

# **Individual assessment feedback (INDAF)**

## **User guide**

**App Version 1.0.2.0**

## Table of contents

<b>1</b>	<b>Main INDAF outputs.....</b>	<b>3</b>
<b>2</b>	<b>Navigation through INDAF .....</b>	<b>6</b>
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
<b>3</b>	<b>Creating subcategories – examples .....</b>	<b>12</b>
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	Example 4: Essay-based questions – feedback NOT based on subcategories .....	15
3.5	Example 5: Optional questions.....	17
<b>4</b>	<b>Multiple markers: Sharing and merging INDAF files .....</b>	<b>19</b>
<b>5</b>	<b>Importing marks into INDAF .....</b>	<b>21</b>
5.1	Step 1: Set up assessment within INDAF.....	21
5.2	Step 2: Preparing the data to import .....	21
5.3	Step 3: Import marks .....	21
<b>6</b>	<b>Adding feedback report pdfs to Learn .....</b>	<b>22</b>
6.1	Step 1: Create an assignment activity in Learn .....	22
6.2	Step 2: Download (blank) grading worksheet from Learn .....	23
6.3	Step 3: Create the Learn Upload Zip using INDAF .....	24
6.4	Step 4: Upload the Learn Upload Zip.....	24
<b>7</b>	<b>Nerdy stuff.....</b>	<b>25</b>
7.1	Csv file requirement: Load Learn course ID csv. file.....	25
7.2	Csv file requirement: Create Learn Upload Zip .....	25
7.3	Undo function (Ctrl+Z).....	25
<b>8</b>	<b>Questions and feedback .....</b>	<b>26</b>

# 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			
Student Performance Summary			
B111129	Your Mark	Your Grade (%)	
Overall (out of 80)	52	65	
Subcategory Performance Summary			
Subcategories	Subcategory mark	Percentage	Comment
Physiology (out of 20)	6	30%	Area for Development
Anatomy (out of 20)	17	85%	Excellent
Research methods (out of 20)	13	65%	-
Calculations (out of 40)	27	68%	-
Percentage scores are colour coded. The darker the shade of green, the better the percentage score.			
Subcategories with excellent scores are flagged blue, areas for development are flagged orange			
Individual Questions Overview			
Questions	Maximum Mark	Your Mark	
Q1	10	2	
Q2	10	4	
Q3	10	7	
Q4	10	10	
Q5	10	6	
Q6	10	7	
Q7	10	6	
Q8	10	10	
Whole Exam	80	52	
Individual Comment			
Focus on Physiology, tips for further study: Example 1,2,3.			
Well done on Anatomy.			
You may consider XYZ to better understand area ABC.			

optional  
section 1

optional  
section 2

optional  
section 3

## Example report, continued from previous page

### Generic Feedback

Below is generic group feedback which represents a summary of students' performance on the above examination. Reflect on the general areas of strength and areas for attention and consider the extent to which they apply to you/your performance. Take note of the general advice for future assessments.

#### General strengths (aspects done well)

(e.g. re: knowledge/understanding; critical thinking/analysis; reading/research; presentation/communication)

- Anatomy-related questions were very well answered (69% average)
- Questions 4 and 8 were very well answered

#### General areas for attention (aspects not done so well)

(e.g. re: knowledge/understanding; critical thinking/analysis; reading/research; presentation/communication)

- Physiology-related questions were poorly answered (27% average)
- Questions 1 and 2 were poorly answered

#### General advice for future assessments

- Try to link material taught in the labs with material taught in the lectures. Seeing the link will help you truly understand
- Use the core textbooks indicated to revise (main textbook: Physiology of Sport and Exercise by Kenney/Wilmore/Costill, and those indicated by invited lecturers) – do not limit your revision to studying the lecture slides only.
- Read additional literature suggested in any "further reading" recommendation (this includes readings in the lab book!).

On completion of the marking, statistics are available for the whole assessment (top), questions (middle), and subcategories (bottom).

## Example statistics overview

Statistics

21PSB713-EX2

Module Code

21PSB713-EX2

Number of Students in Cohort

272

Marked Assessments

269

Whole Assessment

By Question

By Subcategory

Statistics Overview

	Mark	Grade (%)
Average	42	52.4
Standard Deviation	5.2	6.5
Median	42	52.5
1st Quartile	38	47.5
3rd Quartile	46	57.5
Minimum	26	32.5
Maximum	60	75

Grade Thresholds

Grade (%)	Number of Students	Percentage of Students
> 70	2	0.7
≥ 60	37	13.8
< 50	90	33.5
< 40	3	1.1
< 30	0	0

