

Individual assessment feedback (INDAF)

User guide

App Version 2.1.2.0

Upon starting up INDAF, please check the bottom right corner of the Dashboard. This shows the version number. If this is not 2.1.0.0 or later, please download and install the latest INDAF version from the Software Center.

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1 Main INDAF outputs

The App 'Individual assessment feedback (INDAF) is suitable for any assessment for which questions can be grouped into Categories. 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 Categories, 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

Category Performance Summary

Categories	Category 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.
Categories with excellent scores are flagged blue, areas for development are flagged orange

Individual Question 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 Assessment	80	52

Individual Feedback

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), By Question (middle), and By Category (bottom).

Example statistics overview

[Dashboard](#)
[Continue Marking](#)
[Save](#)
[Save As](#)
21PSB713-EX2 1

Module Code 21PSB713-EX2
Number of Students in Cohort 272
Fully Marked 269
[Export Statistics](#)

[Whole Assessment](#)
[By Question](#)
[By Category](#)

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

Students per Percentile

Mark Range	Number of Students
0-10%	8
10-20%	49
20-30%	86
30-40%	83
40-50%	42
50-60%	1
60-70%	92
70-80%	89
80-90%	59
90-100%	12

Grade Thresholds

Grade (%)	Number of Students	Percentage of Students
≥ 70	2	0.7
≥ 60	37	13.8
≥ 50	179	66.5
< 50	90	33.5
< 40	3	1.1
< 30	0	0

[Dashboard](#)
[Continue Marking](#)
[Save](#)
[Save As](#)
21PSB713-EX2 1

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Fully Marked 269
[Export Statistics](#)

[Whole Assessment](#)
[By Question](#)
[By Category](#)

	Awarded	Mark Average (SD)	Grade (%) Average (SD)
Q1	10	2.8 (1.7)	27.5 (17)
Q2	10	2.6 (1.2)	25.6 (11.7)
Q3	10	5.2 (1.4)	52.3 (14.1)
Q4	10	8.6 (1.1)	85.7 (11.5)
Q5	10	4.7 (3)	46.9 (29.9)
Q6	10	5.1 (2)	50.9 (19.9)
Q7	10	3.6 (2.2)	35.8 (21.5)
Q8	10	9.5 (0.5)	94.9 (5.5)

	Number of Students per Percentile									
	0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%
Q1	8	49	86	83	42	1	269			
Q2	63	67	70	68	1	269				
Q3	43	44	58	55	69	269				
Q4	65	65	139	65	65	269				
Q5	27	24	25	25	27	32	26	19	38	269
Q6	36	41	29	39	40	50	34	26	269	
Q7	26	30	37	33	43	42	28	30	269	
Q8	1	1	1	1	1	1	1	267	269	

[Dashboard](#)
[Continue Marking](#)
[Save](#)
[Save As](#)
21PSB713-EX2 1

Module Code 21PSB713-EX2
Number of Students in Cohort 272
Fully Marked 269
[Export Statistics](#)

[Whole Assessment](#)
[By Question](#)
[By Category](#)

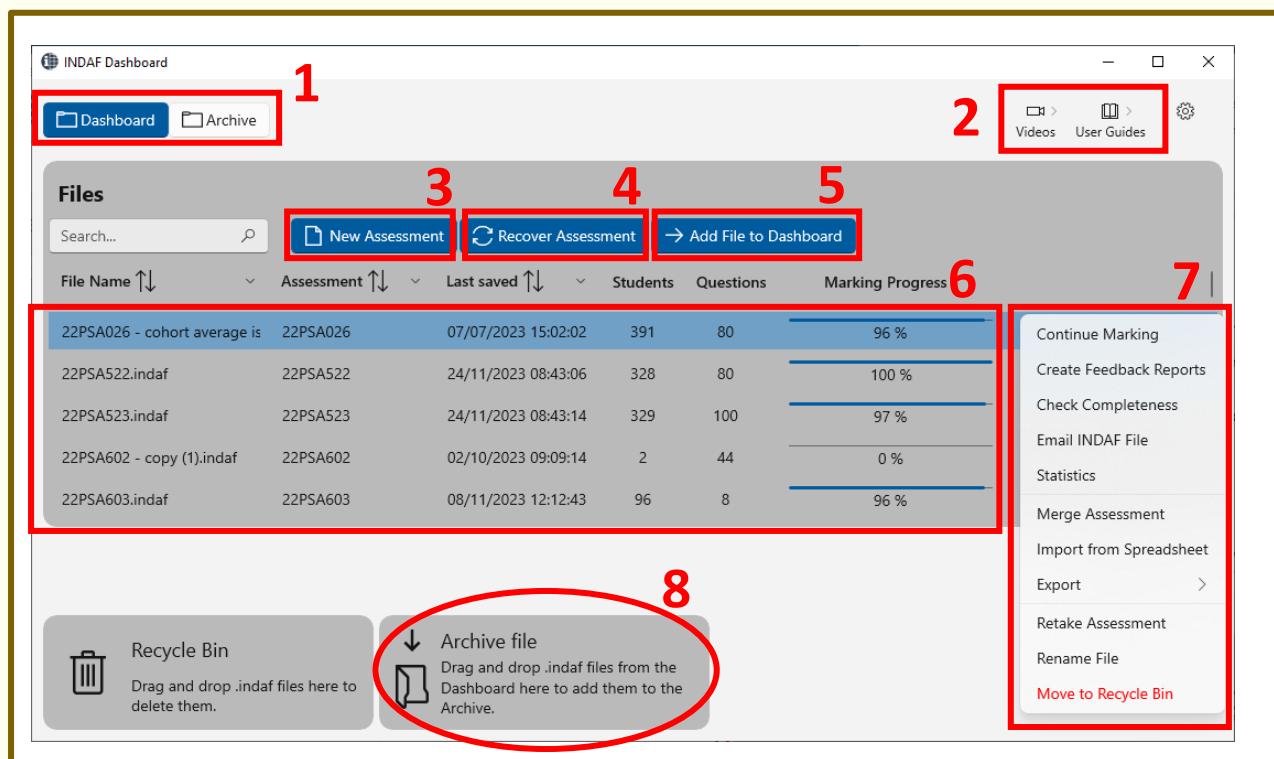
	Awarded	Mark Average (SD)	Grade (%) Average (SD)
Physiology	20	5.3 (2.2)	26.6 (10.9)
Anatomy	20	13.8 (1.8)	69 (9.1)
Research methods	20	9.8 (3.6)	48.9 (18)
Calculations	40	20.7 (3.3)	51.8 (8.4)

