CAFAS Excel
User Guide

Computer Aided Feedback & Assessment System – Excel Version

Martin Freney

2010

Acknowledgements & Licence Information

2009

Contents

Introduction

CAFAS Excel enables academics to design and deliver feedback forms to students online. CAFAS Excel offers the flexibility of working offline via the familiar interface of Microsoft Excel. By utilising Adobe Acrobat Professional it is possible to add audio recordings to feedback forms created via CAFAS Excel.

Using a Slider mechanism (performance continuum from 0 to 100%) for each assessment criterion and a database of standard feedback comments, staff can quickly provide high quality formative and summative assessment online.

CAFAS Excel is the predecessor of CAFAS Online, the next generation of the software, which offers new functionality for online collaboration. CAFAS Excel is useful for working off-line. It is NOT compatible with CAFAS Online.

Selecting the Correct Excel File

The CAFAS Excel files have a number in the file name which indicates the number of assessment criteria on the feedback form e.g. CAFAS_4.xls has four assessment criteria. Depending on the number of assessment criteria you require, select the file and make a copy in another folder and keep the original CAFAS files for future use.

Navigation

CAFAS Excel has four main Sheets (or Tabs as they are referred to in Excel) which are displayed along the bottom of the main Excel window;

- Template Sheet – this is the feedback form and the main interface for users.
- Class List Sheet – contains is a list of student names and ID numbers.
- Database Sheet – contains the database of feedback comments, the Grade Scheme and Graduate Qualities.
- Results Sheet – this is a feedback form for the whole class, containing a graph of the grade distribution for the assignment and a Comment Box for messages to all students.
- Subsequently a sheet/tab is created for each student, however the four listed above are the main defaults.

Designing the Feedback Form

1. Having selected the appropriate Excel file based on the number of assessment criteria you require (e.g. CAFAS_4.xls has four assessment criteria), open the Excel file.
2. Ensure that the Template Sheet is visible by clicking the Template tab at the bottom of the Excel window (ref image below).
3. Double click in the grey coloured cells to edit/add information – start with the general information about the assignment. The grey coloured cells indicate where input is needed during the Feedback Form design stage.
4. Moving down the feedback form, complete the information regarding Graduate Qualities (this could be retitled Graduate Attributes if this is the terminology used by your institution).
5. In the second column of Graduate Qualities you can select from a drop down list of Indicators by single clicking the cell and selecting the drop down list arrow. These indicators can be edited via the Database sheet.

6. Edit the weighting for each Assessment Criterion (NOTE: this will automatically update the weighting of the Assessment Criterion below).

7. Edit the description of each Assessment Criterion (NOTE: this will automatically update the title of the Assessment Criterion below).

8. Check that the total for the weightings add up to 100%.

9. Edit the weighting for each Penalty Criterion. Enter zero (0) if you don't want to use penalties.

10. Edit the description of each Penalty Criterion (NOTE: this will automatically update the title of the Penalty Criterion below). Enter "Not applicable to this assignment" if you don't want to sue penalties.

11. Add a two line descriptor of the Assessment Criterion.

12. Edit the grade descriptors so that they are appropriate for your grade scheme. In the example below the grade abbreviations are displayed however you could also use terms such as poor, good, excellent, or pass/fail etc. By default they are setup for the typical UniSA grade scheme. (NOTE: grade scheme can be altered via the Database sheet).

13. Finally double check that you are satisfied with the Template Sheet as you can NOT do a global edit later. Use the spell checker in Excel to find any spelling errors.

Class List Setup Instructions

1. In the Class List Sheet, copy and paste the student names from an Excel file into column B. **Ensure that you select Match Destination Formatting paste option** otherwise the mark will not correlate with the student sheets. If it helps you identify students, copy and paste their ID number as well (optional).

2. If there are any duplicate last names, add an initial to differentiate them. **Replace spaces, hyphens or apostrophes in the student's last name with an underscore.** Failing to do this will prevent the Create Student Sheets button from working correctly.

3. Use Save As to make a backup of the file before you click the Create Student Sheets button. If you realise you need to change the Template Sheet you can use the backup file.