Statistics

21PSB713-EX2

Module Code

21PSB713-EX2

Number of Students in Cohort

272

Marked Assessments

269

Whole Assessment

By Question

By Subcategory

	Max Mark	Mark Average (SD)	Grade (%) Average (SD)	Number of Students per Percentile											Number of Students Attempting Question
				0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%		
Whole Assessment	80	42 (5.2)	52.4 (6.5)				3	87	142	35	2			269	
Q1	10	2.8 (1.7)	27.5 (17)	38	35	34	65	45	51			1		269	
Q2	10	2.6 (1.2)	25.6 (11.7)		63	67	70	68					1	269	
Q3	10	5.2 (1.4)	52.3 (14.1)				43	44	58	55	69			269	
Q4	10	8.6 (1.1)	85.7 (11.5)								65	65	139	269	
Q5	10	4.7 (3)	46.9 (29.9)	27	24	25	25	27	32	26	26	19	38	269	
Q6	10	5.1 (2)	50.9 (19.9)				36	41	29	39	40	50	34	269	
Q7	10	3.6 (2.2)	35.8 (21.5)	26	30	37	33	43	42	28	30			269	
Q8	10	9.5 (0.5)	94.9 (5.5)							1		1	267	269	

Statistics

21PSB713-EX2

Module Code

21PSB713-EX2

Number of Students in Cohort

272

Marked Assessments

269

Whole Assessment

By Question

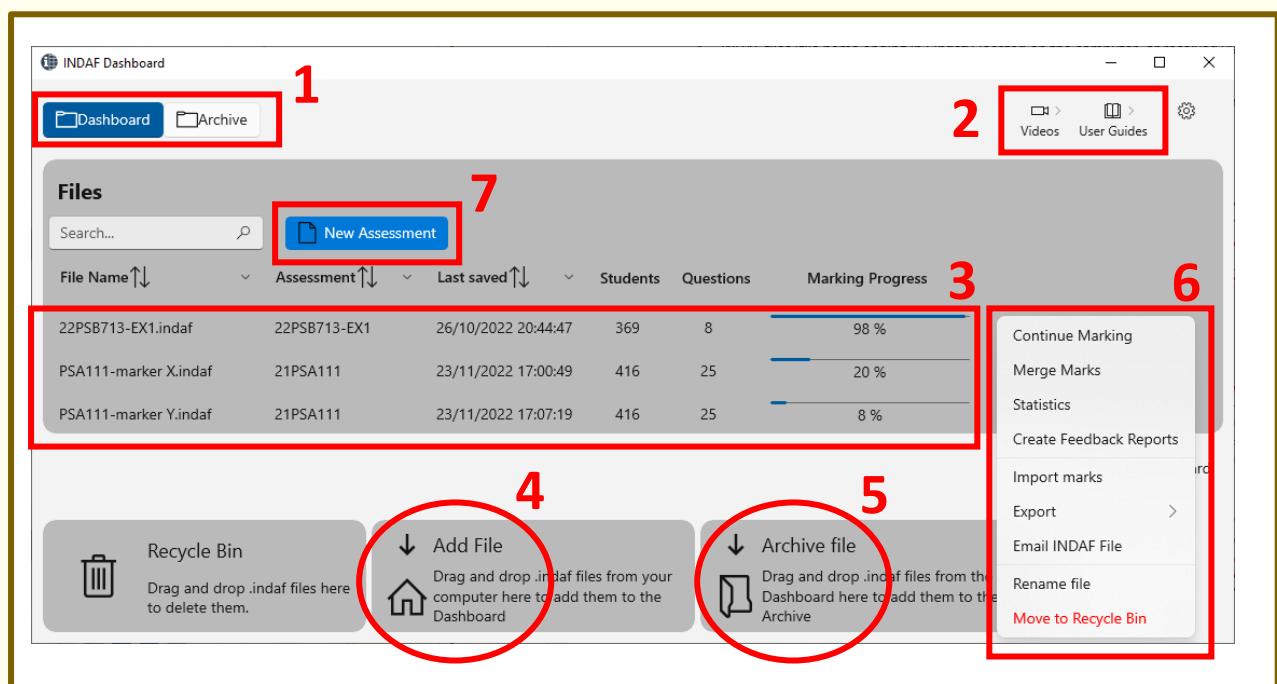
By Subcategory

	Max Mark	Mark Average (SD)	Grade (%) Average (SD)	Number of Students per Percentile											Number of Students Attempting Subcategory
				0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%		
Whole Assessment	80	42 (5.2)	52.4 (6.5)				3	87	142	35	2			269	
Physiology	20	5.3 (2.2)	26.6 (10.9)	8	49	86	83	42				1		269	
Anatomy	20	13.8 (1.8)	69 (9.1)						29	92	89	59		269	
Research methods	20	9.8 (3.6)	48.9 (18)		14	25	34	49	60	42	32	12	1	269	
Calculations	40	20.7 (3.3)	51.8 (8.4)				18	79	114	56	2			269	

