 13 | 22 | 5 | 4 | 4 | | | | |
| | B11124 | 0 | 0 | | | | | | | |
| | B11125 | 0 | 0 | | | | | | | |
| | B11126 | 0 | 0 | | | | | | | |



INDAF

Save Save As Undo

PSC111-EX2

Setup Subcategory Allocation **Marking Table** Feedback Report

Cohort View Merge Marks

Preview Report **B11122** Search ID...

Student 2 of 11

| | Max. Mark | Mark (Grade) | Cohort Average |
|--------------|-----------|-----------------|-------------------|
| Total | 60 | 19 (32%) | 34 (56.7%) |
| Q1 | 10 | 1 | |
| Q2 | 10 | 2 | |
| Q3 | 10 | 3 | |
| Q4 | 10 | 3 | |
| Q5 | 10 | 4 | |
| Q6 | 10 | 6 | |

Individual Qualitative Comment

Re-use feedback Save for re-use

Not so well done

2.5 Feedback report

1. The report title will appear as first line on the report.
2. Grade boundaries are pre-set for an Undergraduate Assessment, but they can be changed manually.
3. If all ID numbers are selected, INDAF will only create reports for those students that have been marked ('Zero-mark reports' will not be created).
4. 'Create Learn Upload Zip' creates a Zip file that allows the direct upload of all PDF reports onto the respective student profiles on Learn. See information icon for further instructions.

The screenshot shows the INDAF Feedback Report interface. The window title is 'INDAF'. The top navigation bar includes 'Save', 'Save As', and 'Undo' buttons. The main navigation tabs are 'Home', 'Setup', 'Subcategory Allocation', 'Marking Table', and 'Feedback Report' (which is active). The right side of the header shows 'PSC111-EX2' with a help icon and 'Back'/'Next' buttons.

The main content area is divided into several sections:

- Report Title:** A text input field containing 'Example module 1' (annotated with a red box and '1').
- Area for development (less than):** A text input field containing '39.5' (annotated with a red box and '2').
- Excellent (greater than):** A text input field containing '69.5' (annotated with a red box and '2').
- Checkboxes:** Three checked checkboxes: 'Include Subcategory Overview', 'Include Question Overview', and 'Include Individual Student Feedback'.
- Folder to save Reports to:** A text field showing 'C:\Users\psca\Desktop'.
- Generic Feedback:** A section with a red circle icon and the text 'Include General Feedback'.
- ID Numbers:** A panel on the right (annotated with a red box and '3') containing a 'Select All' checkbox, a search bar, and a list of student IDs with checkboxes: B11121, B11122, B11123 (missing data), B11124 (no data), B11125 (missing data), and B11126 (no data).
- Buttons:** 'Preview Report', 'Create PDF Reports', and 'Create Learn Upload' (annotated with a red box and '4'). The 'Create Learn Upload' button has a small information icon.

3 Creating subcategories – examples

3.1 Example 1: Subcategories formed based on sub-questions

Subcategory Allocation

| Question title | 1a | 1b | 1c | 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 | x | x | x | x | | | | | | |
| Question 2 | | | | | x | x | x | | | |
| Question 3 | | | | | | | | x | x | |
| Question 4 | | | | | | | | | | x |

Associated feedback report

| Module title | | | |
|-----------------------------|------------------|----------------|----------------------|
| Feedback report | | | |
| Student performance 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 |

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

You may want to associate more than one subcategory per question. Below, question 2 belongs to Thematic area 1, but is also a high scoring question, and tests lecture related content. Creating more subcategories as such may hence provide the learner with more detail in the feedback report.

Subcategory Allocation

| Question title | Qu. 1 | Qu. 2 | Qu. 3 | Qu. 4 | Qu. 5 | Qu. 6 | Qu. 7 | Qu. 8 | Qu. 9 | Qu. 10 | TOTAL |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|
| Maximum marks per question | 5 | 10 | 10 | 4 | 3 | 10 | 10 | 8 | 3 | 10 | 73 |

| Question subcategory title | <input type="checkbox"/> marking table locked for marking | | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|---|---|---|--|
| Thematic area 1 | x | x | | | | | | | | | |
| Thematic area 2 | | | x | x | | | | | | | |
| Thematic area 3 | | | | | x | x | x | | | | |
| Thematic area 4 | | | | | | | | x | x | x | |
| low scoring question | x | | | x | x | | | | x | x | |
| high scoring questions | | x | x | | | x | x | x | | | |
| lecture related content | x | x | | | | x | x | | | x | |
| lab related content | | | x | x | x | | | x | x | | |
| calculation based questions | x | | | | x | | | x | | | |
| related to scientific literature | | | x | | | | x | | | x | |
| related to synthesis of evidence | x | | | x | | | | | | x | |

