



ENVIRONMENT

**Eyalcomix**  
F L O A S S

**USER MANUAL**  
**USE, DESIGN AND INFORMATION**  
**TEACHERS**

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# Introduction

This manual is designed to help teaching staff and training course designers to use the EvalCOMIX-FLOASS environment.

The assessment as learning approach mentioned in chapter one was followed to develop this environment.

The next two chapters show how the environment can be used in Moodle and how the EvalCOMIX-FLOASS block can be enabled.

The following five chapters describe and provide examples for each of the environment's main uses and functions such as managing the learning outcomes and/or skills, designing assessment instruments, how the assessment is planned and performed and the monitoring reports which are generated.

Finally, frequent questions and answers are included to clear up any doubts arising during the assessment process using the EvalCOMIX-FLOASS environment.

This manual is completed by an annex listing the ethical principles which should guide assessment processes plus three annexes on calculating the scores.

We hope that it is useful for you to ease and improve the assessment processes.

# 1

## Assessment as learning

The assessment process and outcomes are influenced by their approach. In our case, we take the 'assessment as learning' approach, a real, challenging, shared and sustainable assessment, conceived as learning, which develops student capability for self-regulation and empowerment (Ibarra-Sáiz and Rodríguez-Gómez, 2019). Approaching an assessment as learning means dealing with three challenges. Firstly, transparent student participation in their learning assessment process, encouraging dialogue.

Secondly, feedforward, focussed on encouraging strategies which offer proactive information on the assessment's progress and outcomes. Room should be made for both participation and feedforward when planning and completing assessment tasks.

Regarding the third challenge, these assessment tasks are characterised by being challenging and significant, promoting thoughtful, analytical and critical thinking, in other words, realistic, high-quality assessment tasks (Rodríguez-Gómez and Ibarra-Sáiz, 2015).

Yan and Boud (2022) consider that assessment as learning is an assessment that necessarily generates learning opportunities for the students as they search for, inter-relate and use evidence. In addition, they highlight that focussing the assessment from this perspective involves three key aspects: 1) The purpose of the assessment is to promote learning and make judgements on the student's performance; 2) It requires students to learn from the commitment to the assessment task in itself, and the activities associated with it; and 3) it requires students to be active and prudent, thereby fostering metacognition and self-regulation.

The assessment tasks are the essential element of the assessment as learning approach, as they must constitute a learning activity as such. For this to happen, it is initially important to clearly identify what the students are expected to learn, in other words, the expected learning outcomes. Furthermore, there must be a clear explanation of how students' performance will be judged, specifying the assessment methods and instruments and the participative assessment methods that will be used and the feedback process which boosts improvement.

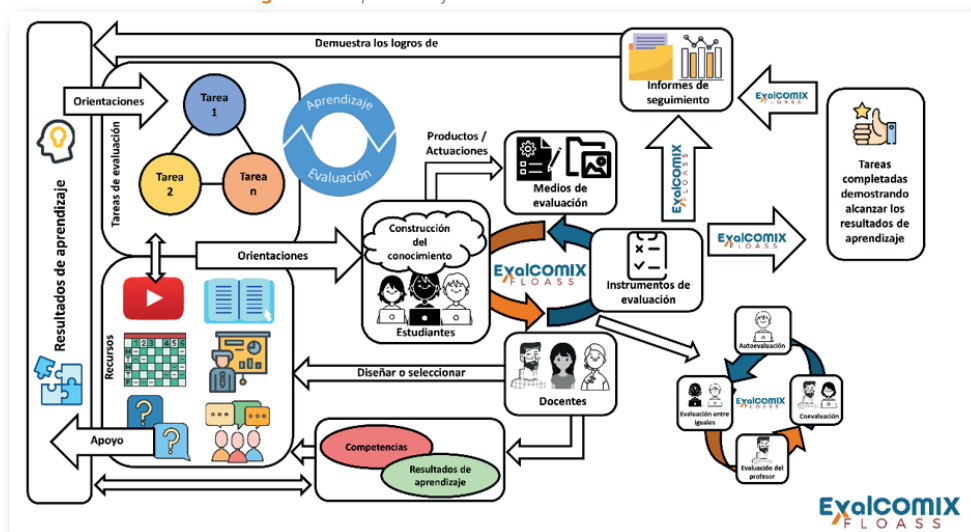


# 2

## What is the EvalCOMIX-FLOASS environment and what is it used for?

The EvalCOMIX-FLOASS environment is technology based on the assessment-as-learning approach and developed as an integrated plug-in, under Moodle standards, which facilitates the process to monitor and assess learning outcomes. The essential components of this environment are shown in Figure 1.