	Number of Students per Percentile									
	0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%
Physiology	8	49	86	83	42	1	269			
Anatomy	29	92	89	59	29	92	89	59	269	
Research methods	14	25	34	49	60	42	32	12	1	269
Calculations	18	79	114	56	2	1	1	1	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. ‘New Assessment’ moves the user to Tab 1: Setup (chapter 2.2).
4. INDAF files are auto-saved every 6 minutes for the preceding 2 hours and can be recovered.
5. INDAF files located on the computer, or received via e-mail, can be added to the Dashboard.
6. Current assessments, as well as their current marking progress, are shown in the Dashboard.
7. Clicking on assessment opens action menu.
8. Current assessments no longer needed can be added to the Archive (drag and drop).



9. Within the Archive, files can be organised within folders (create ‘New Folder’ if required). Once, created, drag/drop files into folders.

The screenshot shows the INDAF Dashboard interface. On the left, there's a 'Files' section listing various INDAF files with columns for File Name, Assessment, Last saved, Students, Questions, and Marking Progress. On the right, there's a 'Folders' section listing several folders, each with a small icon and a folder name. A large red box highlights the 'Folders' section, and a large red number '9' is overlaid at the top right of this section.

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 INDAF - User guide (unsaved changes) window. At the top, there are navigation icons (Home, Save, Save As) and tabs (Setup, Category Allocation, Marking Table, Feedback Report). The 'Setup' tab is active. In the main area, there are several configuration fields: 'Module/Assessment Code' (set to 21PSB713-EX2), 'Number of Questions to mark' (set to 8), 'Number of Categories' (set to 4), and 'Student IDs'. Below these are two options: 'Load Learn course ID .csv file' and 'Manually add student IDs'. To the right, there's a 'ID Numbers' section with a dropdown menu set to 'Order: ↑ ID'. Underneath are four checkboxes for student IDs: B111111, B111112, B111113, and B111114. At the bottom right, there are buttons for 'Clear Selected' and 'Clear All', and a message '272 IDs Loaded'. A large red box highlights the 'Dashboard' button in the top left, a red box highlights the '21PSB713-EX2' assessment code in the top right, a red box highlights the 'ID Numbers' dropdown in the bottom right, a red box highlights the 'Load Learn course ID .csv file' and 'Manually add student IDs' fields in the bottom center, a red box highlights the 'Module/Assessment Code' field in the middle left, a red box highlights the 'Number of Questions to mark' field in the middle left, a red box highlights the 'Number of Categories' field in the middle left, a red box highlights the 'Student IDs' field in the middle left, and a red box highlights the 'Order: ↑ ID' dropdown in the bottom right. Red numbers 1 through 6 are overlaid on the screen to indicate specific areas of interest.

2.3 Category allocation

1. Input maximum marks awarded per question.
2. If an assessment has optional questions (causing the assessment 'Total awarded' mark to be lower than the sum of all questions), 'Total awarded' 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 Category titles; e.g., change 'Category 1' to 'Physiology'.
5. Allocate questions to Categories using the tick boxes.
6. Select/unselect all tick boxes for a Category.
7. If, at any point during the marking process, any specifics in this Tab need changing, users can return and update (including adding/removing Categories).

The screenshot shows the 'Category Allocation' tab of the INDAF software. The interface includes a navigation bar with 'Dashboard', 'Save', and 'Save As' buttons. The main area has tabs for 'Setup', 'Category Allocation' (selected), 'Marking Table', and 'Feedback Report'. On the right, there's a header '21PSB713-EX2' with a refresh icon, and 'Back' and 'Next' buttons. A 'Total awarded' field shows '80' with an 'Adjust total' checkbox. The central part of the screen displays a table for 'Question Title' and 'Maximum Mark' across 8 questions (Q1-Q8) with values of 10 each. To the left is a 'Category' list with four items: Physiology, Anatomy, Research methods, and Calculations, each with a green checkmark and a delete icon. A large red box labeled '5' highlights the question allocation grid where each question is assigned to one or more categories. A red box labeled '6' highlights the column headers for categories. A red box labeled '7' highlights the 'New Category...' button. A red box labeled '1' highlights the 'Total awarded' field. A red box labeled '2' highlights the 'Adjust total' checkbox. A red box labeled '3' highlights the question title table.

