

## 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	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

Question subcategory title	<input type="checkbox"/> marking table locked for marking									
Question 1	x	x	x	x						
Question 2					x	x	x			
Question 3								x	x	
Question 4										x

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	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

Question subcategory title	<input type="checkbox"/> marking table locked for marking										
Question 1	x	x	x	x							
Question 2					x	x	x				
Question 3								x	x		
Question 4										x	

#### Associated individual 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

## 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	TOTAL
Maximum marks per question	5	10	10	4	3	10	10	8	3	10	73

Question subcategory title	Qu. 1	Qu. 2	Qu. 3	Qu. 4	Qu. 5	Qu. 6	Qu. 7	Qu. 8	Qu. 9	Qu. 10
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

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### 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

## Associated individual feedback report

Student performance summary			
<b>B111111</b>	<b>Your mark</b>	<b>Your grade (%)</b>	
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

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

#### Assessment outline

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 thinki ng / analys is	Q3 Readi ng / 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 individual 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	-

## 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

The screenshot shows the 'Subcategory Allocation' tab in the assessment setup. It displays a single question titled 'Q1' with a 'Max. Mark' of 100. The question type is 'Essay'. The 'Total Max. Mark' is 100, and there is an option to 'Adjust Max. Mark'. The interface includes navigation buttons: Home, Setup, Subcategory Allocation (active), Marking Table, Feedback Report, Back, and Next.

### Marking and Feedback Report settings

The first screenshot shows the 'Marking Table' tab. It displays a table with columns for 'Max. Mark', 'Total', 'Grade (%)', 'Q1', and 'Individual Qualitative Comment'. The table lists four preview reports for student IDs B111111, B111112, B111113, and B111114, with marks of 60, 75, 43, and 50 respectively. A 'Re-use feedback' dropdown and a 'Save' icon are visible. The second screenshot shows the 'Feedback Report' tab. It includes fields for 'Report Title' (Psychology in practice), 'Area for development (less than)' (39.5), and 'Excellent (greater than)' (69.5). There are checkboxes for 'Include Subcategory Overview', 'Include Question Overview', and 'Include Individual Student Feedback' (checked). A 'Folder to save Reports to' field is also present. On the right, the 'ID Numbers' section shows a 'Select All' button and a list of student IDs with checkboxes, where B111111 is selected. Below this are buttons for 'Preview Report', 'Create PDF Report', and 'Create Learn L'.

## 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