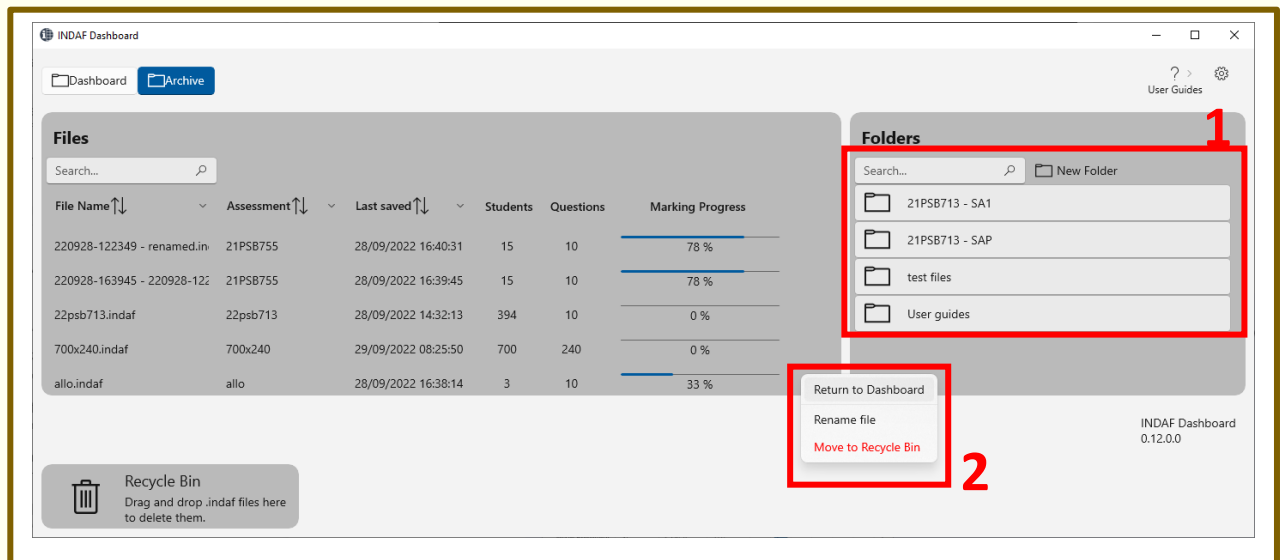
## 2 Navigation through INDAF

### 2.1 Dashboard and Archive

1. Switch between Dashboard and Archive using the top tabs.
2. View user guides.
3. Current assessments, as well as their current marking progress, are shown in the Dashboard.
4. INDAF files (file name ending in '.indaf') located on the computer, or received via e-mail, can be added to the dashboard (drag and drop).
5. Current assessments no longer needed can be added to the Archive (drag and drop).
6. Clicking on assessment opens action menu.
7. 'New assessment' moves the user to Tab 1: Setup (chapter 2.2).



1. Within the Archive, files can be organised within folders (create 'New Folder' if required). Once, created, drag/drop files into folders.
2. To edit an Assessment, click on it and return it to the Dashboard. Most options to edit or process assessments (see action menu in step 6 above) are only available in the Dashboard.



## 2.2 Setup

1. Home icon. This returns the user to the dashboard from anywhere within INDAF.
2. Current assessment always shown in top right corner.
3. Navigation within the assessment.
4. Hover over input fields to reveal further information.
5. 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 cells from an Excel spreadsheet and paste them into the field 'Manually add student IDs'.
6. Students are sorted by ID by default. 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 (as is often the case for exam hall assessments). This order will be retained in the marking table, which means the order within the INDAF file matches the order of the scripts received.

The screenshot shows the 'Setup' screen for the assessment 'INDAF - 21PSB713'. The interface includes a top navigation bar with a home icon (1), 'Save', 'Save As', and 'Undo' buttons, and the current assessment code '21PSB713-EX2' (2). Below the navigation bar are tabs for 'Setup', 'Subcategory Allocation', 'Marking Table', and 'Feedback Report', with 'Setup' being the active tab (3). The main content area is divided into two columns. The left column contains four setup options, each with a green checkmark: 'Module/Assessment Code' (21PSB713-EX2), 'Number of Questions to mark' (8), 'Number of Subcategories' (4), and 'Student IDs'. The 'Student IDs' section is highlighted with a red box (4) and contains two input fields: 'Load Learn course ID .csv file' (with an information icon 5) and 'Manually add student IDs'. The right column is titled 'ID Number' and features a 'Sort by: ID' dropdown menu (6) with an up/down arrow icon. Below this is a list of student IDs (B111111 to B111117) with checkboxes. At the bottom of the right column are 'Clear Selected' and 'Clear All' buttons, and a status indicator '272 IDs Loaded'.