2.4 Marking table

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 (so it is most likely not appropriate for large cohorts). Alternatively, overall feedback can be generated using AI (see next section for details).
4. Qualitative comments often used can be saved and re-used. They can also be imported in bulk.
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

	Whole assessment	Grade (%)	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Overall Feedback
B111111	80	100	3	1	7	7	0	4	7	10	No so well done
B111112	39	49	3	2	6	7	2	4	4	9	Well done
B111113	37	46	8	9	5	10	7	7	6	8	Well done
B111114	60	75	4	2	5	8					
B111115	19	24									
B111116	0	0									
	0	0									

Student view

Whole assessment	Awarded	Mark (Grade)
Q1	10	8
Q2	10	9
Q3	10	5
Q4	10	10

6. Filter options (cohort view only): Data within the marking table can be filtered and display IDs with the following attributes:
 1. 1. $n < \text{Expected}$ (for exams with optional questions – this indicates not enough questions that were left out have been defined)
 2. $n > \text{Expected}$ (for exams with optional questions – this indicates too many questions that were left out have been defined)
 3. Marking Incomplete
 4. Marking Complete
 5. Unmarked
7. Direct access to Statistics from Marking Table: This allows the user to check cohort, question and category statistics during marking.
8. *AI-powered feedback: This feature is currently piloted and not available to standard users (see next section for details).*
9. *AI powered feedback: This feature is currently piloted and not available to standard users. This feature rewrites feedback in the textbox. For example, bullet points can be converted into sentences.*

2.5 AI powered feedback (pilot project)

This feature is currently piloted and not available to standard users.
A valid OpenAI API key must be provided in Settings.

Upon completion of marking, individual qualitative feedback can be generated in bulk. The overall mark, category marks and user inputs define the prompt sent to OpenAI, which generates the feedback.

AI powered feedback generation takes time (~5-20 seconds per report), during which INDAF is unresponsive. However, INDAF can work in the background and users can use other applications during feedback generation.

1. **Temperature:** This adjusts the focus of the AI model. Values closer to Zero make the output more focused. Values closer to One allow more creativity.
2. **Resources:** Users can define any further resources based on the various categories defined for this assessment. For example, a specific Physiology textbook chapter for the first category in this example.
3. **Freetext:** This allows the user to finetune the prompt sent to the AI feedback generator. For examples, users may indicate whether a given topic area is going to be followed up in a future module.
4. **Preamble:** This text will appear before the AI-generated content. Users may indicate to students how exactly the text that follows is generated (i.e., using a GPT model and that converts the individual assessment performance into text)
5. **Prompt:** This field is populated based on the above information. It is not directly editable.

The screenshot shows the INDAF software interface for generating AI-powered feedback. The window title is "INDAF - User guide - AI Feedback (unsaved changes)".

Key elements visible in the interface:

- Header:** Includes "Dashboard", "Continue Marking", "Save", "Save As", and the cohort identifier "21PSB713-EX2".
- Module Code:** 21PSB713-EX2
- Feedback style:** University lecturer
- Feedback length:** 100
- Pass mark (%):** 40
- Distinction mark (%):** 70
- Temperature:** 0.5
- Restore Defaults** button (highlighted with red box 1)
- Category:** Physiology, Anatomy, Research methods, Calculations
- Resource:** A list of four empty input fields, one of which is highlighted with a red box 2.
- ID Numbers:** Fully Marked: 268, Selected: 265. Options include All IDs, Unselect All, IDs without associated feedback (selected), and Custom. A search bar and a list of selected IDs (B11111, B111112, B111113) are also present.
- Free text:** A large text input field containing the instruction: "In the words of a University Lecturer, create a 100 word report based on the student's results (rated out of 100%) to indicate strengths and weaknesses. Use 2nd person singular. Pass mark: 40%, Distinction mark: 70%." This field is highlighted with a red box 3.
- Preamble:** A smaller text input field below the free text field, highlighted with a red box 4.
- Prompt:** A large text area at the bottom containing the generated prompt: "No sample feedback generated". This area is highlighted with a red box 5.
- Buttons:** "Generate sample feedback" and "Erase Existing Feedback".

2.6 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.
4. Preview sample report to check the report layout.
5. Check whether all mandatory actions to create feedback reports have been completed.
6. ‘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.
7. If all ID numbers are selected, INDAF only creates reports for those students that have been marked. Reports are not created for student IDs that contain no data.
8. Include cohort statistics into the Generic Feedback.

The screenshot shows the INDAF software interface for creating a feedback report. The window title is "INDAF - User guide (unsaved changes)". The main tabs are "Setup", "Category Allocation", "Marking Table", and "Feedback Report" (which is currently selected).
The "Report Title" field contains "Physiology of Exercise and Training" (labeled 1).
The "Area for development (less than)" field contains "39.5" (labeled 2).
The "Excellent (greater than)" field contains "69.5".
A group of three checkboxes under "Generic Feedback" is highlighted with a red box and labeled 3:

- Include Category Overview
- Include Question Overview
- Include Individual Overall Feedback

The "ID Numbers" section on the right shows a list of student IDs with checkboxes:

- B111111
- B111112
- B111113
- B111114 (marking incomplete)
- B111115 (no data)
- B111116 (no data)
- B111117 (no data)

A red box highlights the "Select All" checkbox in this section, labeled 7.
A red box highlights the "Create Learn Upload Zip" button, labeled 6.
A red box highlights the "Include cohort statistics" checkbox in the "Generic Feedback" section, labeled 8.
A red box highlights the "Preview Sample Report" button, labeled 4.
A red box highlights the "Check Completeness" button, labeled 5.