4. Excel's macro settings **must be set to enable macro's to run** as the Create Student Sheets button uses a macro to generate a copy of the Template Sheet for each student. For Excel 2003 make the following settings: Tools Menu, Macros, Security, Security Level Tab, Low setting. You will have to close and re-open Excel after making this change. Excel 2007 has relocated the macro security settings to the Developer menu. To load the Developer menu click the Excel Options button via the Windows button (top left of Excel Screen). Then use the Macro Security button and select the Enable all macros… option. Refer image on next page. Note that some computer viruses use macros to proliferate so it would be prudent to reset the original macro settings after using the Create Student Sheets button.

5. Click the Create Student Sheets button and wait a few seconds - it will make a new sheet (tab) for each student.

Feedback and Assessment Instructions

1. Setup some standard comments prior to assessment via the Database Sheet. You can add to this list later during the assessment process too.
2. Edit the Grade Scheme (columns A and B) and the Graduate Qualities so that they are correct for your institution. By default they are set to UniSA standards.
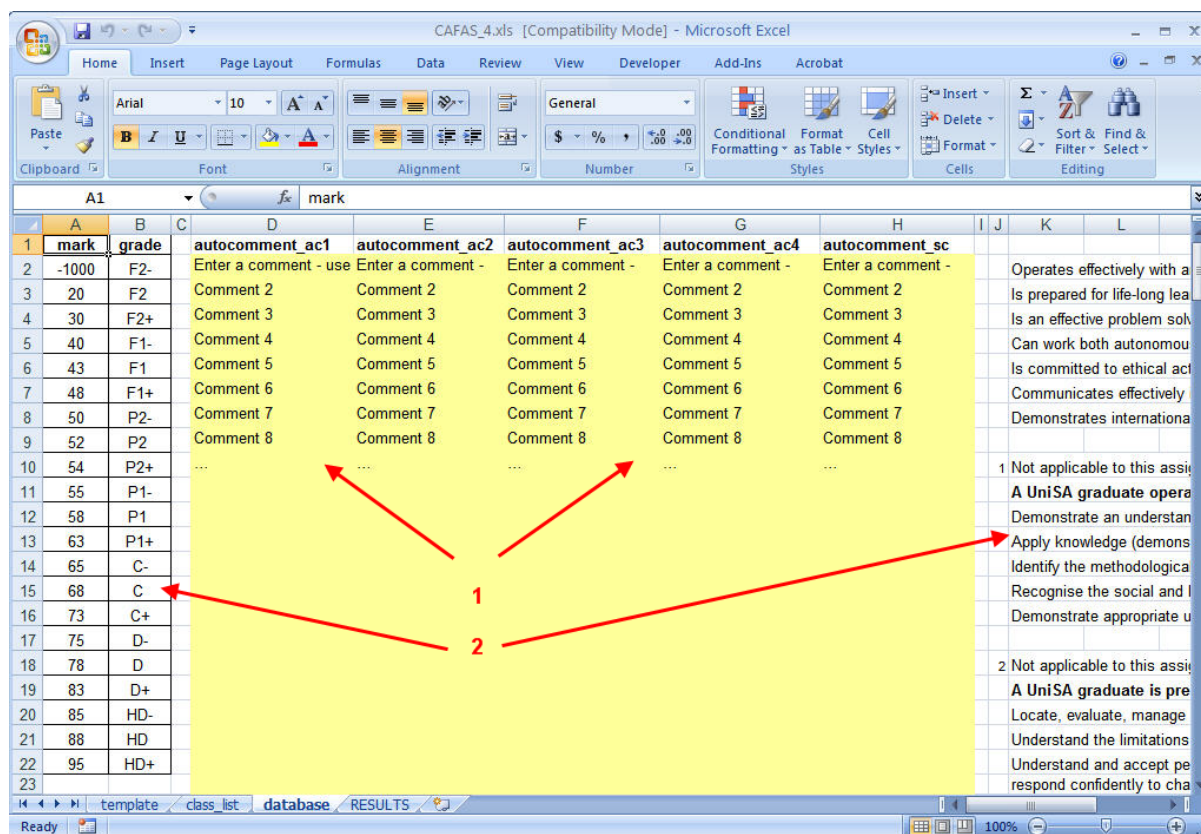

3. Use each Student Sheet to document their feedback and assessment by clicking on the sheet named with the student's family name.
4. Click and drag the scroll bar for each assessment criterion. Note that this updates the final grade and mark.
5. Click in the yellow coloured cells in column X and select the drop down arrow button to reveal the comments from the Database Sheet. Comments can be concatenated (combined) from these 5 drop-down boxes.
6. If you run out of space for writing comments you can make the Comments Box larger by dragging the bottom row of the box down.
7. If applicable to your assessment, use the Penalties Tick Boxes to indicate if penalties have been applied.