## 2.3 Subcategory allocation

1. Input maximum marks awarded per question. Right clicking into any 'Max. mark' field allows to allocate the same Max. Mark to all questions.
2. 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 3.5 for more detailed explanations.
3. Amend question titles (optional); e.g., change 'Q1' to '1a'.
4. Amend subcategory titles; e.g., change 'Subcategory 1' to 'Physiology'.
5. Allocate questions to subcategories using the tick boxes.
6. Select/unselect all tick boxes for a subcategory.
7. If, at any point during the marking process, any of the specifics in this Tab need changing, users can return and update (includes adding/removing subcategories).

INDAF - 21PSB713

Save Save As Undo

21PSB713-EX2

← Back Next →

Setup Subcategory Allocation Marking Table Feedback Report

Question Title	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Total Max. Mark	Adjust Max. Mark
Max. Mark	10	10	10	10	10	10	10	10	80	<input type="checkbox"/>
Physiology	<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"/>		
Anatomy	<input 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"/>		
Research methods	<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"/>		
Calculations	<input 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"/>		

New Subcat... +

## 2.4 Marking table

Marks can be entered either in cohort view or in student view

1. Swap between student and cohort view (use any according to personal preference)
2. Input marks. For assessments that contain optional questions, type in 'n' for those questions that were not attempted.
3. Optional: Complete Overall (qualitative) feedback, which is individual to each student (most likely not appropriate for large cohorts!).
4. Qualitative comments often used can be saved and re-used.
5. Once a student is completely marked, the 'Preview Report' Option appears (may be useful to inform any overall feedback to the student).

### Cohort view

Cohort View		Search ID...	Total	Grade (%)	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Overall Feedback
	Max. Mark		80	100	10	10	10	10	10	10	10	10	
Preview Report	B111111		39	49	3	1	7	7	0	4	7	10	
Preview Report	B111112		37	46	3	2	6	7	2	4	4	9	not so well done
Preview Report	B111113		60	75	8	9	5	10	7	7	6	8	well done
	B111114		11	14	4	2	5						
	B111115		0	0									
	B111116		0	0									
	B111117		0	0									

### Student view

Total	Max. Mark	Mark (Grade)	Cohort Average
	80	60 (75%)	
Q1	10	8	
Q2	10	9	
Q3	10	5	
Q4	10	10	
Q5	10	7	
Q6	10	7	

Overall Feedback

Re-use feedback

well done

## 2.5 Feedback report

1. The report title appears as first line on the report.
2. Grade boundaries are pre-set for an Undergraduate Assessment, they can be manually changed if required.
3. Choose sections to be included in report, preview sample report to check the report layout.
4. If all ID numbers are selected, INDAF only creates reports for those students that have been marked ('Zero-mark reports' are not created).
5. 'Create Learn Upload Zip' creates a Zip file that allows the direct upload of all PDF reports onto the respective student profiles on Learn. An assignment activity on Learn needs creating first for this. For more detailed information, see information icon, or chapter 6 within this guide.

### 3 Creating subcategories – examples

#### 3.1 Example 1: Subcategories formed based on sub-questions

##### Subcategory Allocation

<div> <a href="#">Setup</a> <a href="#">Subcategory Allocation</a> <a href="#">Marking Table</a> <a href="#">Feedback Report</a> </div>												
	Question Title		1a	1b	1c	1d	2a	2b	2c	3a	3b	4
	Max. Mark		10	10	10	10	10	10	10	10	10	10
✓	Question 1	<input type="checkbox"/>	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗
✓	Question 2	<input type="checkbox"/>	✗	✗	✗	✗	✓	✓	✓	✗	✗	✗
✓	Question 3	<input type="checkbox"/>	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗
✓	Question 4	<input type="checkbox"/>	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓

##### Associated feedback report

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

Subcategory 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%	-

### 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	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 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 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
✓	low scoring questions	<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 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 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 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 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

#### Associated feedback report

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

Subcategory 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%	-

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

#### Subcategory Allocation

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 / commun	<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 feedback report

##### Student Performance Summary

a	Your Mark	Your Grade (%)
<b>Overall (out of 80)</b>	38	48

##### Subcategory Performance Summary

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

### 3.4 Example 4: Essay-based questions – feedback NOT based on subcategories

For essay-based questions, you may want to give students qualitative feedback only, without dividing essay questions into subcategories. In this case, subcategory titles are given the same name as the questions titles.