3 Creating Categories – examples

3.1 Example 1: Categories formed based on sub-questions

Category Allocation

	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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
✓	Question 2		<input type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
✓	Question 3		<input type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
✓	Question 4		<input type="checkbox"/>								<input checked="" type="checkbox"/>

Associated feedback report

Student Performance Summary		
a	Your Mark	Your Grade (%)
Overall (out of 100)	60	60
Category Performance Summary		
Categories	Category mark	Percentage
Question 1 (out of 40)	26	65%
Question 2 (out of 30)	25	83%
Question 3 (out of 20)	4	20%
Question 4 (out of 10)	5	50%

3.2 Example 2: Categories 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 Category per question. Below, question 2 belongs to Thematic area 1, but is also a high scoring question, and tests lecture related content. Creating more Categories as such may hence provide the learner with more detail in the feedback report.

Category Allocation

Question Title	Question Title										Total Max. Mark
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
Max. Mark	5	10	10	4	3	10	10	8	3	10	73
Thematic area 1	5	10	10	4	3	10	10	8	3	10	73
Thematic area 2	5	10	10	4	3	10	10	8	3	10	73
Thematic area 3	5	10	10	4	3	10	10	8	3	10	73
Thematic area 4	5	10	10	4	3	10	10	8	3	10	73
low scoring questions	5	10	10	4	3	10	10	8	3	10	73
high scoring questions	5	10	10	4	3	10	10	8	3	10	73
lecture related content	5	10	10	4	3	10	10	8	3	10	73
lab related content	5	10	10	4	3	10	10	8	3	10	73
calculation based quest	5	10	10	4	3	10	10	8	3	10	73
application-related	5	10	10	4	3	10	10	8	3	10	73
synthesis of evidence	5	10	10	4	3	10	10	8	3	10	73

Associated feedback report

Student Performance Summary			
a	Your Mark	Your Grade (%)	
Overall (out of 73)	44	60	
Category Performance Summary			
Categories	Category 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: Categories formed based on essay-based questions

Category Allocation

	Question Title	Q1 - knv	Q1-anal	Q1 - rea	Q1 - pre	Q2 - knv	Q2-anal	Q2 - rea	Q2 - presentation/communication	Total Max. Mark	<input type="checkbox"/> Adjust Max. Mark
	Max. Mark	10	10	10	10	10	10	10	10	80	
✓	knowledge / understanding	<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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
✓	presentation / communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
✓	Question 1 overall	<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"/>		
✓	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 (%)	
Overall (out of 80)	38	48	
Category Performance Summary			
Categories	Category 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%	-

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

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

Going a step further, the Category analysis can be taken off from the feedback report altogether by unchecking the associated box ‘Include Category Overview’ in the ‘Feedback Report’ tab. However, this would then require 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.

Category Allocation

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

Marking (student view shown)

The screenshot shows the 'User guide essay 2' interface in student view. The marking table displays the following data:

Whole assessment	Awarded	Mark (Grade)	Cohort Average
Essay 1	100	50	
Essay 2	100	65	

The 'Overall Feedback' section contains the following text:

Some very detailed feedback on Essay 1:
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 ipsum lorem ipsum lorem ipsum ipsum lorem ipsum ipsum

Buttons in the feedback section include: Re-use feedback, Save for re-use, Import, I, B, U, X², X₂, Rewrite (AI-assisted).

Associated feedback report

Student Performance Summary

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

Category Performance Summary

Categories	Category mark	Percentage
Essay 1 (out of 100)	50	50%
Essay 2 (out of 100)	65	65%

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

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

This part can be taken off the report by unchecking the associated box 'Include Category Overview' in the 'Feedback Report' tab.

Individual Feedback

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

3.5 Example 5: Optional questions

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

1. Within 'Category Allocation' adjust the 'Total awarded'. In this example, it is reduced to 40.
2. Within 'Marking table', code any questions that were not attempted with 'n'. In this example, INDAF expects 2 questions to be coded with 'n' to make the 'Adjusted total' of 40. If the correct number of n's are specified, they show grey. If fewer are specified for a student, they show red, if more are specified, they show yellow.
3. If fewer n's than expected are specified for a student, the flag 'n < Expected' shows.
4. The above steps ensure correct calculations of Overall and Subcategory marks.

Category Allocation

The screenshot shows the 'Category Allocation' tab in the INDAF software. At the top right, there is a section titled 'Userguide - optional' with a blue checkmark icon. Below it, there are two fields: 'Total awarded' (containing '60') and 'Adjusted total' (containing '40'). A red box labeled '1' surrounds the 'Adjusted total' field. The main area contains a table with columns for Question Title (Q1-Q6) and Maximum Mark (10). There are three rows for Category: Subcategory 1, Subcategory 2, and Subcategory 3. Each row has a delete icon and a checkbox. The data for Subcategory 1 is: Q1-Q6 (checkmarks). For Subcategory 2: Q1-Q4 (black squares), Q5-Q6 (checkmarks). For Subcategory 3: Q1-Q4 (black squares), Q5-Q6 (checkmarks). At the bottom left is a 'New Category...' button, and at the bottom center is a '+' button.