Figure 1 Components of the EvalCOMIX-FLOASS environment



The EvalCOMIX-FLOASS environment is intuitive and user-friendly allowing:

1. Management of each subject's learning outcomes (LO). The expected LO in each subject, course or training activity are entered in the environment's database.
2. Design and management of the assessment instruments. The type of assessment instrument must be chosen at the start, to suit the nature of the activity and the product or action that must be performed by the participants or students. The instruments might be:
  - Rating Scale
  - Check List + Rating Scale
  - Check List
  - Rubric
  - Semantic Differential
  - Mixed Instrument
  - Assessment Arguments

This also allows previously-designed instruments to be shared by importing them.

The assessment instrument is then designed, which involves:

- Naming the instrument, specifying the number of dimensions, overall evaluation and number of values;
- Creating each dimension by indicating the number of sub-dimensions in it, number of values and overall evaluation of the dimension in the instrument as a whole;
- Connecting the learning outcomes and skills that are assessed in each dimension or sub-dimension of the instrument;
- If the dimension is split into sub-dimensions, the same process is followed in each one;
- Indicate the value, write up each attribute and select the attribute weight in the total for the sub-dimension or dimension.

3. Planning the assessment. Each instrument is linked to the corresponding product or action from the assessment activity. The environment makes it possible to:

- Assign roles to the assessor by programming participative assessment methods (self-assessment, peer assessment) as well as assessment by teachers or trainers;
- Weight the scores in each assessment method;
- Programme the dates to perform each assessment;
- Pick from among individual and group assessments with specific student and group assignment;
- Choose to include all assessments or the non-extreme ones, and the specific threshold.

4. Performing the assessment via self-assessment, peer assessment and teacher assessment.

5. Obtaining information on how far the LO have been achieved. The environment issues reports for each student, work group and the students as a whole regarding their progress and achievement of learning outcomes.

# 3

## Enabling the EvalCOMIX-FLOASS block

The Moodle blocks (Figure 2) provide tools to develop and manage the course. They appear on the right of the screen and the teacher uses them to personalise the environment.

When creating a course, some blocks appear by default, some are fixed and others can be erased or moved.

Figure 2 General view of the Moodle block

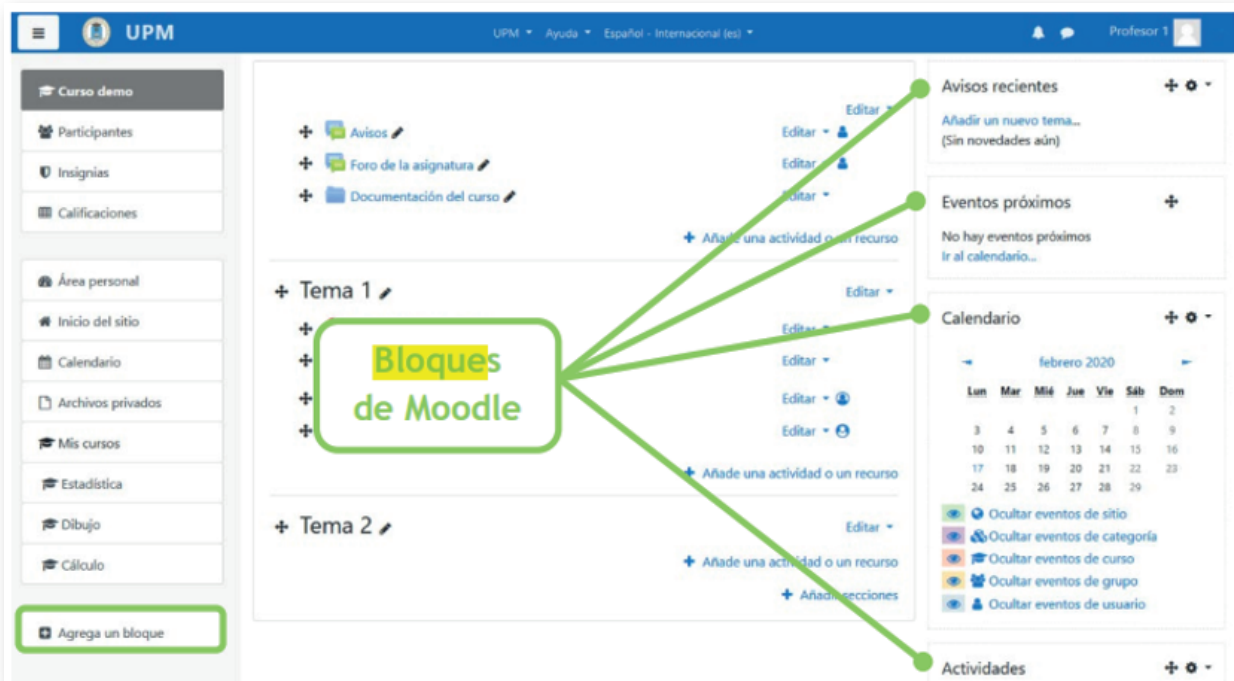
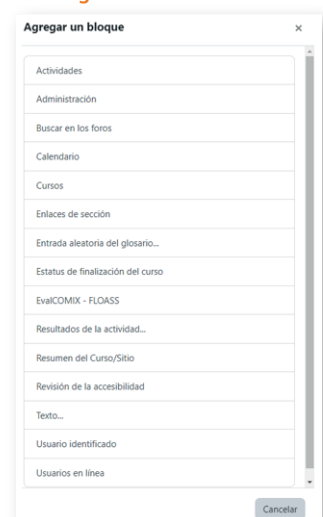