Going a step further, the subcategory analysis can be taken off from the feedback report altogether (however, this requires some detailed qualitative comments to make sure students receive individual feedback on their essay – otherwise the feedback report only consists of the overall mark and some generic feedback).

#### Subcategory Allocation

[Home](#) [Setup](#) [Subcategory Allocation](#) [Marking Table](#) [Feedback Report](#) [← Back](#) [Next →](#)

✓		Question Title	Essay 1	Essay 2	Total Max. Mark <input type="checkbox"/> Adjust Max. Mark <b>200</b>
✓		Max. Mark	100	100	
✓		Essay 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
✓		Essay 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Marking (student view shown)

[Home](#) [Setup](#) [Subcategory Allocation](#) [Marking Table](#) [Feedback Report](#) [← Back](#) [Next →](#)

[Cohort View](#)

[Preview Report](#) [a](#)  [←](#) [Student 1 of 3](#) [→](#)

	Max. Mark	Mark (Grade)	<input type="checkbox"/> Cohort Average
<b>Total</b>	<b>200</b>	<b>115 (58%)</b>	
Essay 1	100	<input type="text" value="50"/>	
Essay 2	100	<input type="text" value="65"/>	

**Overall Feedback**  
[Re-use feedback](#) [Save for re-us](#)  
Some very detailed feedback on Essay 1:  
lorem ipsum lorem ipsum lorem ipsum  
lorem ipsum lorem ipsum lorem ipsum  
Some very detailed feedback on Essay 2:  
lorem ipsum lorem ipsum lorem ipsum  
lorem ipsum lorem ipsum lorem ipsum

## Associated feedback report

### Student Performance Summary

a	Your Mark	Your Grade (%)
Overall (out of 200)	115	58

### Subcategory Performance Summary

Subcategories	Subcategory mark	Percentage	Comment
Essay 1 (out of 100)	50	50%	-
Essay 2 (out of 100)	65	65%	-

optional  
section

Percentage scores are colour coded. The darker the shade of green, the better the percentage score.

Subcategories with excellent scores are flagged blue, areas for development are flagged orange

### Individual Comment

Some very detailed feedback on Essay 1:

lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum

Some very detailed feedback on Essay 2:

lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum  
lorem ipsum lorem ipsum



### 3.5 Example 5: Optional questions

#### Example: Assessment for which 4 out of 6 questions need answering

1. Within 'Subcategory Allocation' adjust the 'Total Max. Mark'. In this example, it is reduced to 40.
2. Within 'Marking table', code any questions that were not attempted with 'n'.
3. This ensures correct calculations in the feedback report.

#### Subcategory Allocation

Home Setup Subcategory Allocation Marking Table Feedback Report ← Back Next →

✓	Question Title	Q1	Q2	Q3	Q4	Q5	Q6	Total Max. Mark	✓ Adjusted Max. Mark
	Max. Mark	10	10	10	10	10	10	60	40
✓	Subcategory 1	✓	✓	■	■	■	■		
✓	Subcategory 2	■	■	✓	✓	■	■		
✓	Subcategory 3	■	■	✓	■	✓	✓		

New Subcat... +

1

#### Marking table

Home Setup Subcategory Allocation Marking Table Feedback Report ← Back Next →

Student View

Search for ID 🔍

		Total	Grade (%)	Q1	Q2	Q3	Q4	Q5	Q6	Overall Feedback
	Max. Mark	40	100	10	10	10	10	10	10	
Preview Report	a	24	60	4	8	n	n	2	10	well done
Preview Report	b	19	48	1	n	5	5	n	8	
Preview Report	c	20	50	2	4	5	9	n	n	

2

### Student Performance Summary

a	Your Mark	Your Grade (%)
<b>Overall (out of 40)</b>	24	60

3

### Subcategory Performance Summary

Subcategories	Subcategory mark	Percentage	Comment
<b>Subcategory 1 (out of 20)</b>	12	60%	-
<b>Subcategory 2 (out of 0)</b>	n/a	n/a	No Question selected in subcategory
<b>Subcategory 3 (out of 20)</b>	12	60%	-

3

Percentage scores are colour coded. The darker the shade of green, the better the percentage score.