Marking table

The screenshot shows the 'Marking Table' tab in the INDAF software. At the top right, there is a section titled 'Userguide - optional' with a blue checkmark icon. Below it, there are two buttons: 'Back' and 'Next →'. The main area has tabs for 'Cohort View', 'Student View', 'Statistics', and 'AI Feedback'. Under 'Cohort View', there is a 'Search ID...' input field, a 'Whole assessment' column, and a row for 'IDs Awarded' with values '40' and '100'. Below this is a table with rows for students 'a', 'b', and 'c'. The first column is 'n < Expected' with values '25', '20', and '7'. The second column is 'Preview Report' with values '63', '50', and '18'. The third column is 'Preview Report' with values 'Import', 'Well done', and 'n'. The fourth column is 'Overall Feedback' with values '10', '8', and 'n'. A red box labeled '3' surrounds the 'n < Expected' column. A red box labeled '2' surrounds the student mark grid.

Associated Feedback Report

b	Your Mark	Your Grade (%)
Overall (out of 40)	20	50

3

Category Performance Summary

Categories	Category mark	Percentage	Comment
Subcategory 1 (out of 20)	5	25%	Area for Development
Subcategory 2 (out of 0)	n/a	n/a	No Question selected in Category
Subcategory 3 (out of 20)	15	75%	Excellent

3

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

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

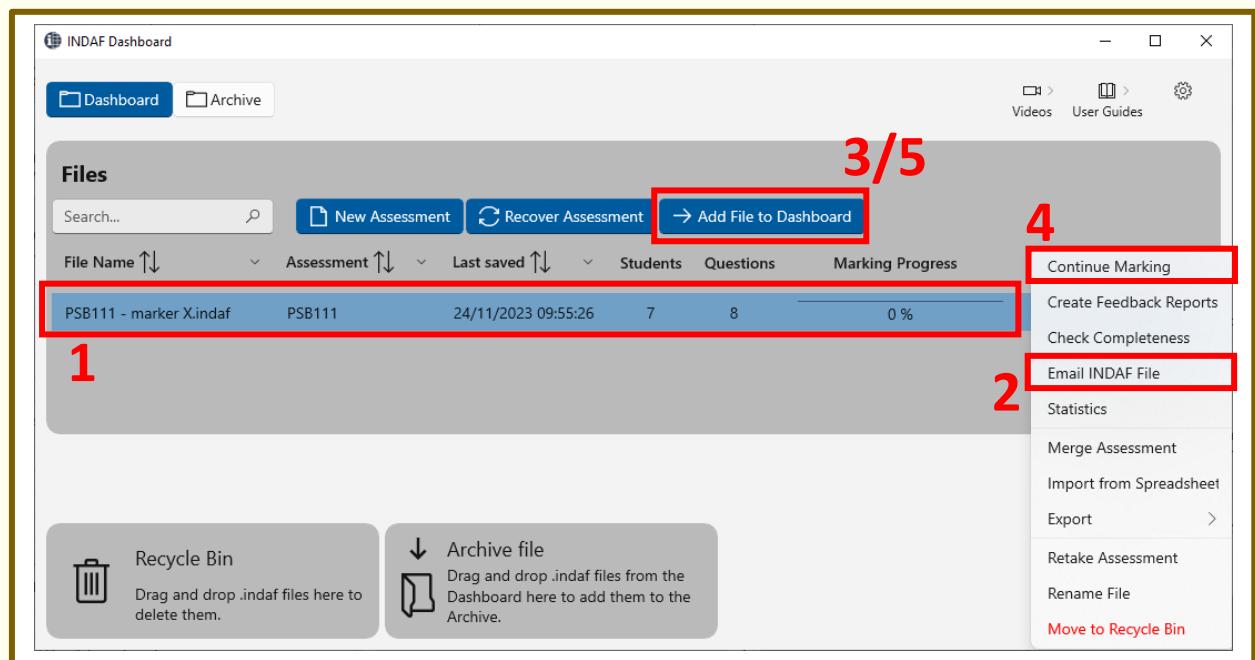
Individual Question Overview

Questions	Maximum Mark	Your Mark
Q1	10	1
Q2	10	4
Q3	10	Question Not Attempted
Q4	10	Question Not Attempted
Q5	10	7
Q6	10	8
Whole Assessment	40	20

3

4 Multiple markers: Sharing and merging INDAF files

1. Module leader to complete all relevant assessment information (Setup and Category 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 include it into their INDAF dashboard via 'Add File to Dashboard'.
4. They then complete their marking (see chapter 5).
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 via 'Add file to Dashboard'.



6. Rename file if necessary.
7. Select 'Merge Assessment' to compile all marks into a single file (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 28% marked by X have been added to the 57% marked by Y).

