

Preparing 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 categories) within their assessment. These categories 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 categories 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 category (which INDAF then grades individually). How this is done in practice: Within INDAF, allocate the categories to questions as shown below (x). In this example, questions 1a-1d form the category of 'Question 1', questions 2a-2c the category of 'Question 2', etc. For more examples see next pages.

Category allocation in INDAF

The screenshot shows the 'Category Allocation' tab in the INDAF interface. It features a table with columns for question titles and specific question identifiers (1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 4). Each column has a 'Max. Mark' of 10. The table lists four questions: Question 1, Question 2, Question 3, and Question 4. Blue checkmarks indicate the allocation of questions to categories: Question 1 is linked to 1a-1d, Question 2 to 2a-2c, Question 3 to 3a-3b, and Question 4 to 4.

Question Title	1a	1b	1c	1d	2a	2b	2c	3a	3b	4
Question 1	✓	✓	✓	✓						
Question 2					✓	✓	✓			
Question 3								✓	✓	
Question 4										✓

However, if an assessment contains more than one question associated with a thematic area, you may want to collapse questions into categories (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 categories

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

Creating categories – examples

Example 1: Categories formed based on sub-questions

Assessment outline

Setup

Category Allocation

Marking Table

Feedback Report

✓	Question Title			1a	1b	1c	1d	2a	2b	2c	3a	3b	4
✓				Max. Mark			10	10	10	10	10	10	10
✓	Question 1	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
✓	Question 2	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
✓	Question 3	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>
✓	Question 4	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div><div></div></div>

Associated feedback report

Student Performance Summary		
a	Your Mark	Your Grade (%)
Overall (out of 100)	60	60

Category Performance Summary			
Subcategories	Subcategory mark	Percentage	Comment
Question 1 (out of 40)	26	65%	-
Question 2 (out of 30)	25	83%	Excellent
Question 3 (out of 20)	4	20%	Area for Development
Question 4 (out of 10)	5	50%	-

Example 2: Categories 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 categories as you like, so in addition to tagging a question as a 'Physiology' question, they can also be tagged for additional categories - students would receive a grade for each of these categories. 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		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total Max. Mark
	Max. Mark		5	10	10	4	3	10	10	8	3	10	73
✓	Thematic area 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	Thematic area 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	Thematic area 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	Thematic area 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
✓	low scoring questions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
✓	high scoring questions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
✓	lecture related content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	lab related content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
✓	calculation based quest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	application-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	synthesis of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

a	Your Mark	Your Grade (%)
Overall (out of 73)	44	60

Category Performance Summary

Subcategories	Subcategory mark	Percentage	Comment
Thematic area 1 (out of 15)	14	93%	Excellent
Thematic area 2 (out of 17)	10	59%	-
Thematic area 3 (out of 20)	5	25%	Area for Development
Thematic area 4 (out of 21)	15	71%	Excellent
low scoring questions (out of 15)	9	60%	-
high scoring questions (out of 58)	35	60%	-
lecture related content (out of 43)	23	53%	-
lab related content (out of 30)	21	70%	Excellent
calculation based questions (out of 17)	12	71%	Excellent
application-related (out of 21)	9	43%	-
synthesis of evidence (out of 11)	7	64%	-

Example 3: Categories formed based on essay-based questions

Assessment outline

Category Allocation												←Back Next→	
Q1 - knowledge/understanding													
✓	Question Title		Q1 - kn	Q1 - anal	Q1 - rea	Q1 - pre	Q2 - kn	Q2 - anal	Q2 - rea	Q2 - presentation/communica	Total Max. Mark	<input type="checkbox"/> Adjust Max. Mark	
✓	Max. Mark		10	10	10	10	10	10	10	10	80		
✓	knowledge / understand		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
✓	analysis		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
✓	reading / research		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
✓	presentation / commur		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
✓	Question 1 overall		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
✓	Question 2 overall		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

Associated individual feedback report

Student Performance Summary		
a	Your Mark	Your Grade (%)
Overall (out of 80)	38	48

Category Performance Summary			
Subcategories	Subcategory mark	Percentage	Comment
knowledge / understanding (out of 20)	9	45%	-
analysis (out of 20)	5	25%	Area for Development
reading / research (out of 20)	7	35%	Area for Development
presentation / communication (out of 20)	17	85%	Excellent
Question 1 overall (out of 40)	15	38%	Area for Development
Question 2 overall (out of 40)	23	58%	-

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 categories (e.g., assessment consists of a single essay question).

Assessment outline

Category Allocation

Question Title: Q1

Max. Mark: 100

Total Max. Mark: 100

Adjust Max. Mark: ☐

Essay ☒

Define one question (Q1), and one category (Essay) only

Marking and Feedback Report settings

Marking Table

Student View Merge Marks

Search for ID

	Max. Mark	Total	Grade (%)	Q1	Individual Qualitative Comment
Preview Report B111111	100	60	60	60	Include some qualitative con
Preview Report B111112	75	75	75	75	
Preview Report B111113	43	43	43	43	
Preview Report B111114	50	50	50	50	

In marking table, only one question appears

Include qualitative feedback

Re-use feedback

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

Feedback Report

Report Title: Psychology in practice

Area for development (less than): 39.5

Excellent (greater than): 69.5

☐ Include Subcategory Overview

☐ Include Question Overview

☒ Include Individual Student Feedback

Folder to save Reports to

Generic Feedback

This is some example Generic Feedback

Tick bottom checkbox only

Associated individual feedback report

Category Performance Summary

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

Individual Feedback

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

Generic Feedback

This is some example Generic Feedback