Subcategories with excellent scores are flagged blue, areas for development are flagged orange

### Individual Questions Overview

Questions	Maximum Mark	Your Mark
<b>Q1</b>	10	4
<b>Q2</b>	10	8
<b>Q3</b>	10	Question Not Attempted
<b>Q4</b>	10	Question Not Attempted
<b>Q5</b>	10	2
<b>Q6</b>	10	10
<b>Whole Exam</b>	40	24

3

## 4 Multiple markers: Sharing and merging INDaf files

1. Module leader to complete all relevant assessment information (Setup and subcategory allocation, see chapters 2.2 and 2.3). Save assessment and return to Dashboard (Marking Progress is 0% as nothing has been marked yet).
2. This INDaf file is now shared with all external markers via e-mail (click on Assessment and select E-mail option).
3. When markers receive this file, instruct them to drag/drop it into their INDaf dashboard via 'Add file'.
4. They then complete their marking (see chapter 2.4).
5. On completion of the marking, module leaders collate all INDaf files via e-mail (external markers follow step 2 above) and add them to their Dashboard (drag and drop files onto 'Add file').

The screenshot shows the INDaf Dashboard interface. At the top, there are tabs for 'Dashboard' and 'Archive'. Below this is a 'Files' section with a search bar and a 'New Assessment' button. A table lists files with columns: File Name, Assessment, Last saved, Students, Questions, and Marking Progress. The first row, 'PSA111-marker X.indaf', is highlighted with a red box and labeled '1'. A context menu is open for this row, with 'Continue Marking' labeled '4' and 'Email INDaf File' labeled '2'. At the bottom, there are three buttons: 'Recycle Bin', 'Add File' (circled in red and labeled '3/5'), and 'Archive file'.

File Name	Assessment	Last saved	Students	Questions	Marking Progress
PSA111-marker X.indaf	21PSA111	24/11/2022 09:22:22	416	25	0 %

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.

6. Rename file if necessary
7. Select 'Merge Marks' to compile all marks into a single file (example: if there are 3 external markers, this process is repeated 3 times).
8. Select the file to Merge.
9. Click 'Merge'. INDAF detects conflicts and will alert the user to that (e.g., two markers accidentally mark the same student, and there are differing marks for the same student)
10. A new merged file is now created that includes data from both markers (in the example below, the 20% marked by X have been added to the 8% marked by Y)

The screenshot shows the INDAF Dashboard with a table of files. A context menu is open for the file 'PSA111-marker Y.indaf'. The 'Merge Marks' option is highlighted with a red box and a red number 7. The 'Rename file' option is also highlighted with a red box and a red number 6.

File Name	Assessment	Last saved	Students	Questions	Marking Progress
PSA111-marker X.indaf	21PSA111	23/11/2022 17:00:49	416	25	20 %
PSA111-marker Y.indaf	21PSA111	23/11/2022 17:07:19	416	25	8 %

The screenshot shows the Merge Assessment window with a table of files. The 'Merge' button is highlighted with a red box and a red number 9.

File Name	Assessment	Last Saved	Students	Questions	Marking Progress
PSA111-marker Y.indaf	21PSA111	23/11/2022 17:07:19	416	25	8%

The screenshot shows the INDAF Dashboard with a table of files. A new merged file 'PSA111-marker X - merge (1)' is highlighted with a red box and a red number 10.

File Name	Assessment	Last saved	Students	Questions	Marking Progress
PSA111-marker X - merge (1)	21PSA111	24/11/2022 09:27:31	416	25	28 %
PSA111-marker X.indaf	21PSA111	23/11/2022 17:00:49	416	25	20 %
PSA111-marker Y.indaf	21PSA111	23/11/2022 17:07:19	416	25	8 %

## 5 Importing marks into INDAF

### 5.1 Step 1: Set up assessment within INDAF

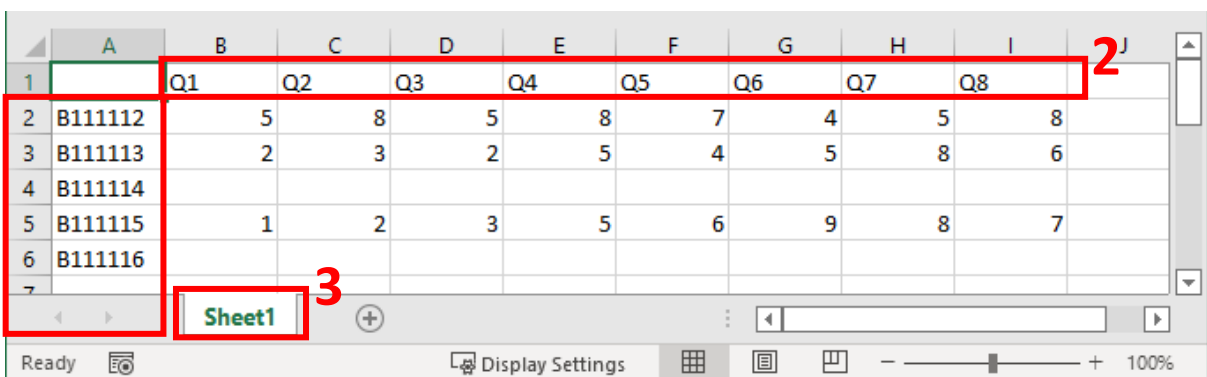
Follow the steps outlined in chapters 2.2 and 2.3 to set up an assessment, then save it. At this point the assessment does not contain any marks.