Files

File Name ↑↓	Assessment ↑↓	Last saved ↑↓	Students	Questions	Marking Progress
PSB111 - marker X.indaf	PSB111	24/11/2023 10:02:51	7	8	28 %
PSB111 - marker Y.indaf	PSB111	24/11/2023 10:03:14	7	8	57 %

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

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

Context Menu Options:

- Continue Marking
- Create Feedback Reports
- Check Completeness
- Email INDAF File
- Statistics
- Merge Assessment **7**
- Import from Spreadsheet
- Export
- Retake Assessment
- Rename File **6**
- Move to Recycle Bin

Merge Assessment

File Name	Assessment	Last Saved	Students	Questions	Marking Progress
PSB111 - marker X.indaf	PSB111	24/11/2023 10:02:51	7	8	28%

Merge **9**

Files

File Name ↑↓	Assessment ↑↓	Last saved ↑↓	Students	Questions	Marking Progress
PSB111 - marker X.indaf	PSB111	24/11/2023 10:02:51	7	8	28 %
PSB111 - marker Y - merge (1)	PSB111	24/11/2023 10:05:01	7	8	85 %
PSB111 - marker Y.indaf	PSB111	24/11/2023 10:03:14	7	8	57 %

10

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 INDAF Setup. The import function will then import the 8 external questions and include that data, leaving Q9 – Q12 blank for manual marking.

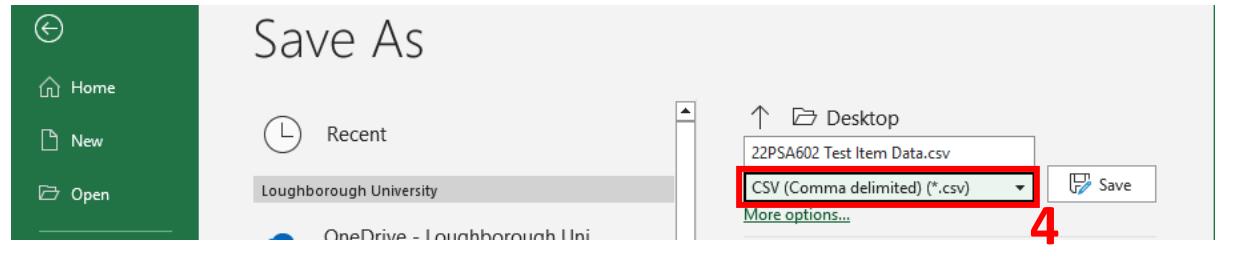
5.2 Step 2: Preparing the data to import

Data must be prepared in Excel. 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 (they must match the ID numbers of the INDAF file!).
2. Question titles must be given in row 1. If you are working with a file automatically generated (e.g., OMR output), make sure only question scores are shown for each column (starting with Column B). Remove any columns containing aggregate / percentage scores (usually found at the very right). The ‘Overall feedback’ column must contain the header ‘Overall feedback’.
3. Only 1 tab should be used (do not create multiple tabs).
4. Make sure your file is saved as .xls, .xlsx, or .csv. If you are unsure, select ‘Save As’ within Excel, and select one of these file types.

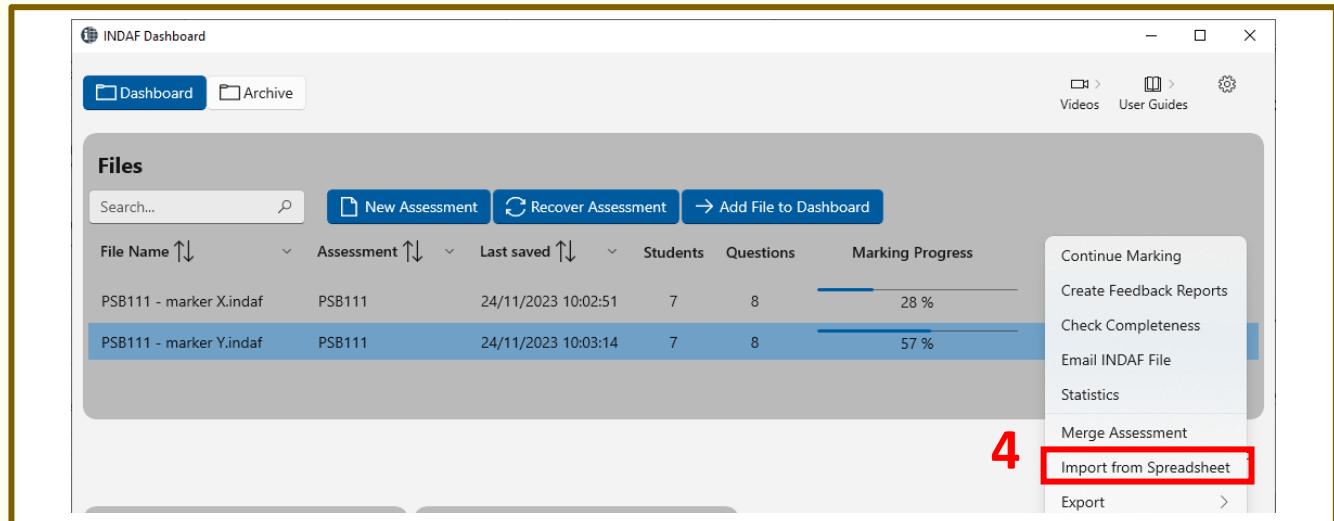
A screenshot of Microsoft Excel showing a data sheet. The data is as follows:

	A	B	C	D	E	F	G	H	I	J	K	L
1	ID number	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Overall Feedback		2
2	B111111		8	9	8	4	5	1	0	2	Not so well done on Q7	
3	B111112											
4	B111113		1	5	4	6	8	5	9	4	Very well done on Q7	
5	B111114											
6	B111115											



5.3 Step 3: Import marks

- On the dashboard, select the INDAF assessment you want to import the marks to, and select 'Import from Spreadsheet'. In the following prompt, select the Excel file that contains the data to import.