Figure 3 Add a block

With editing mode on, it is possible to move, modify, erase, hide and assign local permissions in a block.

'Add a block' appears in the lower left part, below the browsing menu, to add new blocks to the course. You must add the EvalCOMIX-FLOASS block (Figure 3).



Once the EvalCOMIX-FLOASS block has been selected, it will appear on the main screen. EvalCOMIX-FLOASS can resolve Moodle's default shortfall concerning students' participation in the assessment (by means of self-assessment and peer assessment) and add additional teacher tools to develop and carry out the assessment on their students. It also allows feedback in open fields.

There are three sections in the EvalCOMIX-FLOASS block (Figure 4) that are inter-linked (once you access one of them, you can browse through the tabs on all the rest):

- Managing the learning outcomes and skills
- Managing instruments
- Assessment and reports.

Figure 4 EvalCOMIX FLOASS block



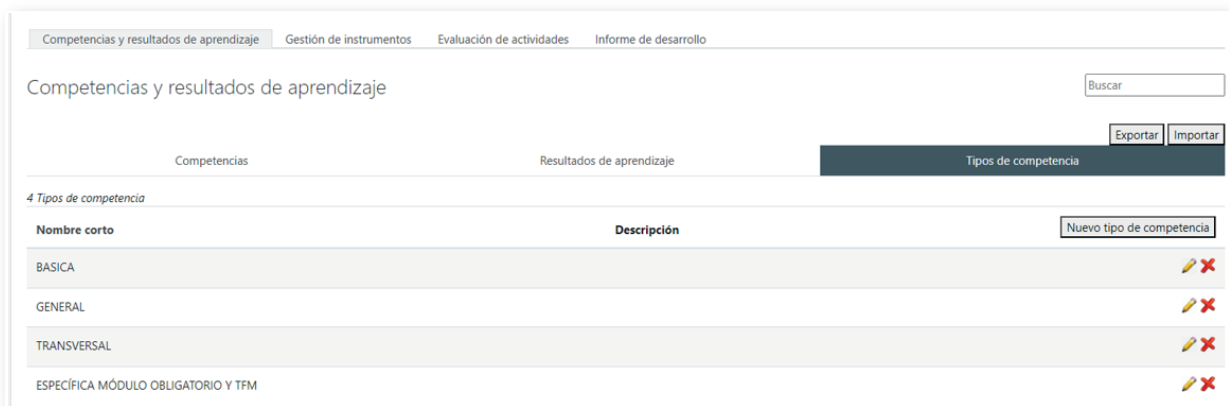
Initially, you can see the first access by clicking ***Managing the learning outcomes and skills.***

# 4

## Managing the learning outcomes and skills

When entering the **Managing the learning outcomes and skills** section (Figure 5), there is a screen where you can enter the skills and the learning outcomes which come from what is specified in the thesis, and assign the type of skill in question (such as basic, general, cross-sectional, specific for the compulsory module, elective course or master's dissertation, or the name can be written openly if preferred).

Figure 5 Skills and learning outcome sub-section



To add the learning outcomes, click on the 'New learning outcomes' box (Figure 6). It will then appear at the bottom of the screen as a list. You can edit the content and erase it if you make a mistake.