If you wish to record audio comments, select the appropriate student sheet and Save As, Adobe PDF. This will convert the sheet to a PDF file - Adobe Acrobat Professional Version 7 has the ability to quickly and easily add an audio comment (Comments Menu, Commenting Tools, Record Audio Comment). Position the audio icon in a prominent location where the student will see it such as the Summary Comment Box.

Results Sheet

On completion of assessment of all students, click on the Results Sheet to access a summary of their grades (refer to the Class List Sheet for a summary of marks). Add some general comments for the whole class in the Class Feedback Comments Box.

Edit or delete the comment regarding course evaluation surveys.

	A	B	C	D	E	F	G	H	I
1	Program	Industrial Design							
2	Course	Computer Aided Modelling and Hand Rendering							
3	Assignment	Assignment 2 - Rhino Basics							
4	Weighting	20%							

Class Results - Grade Distribution Chart

Summary of Grades	
F2-	19
F2	0
F2+	0
F1-	1
F1	4
F1+	3
P2-	0
P2	2
P2+	0
P1-	8
P1	5
P1+	2
C-	4
C	3
C+	2
D-	0
D	2
D+	0
HD-	3
HD	2
HD+	1

Class Feedback

General Comments to Class:

In general I was impressed with the amount of effort that was put into this assignment. There were some exceptionally good models which displayed a wide range of surfacing commands, plus the learning summaries were of a high standard - I think the examples from last year helped you get an idea of what was expected.

Things to improve on;

Use of Layers
Reading the CIB - many students failed to follow the correct methodology, for example;
3. Find a small product that you can easily bring to uni – choose something that is 'organic' in shape.
4. Develop a plan for modelling it and discuss with staff.
NOT MANY PEOPLE ACTUALLY DID THIS AND AS A RESULT MADE POOR CHOICES ABOUT THE PRODUCT THEY SELECTED - MANY WERE ACTUALLY QUITE GEOMETRICAL.

Emailing Instructions

1. Systematically convert each Student Sheet and the Results Sheet into a PDF file by selecting a Sheet and then;

2. Save As, Adobe PDF. This converts columns A to V, excluding row 1, into a PDF file. You must do this for each Student Sheet plus the Results Sheet. Email the Results Sheet to all students in the course or post it on your course website.
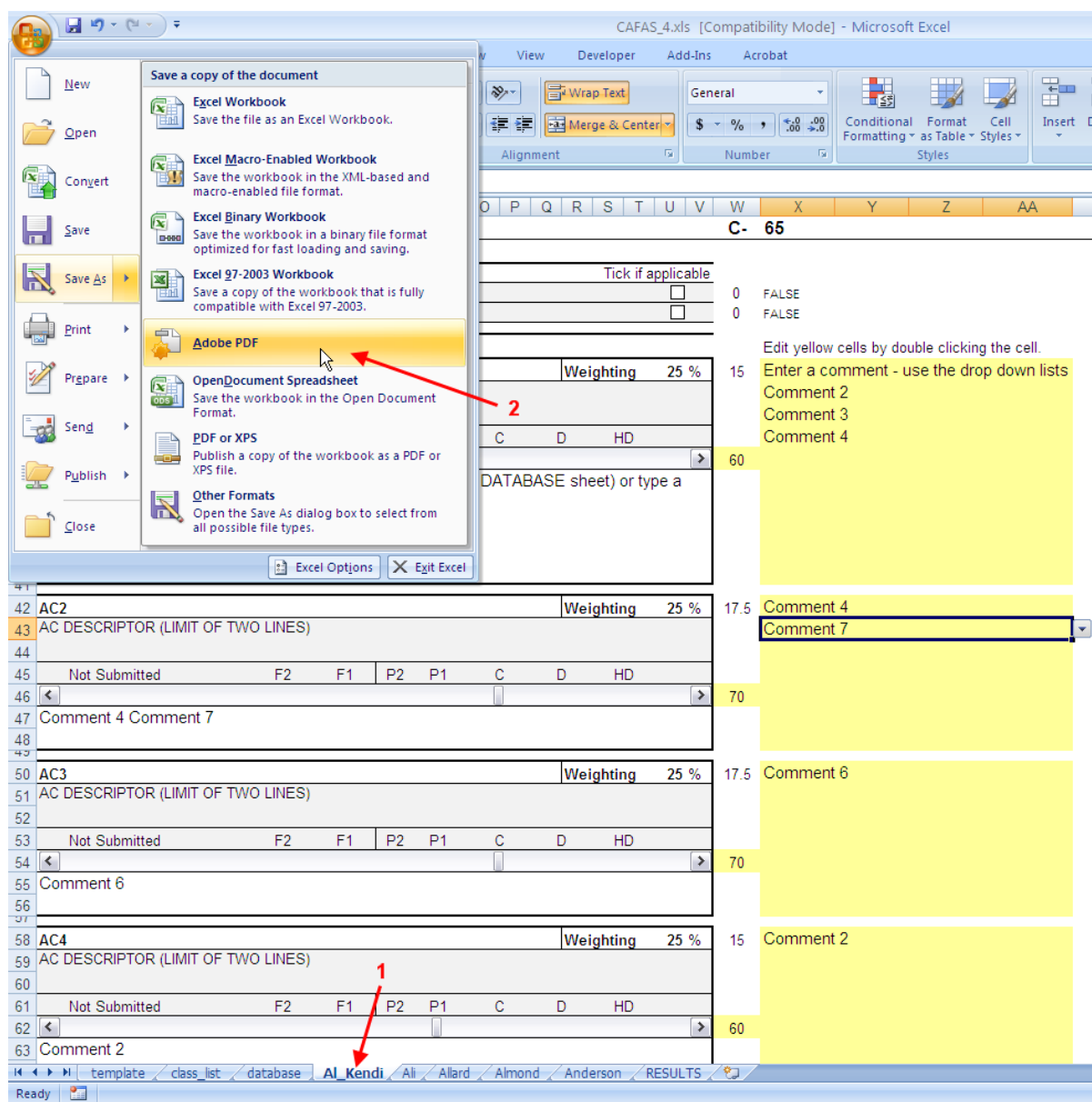
Collaborating with Many Assessors