The assessment may contain more questions than the marker plans to import (e.g., the marker may wish to import marks for 8 questions, but manually mark an additional 4 questions within INDAF - in this case, 12 questions must be defined 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.

### 5.2 Step 2: Preparing the data to import

Data must be prepared in Excel and saved as an xls, xlsx, or csv file. It may be data generated from a Learn Quiz or OMR data. For INDAF to recognise data it must have the following format:

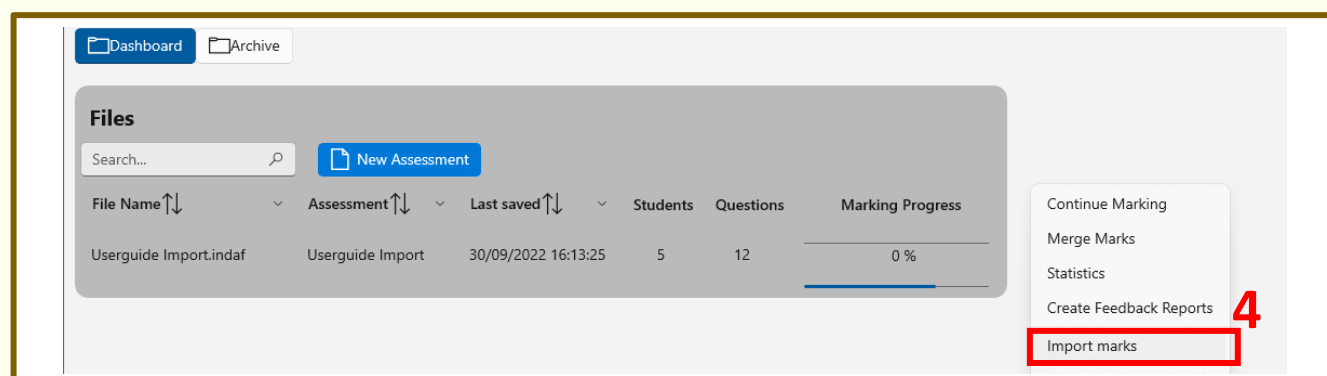
1. ID numbers must be given in column 1
2. Question titles must be given in row 1 (cell A1 is ignored, can be empty or non-empty)
3. Only 1 tab should be used (do not create multiple tabs)



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

### 5.3 Step 3: Import marks

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



## 6 Adding feedback report pdfs to Learn

### 6.1 Step 1: Create an assignment activity in Learn

1. On the module main page, add a new activity (scroll to bottom of page)
2. Select 'Assignment', click on (i), then 'Add'
3. Name the activity (e.g., 'Feedback report Sem. 1')
4. Untick all boxes related to Availability and Submission types
5. Tick all boxes related to Feedback types
6. Restrict access, so students can only view reports from marks release date

The screenshot shows the Moodle assignment creation interface with several red annotations:

- Arrow 1:** Points to the '+ Add an activity or resource' button in the top left.
- Arrow 2:** Points to the 'Assignment' icon in the top right.
- Arrow 3:** Points to the 'Feedback report' text in the 'Assignment name' field.
- Arrow 4:** Points to the 'Submission types' section, which is highlighted with a red box. It contains options for 'Comparative judgement', 'File submissions', 'Online text', 'Allow comparison of pairs of exemplars', and 'Enable repeat comparisons', all of which are currently unchecked.
- Arrow 5:** Points to the 'Feedback types' section, which is highlighted with a red box. It contains options for 'Feedback comments', 'Annotate PDF', 'Feedback files', and 'Offline grading worksheet', all of which are currently checked. The 'Comment inline' dropdown is set to 'No'.
- Arrow 6:** Points to the 'Restrict access' section, which is highlighted with a red box. It shows a restriction rule: 'Student must match the following' with a date range 'from 14 July 2022 00:00 to 00:00'.

## 6.2 Step 2: Download (blank) grading worksheet from Learn

1. Access the assignment activity created in the previous step (6.1), click 'View all submissions'
2. Select 'Download grading worksheet'. This saves the grading worksheet as a csv file in your generic Downloads folder (to be used in Step 3, 6.3).

