

Individual assessment feedback (INDAF)

User guide

App Version 0.22.1.0

Table of contents

| | | |
|----------|---|-----------|
| 1 | Main INDAF outputs..... | 3 |
| 2 | Navigation through INDAF | 6 |
| 2.1 | Dashboard and Archive | 6 |
| 2.2 | Setup..... | 8 |
| 2.3 | Subcategory allocation | 9 |
| 2.4 | Marking table | 10 |
| 2.5 | Feedback report | 11 |
| 3 | Creating subcategories – examples | 12 |
| 3.1 | Example 1: Subcategories formed based on sub-questions | 12 |
| 3.2 | Example 2: Subcategories formed based on question scores (low vs high), lab vs lecture content, nature of questions, or thematic areas..... | 13 |
| 3.3 | Example 3: Subcategories formed based on essay-based questions..... | 14 |
| 3.4 | Example 4: Essay-based questions – feedback NOT based on subcategories | 15 |
| 3.5 | Example 5: Optional questions..... | 17 |
| 4 | Multiple markers: Sharing and merging INDAF files | 19 |
| 5 | Importing marks into INDAF | 21 |
| 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 |
| 6 | Adding feedback report pdfs to Learn | 22 |
| 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 |
| 7 | Nerdy stuff..... | 25 |
| 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 |
| 8 | Questions and feedback | 26 |