5.4 Import: Troubleshooting

If INDAF cannot import, please check the following:

The file containing OMR data can 'appear' like a *.csv file, but on closer inspection, it is in fact a *.txt file in disguise – INDAF cannot deal with this and will not allow import.

Solution: Within Excel, select 'Save As', and manually change the dropdown from '*.txt' (2a) to '*.csv' (2b).

The image contains two screenshots of the 'Save As' dialog in Microsoft Excel, labeled 2a and 2b.

Screenshot 2a: Shows the 'Save As' dialog with the file name '22PSA602 Test Item Data.csv'. The 'Save as type' dropdown is set to 'Unicode Text (*.txt)', which is highlighted with a red box. A red number '2a' is positioned to the right of the dialog.

Screenshot 2b: Shows the 'Save As' dialog with the same file name. The 'Save as type' dropdown has been changed to 'CSV (Comma delimited) (*.csv)', which is also highlighted with a red box. A red number '2b' is positioned to the right of the dialog.

6 Adding feedback report pdfs to Learn

6.1 Step 1: Create an assignment activity in Learn

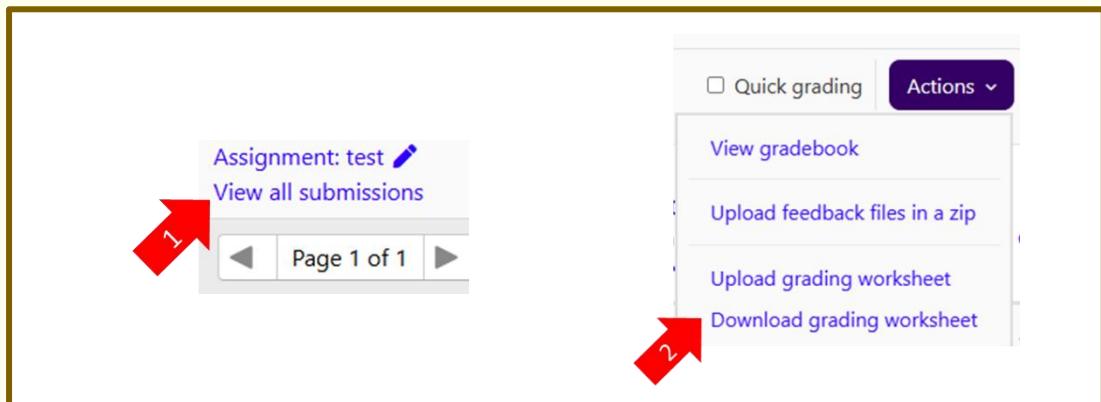
1. On the Learn module main page, add a new activity (in Edit mode)
2. Select 'Assignment'
3. Name the activity (e.g., 'Feedback report Sem. 1').
4. Untick all boxes related to Availability and Submission types.
5. Tick all boxes related to Feedback types.
6. Select 'No' for 'Anonymous submissions' and 'Use marking workflow'.
7. Restrict access, so students can only view reports from marks release date.

The screenshot shows the 'Assignment' creation form in Moodle. Red numbers and arrows highlight specific settings:

1. Under 'Activity or resource', select 'Assignment'.
2. Under 'General', set the 'Assignment name' to 'Feedback reports'.
3. Under 'General', click the 'Feedback reports' link.
4. Under 'Availability', uncheck all four 'Enable' boxes for 'Allow submissions from', 'Due date', 'Cut-off date', and 'Remind me to grade by'.
5. Under 'Submission types', check the following boxes: 'Comparative judgement', 'File submissions', 'Online text', 'Allow comparison of pairs of exemplars', and 'Enable repeat comparisons'.
6. Under 'Grade', set 'Anonymous submissions' to 'No', 'Hide grader identity from students' to 'No', and 'Use marking workflow' to 'No'.
7. Under 'Restrict access', set the 'Access restrictions' to 'Student must match the following': Date from 10 February 2024 at 13:00.

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

1. On Learn, access the assignment activity created in the previous step (6.1), and select 'Grade', then '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 feedback reports upload.



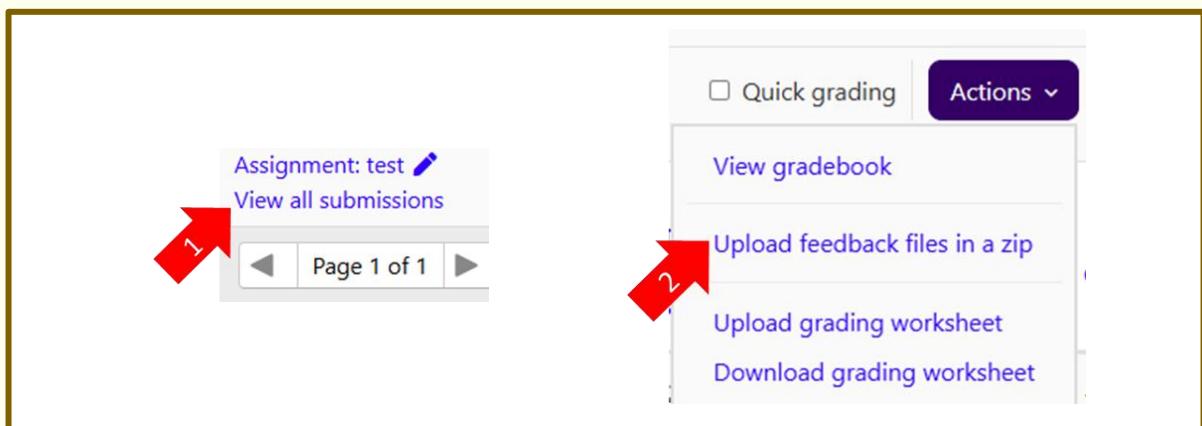
6.3 Step 3: Create the Learn Upload Zip using INDAF