Associated feedback report

| Student performance summary | | | |
|--|------------------|----------------|----------------------|
| B111111 | Your mark | Your grade (%) | |
| Overall (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 |

3.3 Example 3: Subcategories formed based on essay-based questions

Subcategory Allocation

| Question title | Q1 Kno wl./ Unde rst. | Q1 think ing / analy sis | Q1 Read ing / Rese arch | Q1 Pres ent. / Com m. | Q2 Kno wl./ Unde rst. | Q2 think ing / analy sis | Q2 Read ing / Rese arch | Q2 Pres ent. / Com m. | Q3 Kno wl./ Unde rst. | Q3 think ing / analys is | Q3 Read ing / Resea rch | Q3 Prese nt. / Comm . | TOTAL |
|----------------------------|-----------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|-------|
| Maximum marks per question | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 120 |

☐ marking table locked for marking

| Question subcategory title | | | | | | | | | | | | | |
|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Knowledge / Understanding | x | | | | x | | | | x | | | | |
| Critical thinking / Analysis | | x | | | | x | | | | x | | | |
| Reading / Research | | | x | | | | x | | | | x | | |
| Presentation / Communication | | | | x | | | | x | | | | x | |
| Question 1 overall | x | x | x | x | | | | | | | | | |
| Question 2 overall | | | | | x | x | x | x | | | | | |
| Question 3 overall | | | | | | | | | x | x | x | x | |

Associated feedback report

Module title

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 | - |

4 Merge marks from multiple markers

First, the module leader needs to create an assessment and complete all relevant assessment information (Setup and subcategory allocation, see chapters 2.2 and 2.3), then save.

1. The file appears on the Dashboard.
2. Find this file in your file explorer: This PC > Documents > INDAF assessments > Dashboard.
Share this INDAF file with all markers (e.g., via e-mail)
3. On completion of the marking, collate all INDAF files via e-mail and add them to the Dashboard (drag and drop files onto 'Add file' – rename if required)

The screenshot illustrates the process of adding an INDAF file to the dashboard. It is divided into two main sections: the INDAF Dashboard (top) and a Windows File Explorer window (bottom).

INDAF Dashboard (Top):

- Navigation tabs: Dashboard (selected), Archive.
- Top right: Videos, User Guides, About, and a settings gear icon.
- Files Section:** Includes a search bar, a 'New Assessment' button, and a table with columns: File Name, Assessment, Last saved, Students, Questions, and Marking Progress. A red box highlights the first row, and a red '1' is next to the Marking Progress column header.

| File Name | Assessment | Last saved | Students | Questions | Marking Progress |
|--------------------|--------------|---------------------|----------|-----------|------------------|
| 21PSB111-EX1.indaf | 21PSB111-EX1 | 09/09/2022 14:12:02 | 293 | 10 | 0 % |

- Bottom section: Three action buttons: 'Recycle Bin', 'Add File' (circled with a red '3'), and 'Archive file'. Each button has an icon and descriptive text.
- Version: INDAF Dashboard 0.6.1.0

Windows File Explorer (Bottom):

- Title bar: Dashboard.
- Address bar: << IND... > Dashb... with a search bar labeled 'Search Dashboard'.
- Left sidebar: Navigation pane showing 'Qu' (Queries) and a list of drives (D, D, P, G).
- Main pane: A table listing files and folders. A red box highlights the '21PSB111-EX1' file, and a red '2' is next to it.

| Name | Status | Date modified | Type | Size |
|--------------|--------|------------------|-------------|--------|
| Archive | 🔄 | 09/09/2022 13:10 | File folder | |
| 21PSB111-EX1 | 🔄 | 09/09/2022 13:11 | INDAF File | 162 KB |

- Bottom status bar: 2 items | 1 item selected 161 KB | Sync pending.