Figure 6 Learning outcome sub-section



To add skills, click on the 'New skill' box (Figure 7). This will appear at the bottom of the screen as a list. You can also edit the content and erase it if you make a mistake.

Figure 7 Skills sub-section

Competencias y resultados de aprendizaje    Gestión de instrumentos    Evaluación de actividades    Informe de desarrollo

Competencias y resultados de aprendizaje

**Competencias**    Resultados de aprendizaje    Tipos de competencia   

16 Competencias

Código	Nombre corto	Descripción	Tipo de competencia	<input type="button" value="Nueva competencia"/>
CB7	Aplicación conocimientos	Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.	BASICA	
CB10	Aprendizaje	Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.	BASICA	
CG3	Resolución de problemas	Resolver problemas diagnosticados en la evaluación (políticas, instituciones, programas, personas), mediante la emisión de juicios basados en los valores de la cultura democrática (igualdad, integración y diálogo) y en el uso de estrategias y técnicas de análisis de datos.	GENERAL	

The second access is shown below, clicking **Managing instruments**.

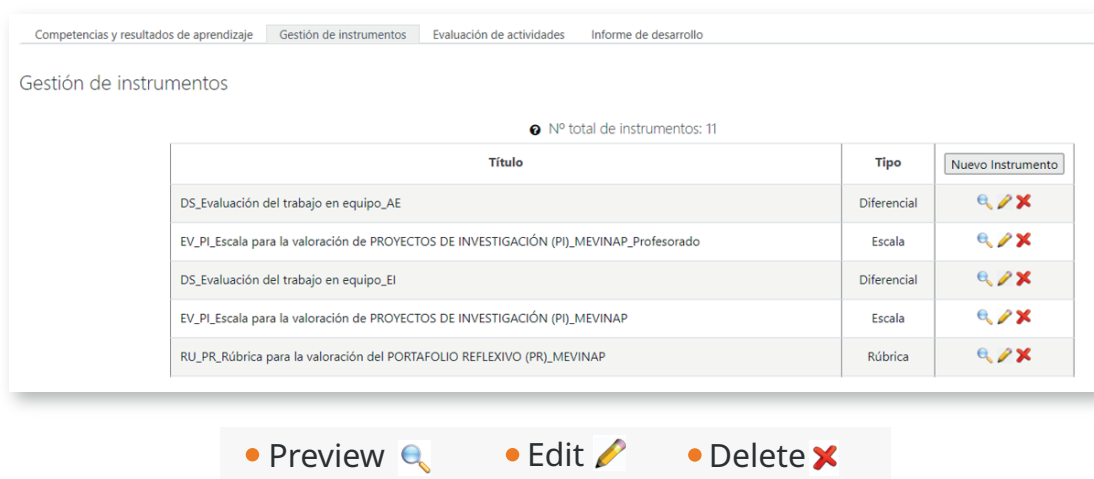
# 5
















## Design and management of assessment instruments




The EvalCOMIX-FLOASS environment makes it possible to design and manage various assessment instruments; this requires accessing the **Managing instruments** section. It can be accessed via the main EvalCOMIX-FLOASS menu (Figure 4) or by selecting the **Managing instruments** tab (Figure 8).

In this section, the tool presents the total number of instruments designed for the course, specifying the instrument's title, type and options.