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.

A screenshot of the "Feedback Report" page in Learn. At the top, there's a "Files" section with a table showing two entries: "PSB111 - marker X.indaf" and "PSB111 - marker Y.indaf". To the right of the table is a vertical menu with options: "Continue Marking", "Create Feedback Report" (highlighted with a red box and labeled 1), "Check Completeness" (highlighted with a red box and labeled 2), and "Email INDAF File". Below this is a "Report Title" field containing "Module Title" (highlighted with a red box and labeled 3). There are also fields for "Area for development (less than)" (39.5) and "Excellent (greater than)" (69.5). Under "Marking Options", there are checkboxes for "Include Category Overview", "Include Question Overview", and "Include Individual Overall Feedback". At the bottom left, there's a "Folder to save Reports to" field with the path "C:\Users\pscal\Desktop" (highlighted with a red box and labeled 2). On the right, there's a "ID Numbers" section showing a list of student IDs: B111111, B111112, B111113, B111114, and B111115, with "Select All" checked.

6.4 Step 4: Upload the Learn Upload Zip

3. On Learn, access the assignment activity created in the previous step (6.1), and select 'Grade', then 'View all submissions'.
1. Use the 'Grading action' dropdown menu to choose 'Upload multiple feedback files in a zip'.
2. 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.



7 Exporting marks from INDAF to a LUSI Report

1. Download the LUSI report from LUSI (your administrators may give it to you).
2. Select the INDAF file for which data should be exported in the LUSI report.
3. Follow the prompts to allocate the marks to the appropriate assessment within the LUSI report.

A screenshot of the LUSI 'Files' page. The page lists several INDAF files with their details: 'Import file.indaf' (PSB111, 24/11/2023 10:44:24, 5 students, 8 questions, 80% marking progress), 'PSB111 - marker X.indaf' (PSB111, 24/11/2023 10:02:51, 7 students, 8 questions, 28% marking progress), 'PSB111 - marker Y - merge (1)' (PSB111, 24/11/2023 10:05:01, 7 students, 8 questions, 85% marking progress), and 'PSB111 - marker Y.indaf' (PSB111, 24/11/2023 10:03:14, 7 students, 8 questions, 57% marking progress). A context menu is open over the first file, with a red arrow labeled '1' pointing to the 'To LUSI Report' option. Other options in the menu include 'Whole Marking Table', 'Grades Only', 'Statistics', 'Continue Marking', 'Create Feedback Reports', 'Check Completeness', 'Email INDAF File', 'Statistics', 'Merge Assessment', 'Import from Spreadsheet', 'Export', 'Retake Assessment', 'Rename File', and 'Move to Recycle Bin'.

8 Nerdy stuff

8.1 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.

1	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	scdr	B111224	zz@student.lboro.ac.uk				
5									
6									

8.2 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.

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

8.3 Csv file requirement: LUSI report

1. The 2023 version of the LUSI report is structured as shown in 1a-1d.
2. Should this change, access INDAF settings.
3. Change the specifics defining where INDAF should look for student IDs and assessment components.

The figure consists of three screenshots arranged vertically, all enclosed in a large brown border.

Screenshot 1: A screenshot of a CSV editor showing a portion of a CSV file. The columns are labeled 'Regno' and 'Name'. The rows contain student IDs (B111111 to B111115) and names (Example student name 1 to Example student name 5). A red box labeled 'a' highlights the first row under 'Assessment IDs'. A red box labeled 'b' highlights the student ID column. A red box labeled 'c' highlights the student name column. A red box labeled 'd' highlights the empty cell at the bottom of the student ID column. The file is titled '21PSB713_21.1_ASMT_M'. A red number '1' is positioned to the right of the screenshot.

Screenshot 2: A screenshot of the INDAF Dashboard. It shows a navigation bar with 'Dashboard' and 'Archive' buttons, and links for 'Videos' and 'User Guides'. A gear icon in the top right corner is circled in red. A red number '2' is positioned to the right of the screenshot.

Screenshot 3: A screenshot of the 'INDAF Settings' page under 'LUSI export'. It shows configuration options for finding assessments and students. A red box highlights the input fields for 'Row number of assessment IDs' (set to 8), 'Row number of first student ID' (set to 13), 'Column number of first assessment component' (set to 5), and 'Character that indicates end of student IDs' (set to □). A red number '3' is positioned to the right of the screenshot.

9 Questions and feedback

Any questions or suggestions for further improvement, please contact indaf@mailbox.lboro.ac.uk

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