

## 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
	Max. Mark	10	10	10	10	10	10	10	10	10	10
Question 1		✓	✓	✓	✓						
Question 2						✓	✓	✓			
Question 3									✓	✓	
Question 4											✓

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

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
	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%	-

## 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			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total Max. Mark
	Max. Mark			5	10	10	4	3	10	10	8	3	10	73
✓	Thematic area 1	🗑️	<input type="checkbox"/>	✓	✓	■	■	■	■	■	■	■	■	
✓	Thematic area 2	🗑️	<input type="checkbox"/>	■	■	✓	✓	✓	■	■	■	■	■	
✓	Thematic area 3	🗑️	<input type="checkbox"/>	■	■	■	■	■	✓	✓	■	■	■	
✓	Thematic area 4	🗑️	<input type="checkbox"/>	■	■	■	■	■	■	■	✓	✓	✓	
✓	low scoring questions	🗑️	<input type="checkbox"/>	✓	■	■	✓	✓	■	■	■	✓	■	
✓	high scoring questions	🗑️	<input type="checkbox"/>	■	✓	✓	■	■	✓	✓	✓	■	✓	
✓	lecture related content	🗑️	<input type="checkbox"/>	✓	✓	■	■	■	✓	✓	✓	■	■	
✓	lab related content	🗑️	<input type="checkbox"/>	■	■	✓	✓	✓	■	■	■	✓	✓	
✓	calculation based quest	🗑️	<input type="checkbox"/>	■	✓	■	✓	✓	■	■	■	■	■	
✓	application-related	🗑️	<input type="checkbox"/>	■	■	■	■	✓	■	✓	✓	■	■	
✓	synthesis of evidence	🗑️	<input type="checkbox"/>	■	■	■	■	■	■	■	✓	✓	<input type="checkbox"/>	

### A few other suggestions how questions can be grouped

Question type	Skills tested	Mode of teaching
e.g., MCQ	e.g., Calculations	e.g., Lecture-related
e.g., Short answer	e.g., Research critique	e.g., Lab-related
e.g., Essay	e.g., Theory	e.g., Tutorial-related

### Student Performance Summary

a	Your Mark	Your Grade (%)
<b>Overall (out of 73)</b>	44	60

### Subcategory Performance Summary

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

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

#### Assessment outline

<div> <div>Home</div> <div>Setup</div> <div>Subcategory Allocation</div> <div>Marking Table</div> <div>Feedback Report</div> </div> <div>Q1 - knowledge/understanding</div> <div>←Back</div> <div>Next→</div>											
✓	Question Title		Q1 - knu	Q1 - anal	Q1 - rea	Q1 - pre	Q2 - knu	Q2 - anal	Q2 - rea	Q2 - presentation/communica	Total Max. Mark
✓	Max. Mark		10	10	10	10	10	10	10	10	80
✓	knowledge / understand		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	analysis		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	reading / research		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
✓	presentation / commur		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
✓	Question 1 overall		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
✓	Question 2 overall		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Associated individual feedback report

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

  

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%	-

#### 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

Setup Subcategory Allocation Marking Table Feedback Report ←Back Next→

Question Title Q1 Total Max. Mark ☐ Adjust Max. Mark

Max. Mark 100 **100**

Essay ☒ ☒

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

#### Marking and Feedback Report settings

Setup Subcategory Allocation Marking Table Feedback Report

Student View Merge Marks

Search for ID

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

Re-use feedback ☐ ☐

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

Include qualitative feedback

Report Title Psychology in practice

Area for development (less than) 39.5

Excellent (greater than) 69.5

☐ Include Subcategory Overview

☐ Include Question Overview

☒ Include Individual Student Feedback

Folder to save Reports to

Generic Feedback

This is some example Generic Feedback

ID Numbers

Select All

Search for ID

☒ B111111

☐ B111112

☐ B111113

☐ B111114

Preview Report

Create PDF Report

Create Learn L

Tick bottom checkbox only

## 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