*The reason for doing this: Within this file, the ID numbers of the students are listed alongside a Learn Identifier number, which is required for correct upload/allocation of the feedback reports.*

The screenshot displays the 'Feedback reports' interface on the Loughborough University Learn platform. The top section, titled 'Feedback reports', contains a 'Grading summary' table with the following details:

Hidden from students	No
Participants	278
Due date	Wednesday, 29 September 2021, 12:00 AM
Time remaining	13 days 10 hours

At the bottom right of this section are two buttons: 'View all submissions' and 'Grade'. A red arrow labeled '1' points to the 'View all submissions' button.

The main content area below shows the 'Feedback reports' section with a 'Grading action' dropdown menu. The dropdown is open, showing several options. A red arrow labeled '2' points to the 'Download grading worksheet' option.

The interface also includes a navigation sidebar on the left with links to 'My Modules', 'Latest News', 'Profile', 'Browse Modules', and 'Browse by Programme'. The top of the page features the 'Learn' logo and the Loughborough University crest.

### 6.3 Step 3: Create the Learn Upload Zip using INDAF

1. In the Dashboard, select Create Feedback reports. This directs the User to the Feedback report page.
2. Define a folder to save reports to
3. 'Create Learn Upload Zip'. This opens a file selector. Select the csv file downloaded in Step 2 (6.2; the blank grading worksheet). This then creates the Zip file required for the next step.

The screenshot shows the INDAF Dashboard with the 'Feedback Report' form. The form has several sections: 'Report Title' with a text input, 'Area for development (less than)' and 'Excellent (greater than)' with numeric inputs, and checkboxes for 'Include Subcategory Overview', 'Include Question Overview', and 'Include Individual Overall Feedback'. A 'Folder to save Reports to' field contains the path 'C:\Users\psca\Desktop\feedback reports'. On the right, the 'ID Numbers' section shows 'Fully Marked: 0' and a list of IDs with checkboxes. At the bottom right, there are buttons for 'Create PDF Reports' and 'Create Learn Upload Zip'. Red boxes and numbers 1, 2, and 3 highlight the 'Create Feedback Reports' button, the folder path field, and the 'Create Learn Upload Zip' button respectively.

### 6.4 Step 4: Upload the Learn Upload Zip

1. Go to your module, access the Assignment activity you created in Step 1, and click the link to 'View all submissions'.
2. Use the 'Grading action' dropdown menu to choose 'Upload multiple feedback files in a zip'.
3. Select the Zip file you have created in Step 3 (6.3) and submit the form. This matches the feedback reports with the students in your module, visible in the 'View all submissions' area of the Assignment activity.

The screenshot shows the 'Assignment activity test' page. On the left, there's a table with columns for 'No', 'ID', 'Date', and 'Time'. The 'View all submissions' button is highlighted with a red arrow. On the right, the 'Grading action' dropdown menu is open, showing options like 'Choose...', 'Download grading worksheet', 'Reveal student identities', 'Upload grading worksheet', 'Upload multiple feedback files in a zip', and 'View gradebook'. A red arrow points to the 'Upload multiple feedback files in a zip' option.



## 7 Nerdy stuff

### 7.1 Csv file requirement: Load Learn course ID csv. file

1. Header must contain the word 'ID number'
2. INDAF will extract all data underneath that title

	A	B	C	D	E	F	G	H	I
1	First name	Surname	Username	ID number	Email address				
2	John	Smith	scde	B111222	xx@student.lboro.ac.uk				
3	Lara	Watson	scdd	B111223	yy@student.lboro.ac.uk				
4	Louise	Mason	schr	B111224	zz@student.lboro.ac.uk				
5									
6									

### 7.2 Csv file requirement: Create Learn Upload Zip

1. Header must contain the word 'ID number'
2. Header must contain the word 'Identifier'
3. INDAF will extract all data underneath these titles

	A	B	C	D	E	F	G	H	I
1	Identifier	ID Number	CDS	Status	Grade	Maximum	Grade can	Last modified	Fee
2	Participant 2798205	B111222	-			100	Yes	-	
3	Participant 2533847	B111223	-			100	Yes	-	
4	Participant 2720159	B111224	-			100	Yes	-	
5									
6									

### 7.3 Undo function (Ctrl+Z)

'Undo' is currently only available for these specific actions:

1. Deleting subcategories
2. Paste from excel

## 8 Questions and feedback

Any questions or suggestions for further improvement, please contact [indaf@mailbox.lboro.ac.uk](mailto:indaf@mailbox.lboro.ac.uk)

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