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. | | | |

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

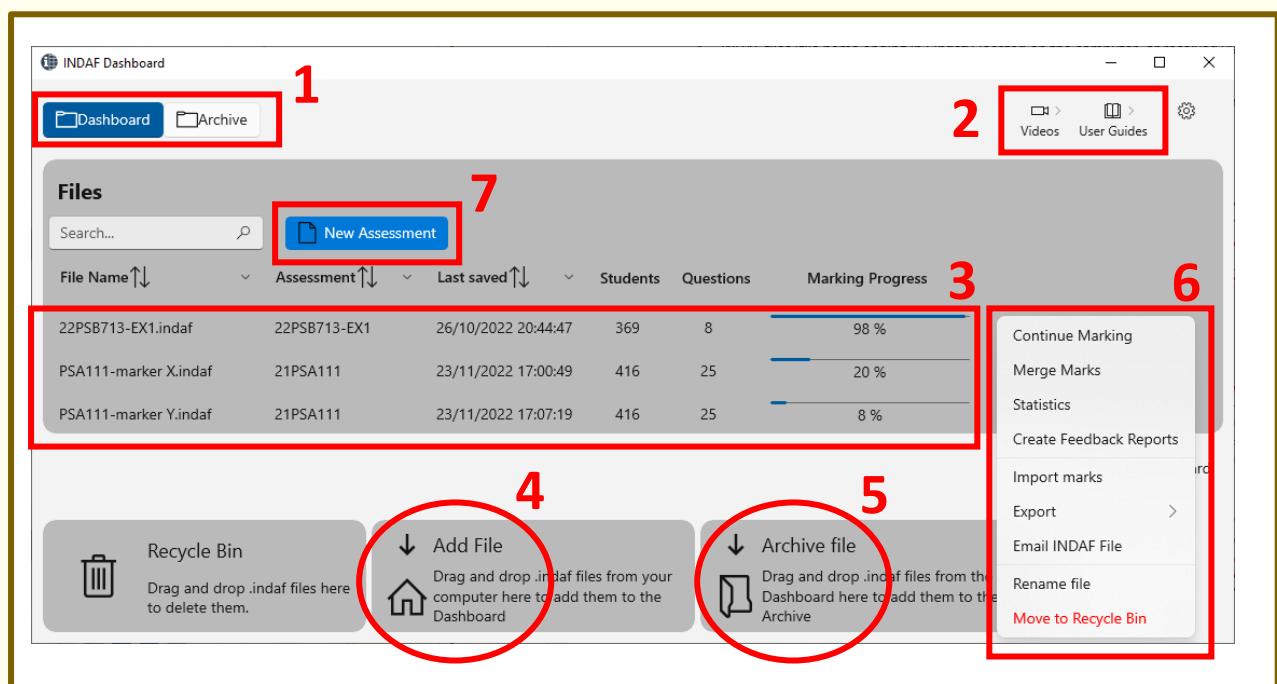
By Subcategory

| | 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 | |

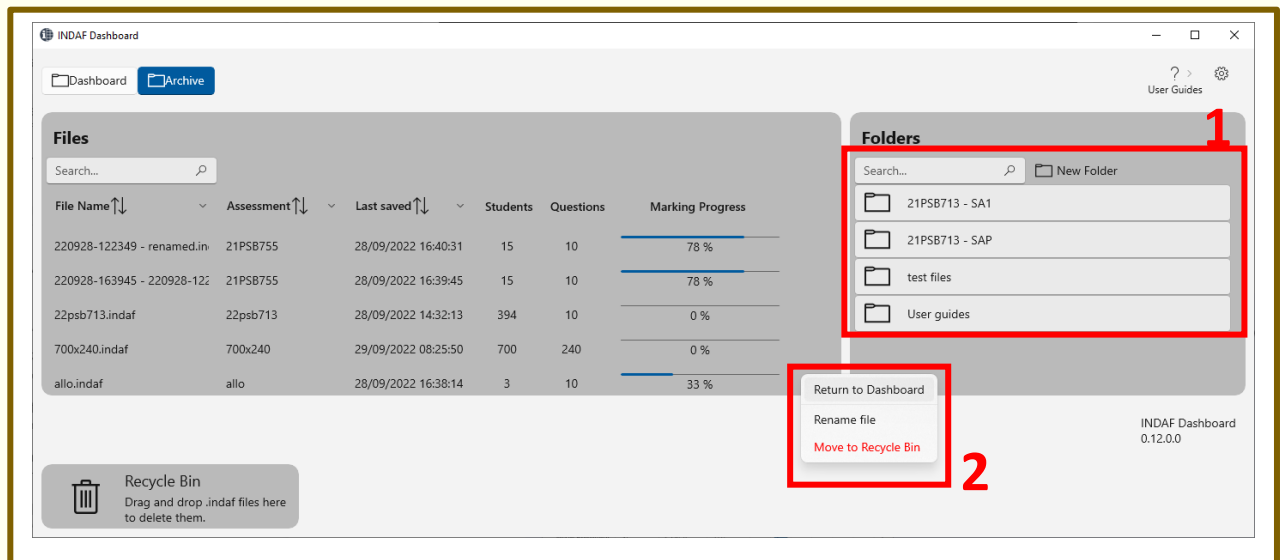
2 Navigation through INDAF

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 next to them. At the bottom of the list are 'Clear Selected' and 'Clear All' buttons, and a status message '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 |
|----------------|---------|--------------|-------|-----------|----|----|----|----|----|----|----|----|------------------|
| Preview Report | B111111 | 39 | 49 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | |
| Preview Report | B111112 | 37 | 46 | 3 | 2 | 6 | 7 | 2 | 4 | 4 | 4 | 9 | not so well done |
| Preview Report | B111113 | 60 | 75 | 8 | 9 | 5 | 10 | 7 | 7 | 6 | 8 | 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

| Home Setup Subcategory 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 | 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 (%) |
|----------------------------|-----------|----------------|
| Overall (out of 80) | 38 | 48 |

Subcategory 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% | - |

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

The screenshot shows the 'Subcategory Allocation' tab in a software interface. At the top, there are navigation buttons: 'Setup', 'Subcategory Allocation' (active), 'Marking Table', and 'Feedback Report'. On the right, there are 'Back' and 'Next' buttons. The main area contains a table with columns for 'Question Title', 'Essay 1', and 'Essay 2'. The 'Max. Mark' for each essay is 100, and the 'Total Max. Mark' is 200. There are checkboxes for 'Adjust Max. Mark' and 'Cohort Average'. The table shows two rows: 'Essay 1' and 'Essay 2'. For 'Essay 1', the 'Essay 1' column has a blue checkmark, and the 'Essay 2' column has a black square. For 'Essay 2', the 'Essay 1' column has a black square, and the 'Essay 2' column has a blue checkmark.

| Question Title | Essay 1 | Essay 2 |
|----------------|-------------------------------------|-------------------------------------|
| 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)

The screenshot shows the 'Marking Table' tab in a software interface. At the top, there are navigation buttons: 'Setup', 'Subcategory Allocation', 'Marking Table' (active), and 'Feedback Report'. On the right, there are 'Back' and 'Next' buttons. The main area contains a table with columns for 'Max. Mark', 'Mark (Grade)', and 'Cohort Average'. The 'Total' row shows a 'Max. Mark' of 200 and a 'Mark (Grade)' of 115 (58%). The 'Essay 1' row shows a 'Max. Mark' of 100 and a 'Mark (Grade)' of 50. The 'Essay 2' row shows a 'Max. Mark' of 100 and a 'Mark (Grade)' of 65. On the right, there is a 'Cohort View' button and a 'Preview Report' button. Below the table, there is a 'Search ID...' field and a 'Student 1 of 3' indicator. On the right, there is an 'Overall Feedback' section with a 'Re-use feedback' dropdown and a 'Save for re-us' button. The feedback text is: 'Some very detailed feedback on Essay 1: lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum |' and 'Some very detailed feedback on Essay 2: lorem ipsum lorem ipsum lorem ipsum |'.