If you are collaborating with colleagues you will need to either work sequentially i.e. assessor A completes their marking and then forwards the Excel file onto Assessor B, or if this is not practical, each assessor will need a copy of the original CAFAS Excel file plus a new Excel file will need to be created to compile the results reported in the Class List Sheet from each assessor's Excel file. In this case the Results Sheet will become invalid as it will only show the results for the students marked by one assessor, however this is a useful tool for evaluating the consistency of marking across the assessment team. The new Excel file used to compile the results can be used to replicate the Results Sheet (i.e. create a graph and add some comments for the whole class) however this requires some intermediate Excel skills and is not automated by CAFAS.

If these limitations are unacceptable, you might appreciate the improved collaborative functionality of CAFAS Online which is superior in terms of compiling results from a team of assessors. It also features improved functionality for the Comments Database, new Rubric functionality, and automated emailing to students - which saves a lot of time. It does not have audio recording functionality and requires an internet connection and internet browser (Internet Explorer 7 is recommended) as it is an online system (using Flash technology). For more information go to the CAFAS project website http://cafas.pbworks.com

File Management

This system creates a lot of files: one PDF for each student (Student Sheet) plus the Results Sheet. There is also the Excel file. To stay organised create a folder for each assignment and use a file naming convention for the PDF files e.g. student's last name-Feedback-Abbreviated Course Name-Abbreviated Assignment Name e.g. Bloggs-Feedback-COMP1024-Asgn1.

Email Management

After you have emailed students move the sent emails into an offline folder - so you don't fill up your mailbox.

Known Bugs

1. PDF conversion is problematic for a few reasons, a) it slightly alters the formatting of the headers and footers so graphically it doesn't look as good as the print preview in Excel, b) it doesn't render the scroll bars perfectly such that a mark of 0 or 100 will not be depicted clearly, hence it would be wise to either avoid using these marks, or if they are used, clarify the mark for that assessment criterion with an explanatory comment in the Comments Box.
2. Viewing the spreadsheet in Excel at other than 100% zoom may cause distortions with the scroll bars although if you check the mark for each scroll bar this will alleviate the problem. Always use at 100%.
3. Altering the key elements of the Template Sheet is likely to cause it to seriously malfunction. Only edit the coloured cells.

Queries, suggestions etc to Martin Freney ph: +61 8 8302 0271

email: martin.freney@unisa.edu.au