9. The files from other markers appear on the Dashboard
10. Select the file you merge marks into (presumably your own, original file), then click 'Merge Marks'.
11. Select the file you wish to merge into your own file and click merge. If no files appear in this window, you don't have any files that match your assessment in the Dashboard (files must have the same assessment code, s). INDAF will not allow to merge if the number of questions do not match.
12. The files from the other markers, if no longer needed, can be archived.

INDAF:21PSB111-EX1-marked by X

Dashboard Archive Videos User Guides About

Files

Search... New Assessment

| File Name | Assessment | Last saved | Students | Questions | Marking Progress |
|----------------------------|--------------|---------------------|----------|-----------|------------------|
| 21PSB111-EX1-marked by X.i | 21PSB111-EX1 | 09/09/2022 13:40:43 | 293 | 10 | 10 % |
| 21PSB111-EX1-marked by Y.i | 21PSB111-EX1 | 09/09/2022 13:38:31 | 293 | 10 | 5 % |
| 21PSB111-EX1.indaf | 21PSB111-EX1 | 09/09/2022 13:27:47 | 293 | 10 | 5 % |

Recycle Bin Drag and drop .indaf files here to delete them.

Add File Drag and drop .indaf files from your computer here to add them to the Dashboard

Archive File Drag and drop .indaf files from the Dashboard here to add them to the Archive

Continue Marking Merge Marks Statistics Create Feedback Reports Export Email Marking Table Rename file Move to Recycle Bin

Merge Assessment

| File Name | Assessment | Last Saved | Students | Questions | Marking Progress |
|----------------------------|--------------|---------------------|----------|-----------|------------------|
| 21PSB111-EX1-marked by X.i | 21PSB111-EX1 | 09/09/2022 13:38:31 | 293 | 10 | 5 % |
| 21PSB111-EX1.indaf | 21PSB111-EX1 | 09/09/2022 13:27:47 | 293 | 10 | 5 % |

Merge

5 Import data

5.1 Step 1: Set up your assessment

Follow the steps outlined in chapters 2.2 and 2.3 to set up your assessment and save it. At this point your assessment does not contain any marks.

The assessment may contain more questions than you plan to import (e.g., you may wish to import marks for 8 questions, but manually mark an additional 4 questions - in this case, define 12 questions in the exam up. The import function will then import the 8 external questions and include that data, leaving Q9 – Q12 blank for manual marking (the assessment can be manually marked before, during, or after the import).

5.2 Step 2: Preparing the data to import

Data must be prepared in Microsoft Excel and saved as an xls,xlsx, or csv file. It must have the following format:

1. Student ID numbers given in column 1. These must match the ID numbers of the assessment set up in Step 1.
2. Question titles given in row 1.
3. Only 1 Tab should be used (do not create multiple Tabs/Sheets).

The screenshot shows an Excel spreadsheet with the following data:

| | A | B | C | D | E | F | G | H | I | J |
|----|---------|----|----|----|----|----|----|----|----|---|
| 1 | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | |
| 2 | B111111 | 8 | 7 | 5 | 4 | 3 | 2 | 1 | 0 | |
| 3 | B111112 | 7 | 6 | 5 | 4 | 5 | 8 | 9 | 8 | |
| 4 | B111113 | | | | | | | | | |
| 5 | B111114 | 8 | 4 | 4 | 0 | 5 | 8 | 9 | 8 | |
| 6 | B111115 | 4 | 5 | 6 | 8 | 7 | 9 | 4 | 0 | |
| 7 | B111116 | | | | | | | | | |
| 8 | B111117 | | | | | | | | | |
| 9 | B111118 | | | | | | | | | |
| 10 | | | | | | | | | | |

Red annotations in the image:

- 1**: A red box around column A (Student ID numbers).
- 2**: A red box around row 1 (Question titles).
- 3**: A red circle around the 'Sheet1' tab at the bottom.

5.3 Step 3: Import the data

1. On the dashboard, select the saved INDAF assessment and select 'Import'. In the following prompt, select the Excel file that contains the data to import.

6 Questions and feedback

Any questions or suggestions for further improvement, please contact c.a.leicht@lboro.ac.uk

User guide version 09/09/2022