| Max. Mark | Mark (Grade) | Cohort Average |
|--------------|--------------|------------------|
| Total | 200 | 115 (58%) |
| Essay 1 | 100 | 50 |
| Essay 2 | 100 | 65 |

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 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 (%) |
|----------------------------|-----------|----------------|
| Overall (out of 40) | 24 | 60 |

3

Subcategory Performance Summary

| Subcategories | Subcategory mark | Percentage | Comment |
|----------------------------------|------------------|------------|-------------------------------------|
| Subcategory 1 (out of 20) | 12 | 60% | - |
| Subcategory 2 (out of 0) | n/a | n/a | No Question selected in subcategory |
| Subcategory 3 (out of 20) | 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 |
|-------------------|--------------|------------------------|
| Q1 | 10 | 4 |
| Q2 | 10 | 8 |
| Q3 | 10 | Question Not Attempted |
| Q4 | 10 | Question Not Attempted |
| Q5 | 10 | 2 |
| Q6 | 10 | 10 |
| Whole Exam | 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

Continue Marking
Merge Marks
Statistics
Create Feedback Report
Import marks
Export
Email INDAF File
Rename file
Move to Recycle Bin

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 over the table, showing options: Continue Marking, Merge Marks, Statistics, Create Feedback Report, Import marks, Export, Email INDAF File, Rename file, and Move to Recycle Bin. The 'Merge Marks' and 'Rename file' options are highlighted with red boxes and labeled with red numbers 7 and 6 respectively.

| 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. A table lists files for merging. The file 'PSA111-marker Y.indaf' is selected, highlighted with a red box and labeled with a red number 8. Below the table, a blue 'Merge' button is highlighted with a red box and labeled with 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 after the merge. A new file, 'PSA111-marker X - merge (1)', has been added to the list, highlighted with a red box and labeled with a red number 10. The table shows the merged file with a marking progress of 28%.

| 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

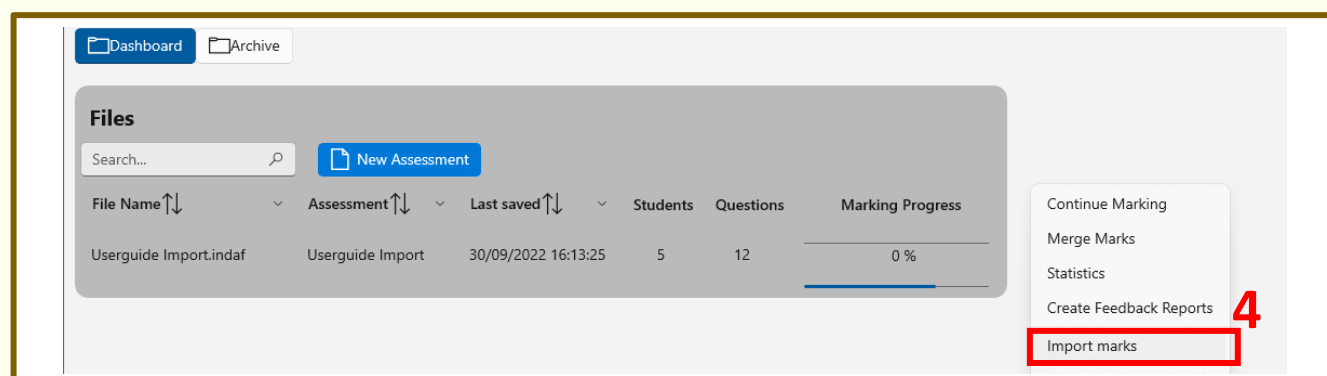
Data must be prepared in Excel and saved as an xls, xlsx, or csv file. It may be data generated from a Learn Quiz or OMR data. For INDAF to recognise data it must have the following format:

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 the following elements and annotations:

- Step 1:** A red arrow points to the '+ Add an activity or resource' link in the bottom right of the module page.
- Step 2:** A red arrow points to the 'Assignment' icon, and another red arrow points to the information icon (i) next to it.
- Step 3:** A red arrow points to the 'Assignment name' text box, which contains the text 'Feedback report'.
- Step 4:** A red box highlights the 'Availability' section, where all checkboxes for 'Allow submissions from', 'Due date', 'Cut-off date', and 'Remind me to grade by' are unchecked.
- Step 5:** A red box highlights the 'Feedback types' section, where all checkboxes for 'Feedback comments', 'Annotate PDF', 'Feedback files', and 'Offline grading worksheet' are checked.
- Step 6:** A red box highlights the 'Restrict access' section, where the 'Student' dropdown is set to 'must match the following' and the 'Date' dropdown is set to 'from 14 July 2022 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' page in the Loughborough University Learn system. The top section, 'Grading summary', provides details about the assignment: 'Hidden from students' is set to 'No', there are '278' participants, the 'Due date' is 'Wednesday, 29 September 2021, 12:00 AM', and '13 days 10 hours' are remaining. A red arrow labeled '1' points to the 'View all submissions' button. The main content area shows a 'Grading action' dropdown menu with options: 'Choose...', 'Download grading worksheet' (highlighted by a red arrow labeled '2'), 'Reveal student identities', 'Upload grading worksheet', 'Upload multiple feedback files in a zip', and 'View gradebook'. The bottom of the page shows a table header with columns: 'Select', 'Identifier', 'Number', 'CDS', 'Status', 'Grade', 'Edit', 'Last modified (grade)', and 'Feedback comments'.

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 'Select All' button. Below this is a search bar 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

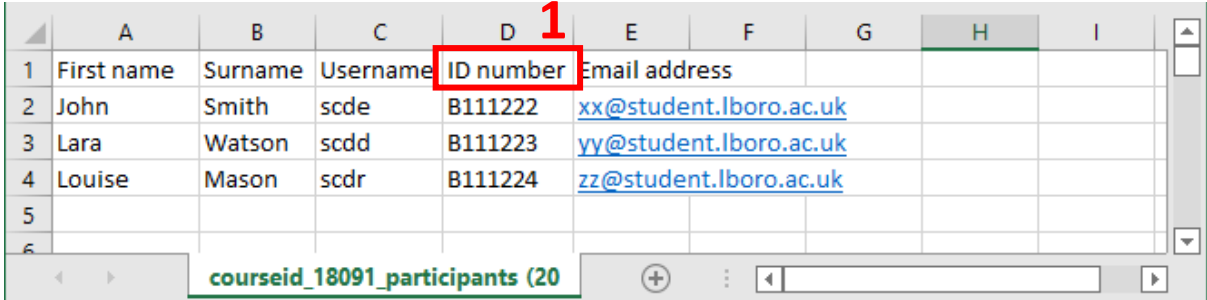
1. Go to your module, access the Assignment activity you created in Step 1, and click the link to 'View all submissions'.
2. Use the 'Grading action' dropdown menu to choose 'Upload multiple feedback files in a zip'.
3. Select the Zip file you have created in Step 3 (6.3) and submit the form. This matches 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. It features a table with columns: ID, Identifier, Number, CDS, Status, and Grade. Below the table, there are buttons for 'View all submissions' and 'Grade'. A dropdown menu is open for the 'Grading action' column, showing options: '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 'View all submissions' button, and another red arrow points to the 'Upload multiple feedback files in a zip' option in the dropdown menu.

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

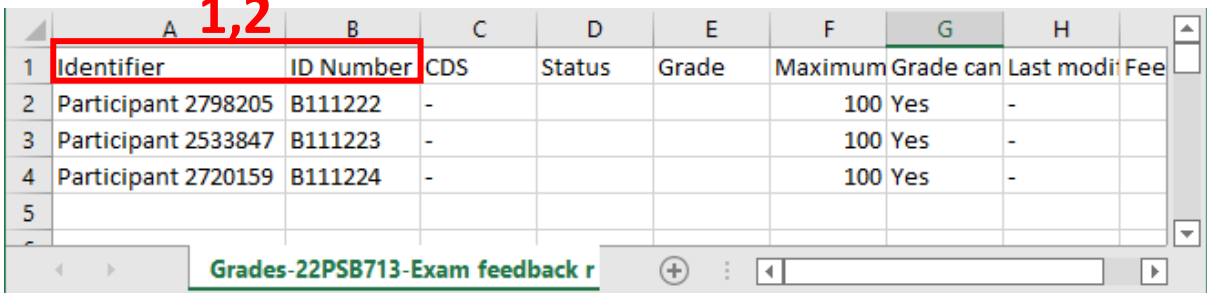


| | A | B | C | D | E | F | G | H | I |
|---|------------|---------|----------|-----------|------------------------|---|---|---|---|
| 1 | First name | Surname | Username | ID number | Email address | | | | |
| 2 | John | Smith | scde | B111222 | xx@student.lboro.ac.uk | | | | |
| 3 | Lara | Watson |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

courseid_18091_participants (20)

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 | | | | | | | | | |

Grades-22PSB713-Exam feedback r

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

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