Figure 8 Instrument Management screen

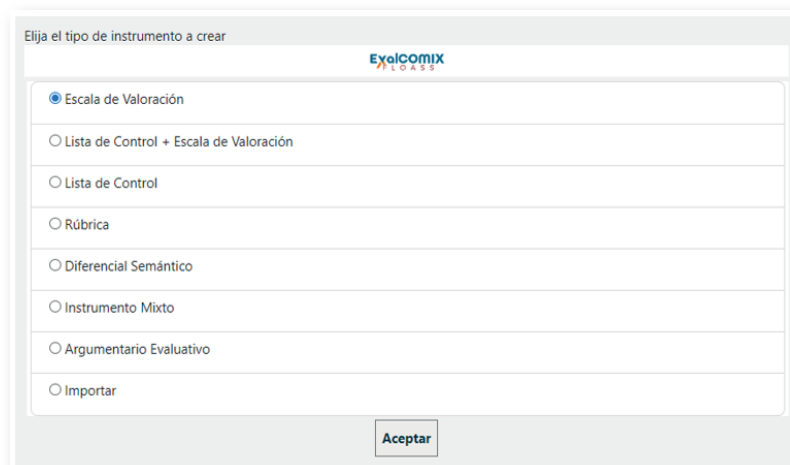


Titulo	Tipo	Nuevo Instrumento
DS_Evaluación del trabajo en equipo_AE	Diferencial	  
EV_Pl_Escala para la valoración de PROYECTOS DE INVESTIGACIÓN (PI)_MEVINAP_Profesorado	Escala	  
DS_Evaluación del trabajo en equipo_EI	Diferencial	  
EV_Pl_Escala para la valoración de PROYECTOS DE INVESTIGACIÓN (PI)_MEVINAP	Escala	  
RU_PR_Rúbrica para la valoración del PORTAFOLIO REFLEXIVO (PR)_MEVINAP	Rúbrica	  

● Preview  ● Edit  ● Delete 

To design a new instrument, select the corresponding button “**New instrument**” (Figure 8), which will take you to the pop-up window to select the type of instrument (Figure 9). Select the type of instrument to be designed and press the ‘Accept’ button; this will bring up a pop-up window to design the type of selected instrument (Figure 10).

Figure 9 Pop-up window to select the instrument type



Elija el tipo de instrumento a crear

**EVALCOMIX**  
FLOASS

Escala de Valoración

Lista de Control + Escala de Valoración

Lista de Control

Rúbrica

Diferencial Semántico

Instrumento Mixto

Argumentario Evaluativo

Importar

Aceptar

The various instruments you can create are described below:

**Checklist:** an instrument which presents a list of features, abilities, traits, behaviours, attributes or sequence of actions to check whether they are present or absent. Using this instrument, the assessor is limited to indicating whether the traits, features or attributes are present or not in the object being assessed.

**Assessment scale:** a series of attributes and a set of categories that assess how far the feature, trait, behaviour or attribute that the item represents varies from compliance. The scales are used to determine how much or how often a determined feature or attribute appears.

**Checklist + Assessment scale:** if the attribute being assessed is on this checklist, it can be assigned a particular value within a scale.

**Rubric:** the rubric gives a description of the requirements for each option on the assessment scale, plus a specification of the numerical value awarded within a range assigned for each assessment.

**Mixed instrument:** made up of  $n$  assessment instruments; its score is determined by the weighting of these instruments.

**Assessment Arguments:** in the case of the evaluative arguments, a text box appears that allows the assessor to present their evaluative arguments in free text form depending on the attributes being assessed.

**Semantic Differential:** is an instrument composed of scales where terms with opposite meanings are contrasted to carry out the assessment.

As one example, here are the steps to follow to design an assessment scale; the remaining instruments are dealt with in a similar way.

To create the assessment scale, select the 'Assessment scale' option and click 'Accept' (Figure 9); a window will pop up to design an assessment scale (Figure 10).

Figure 10 Instrument design pop-up window: assessment scale

The screenshot shows the 'Exalcomix PLATAFORMA' interface for creating an assessment scale. The main window is titled 'Escala de Valoración'. It features several configuration options: a 'Titulo' field, a 'Nº Dimensiones' dropdown menu set to 1, and checkboxes for 'Valoración Global' and 'Nº de Valores'. Below this, the 'Dimensión' section includes a 'Dimensión1' field, 'Nº Subdimensiones' set to 1, 'Nº de Valores' set to 2, and 'Valor Porcentual' set to 100. The 'Subdimensión' section shows 'Subdimensión1', 'Nº de Atributos' set to 1, and 'Valor Porcentual' set to 100, with a button labeled 'Asociar competencias y resultados'. The 'Atributos / Valores' section contains a table with columns 'Atributos / Valores', 'Valor1', and 'Valor2'. The first row shows 'Atributo1' in the first column, and radio buttons in the second and third columns. At the bottom, there is a 'Comentarios' text area.



All instrument creation pop-up windows feature a series of common buttons providing the main functions to work on instrument design.

#### **The save button**

Is used to save the instrument created with the title assigned to it. The saved instrument can be accessed from the *Managing instruments* screen (Figure 8).

#### **Export button**

Has been pressed, you must choose where you wish to save the file containing the instrument information.

#### **The buttons to enlarge or shrink the font size**

Change the font size used to design the instrument.

#### **The preview button**

Shows how the instrument will look with its current configuration.

#### **The print button**

Is used to print the instrument or save it as a PDF.

#### **The help button**

Gives us access to the tool help feature, with detailed information on creating and modifying the different types of assessment instruments that help you design the tool.

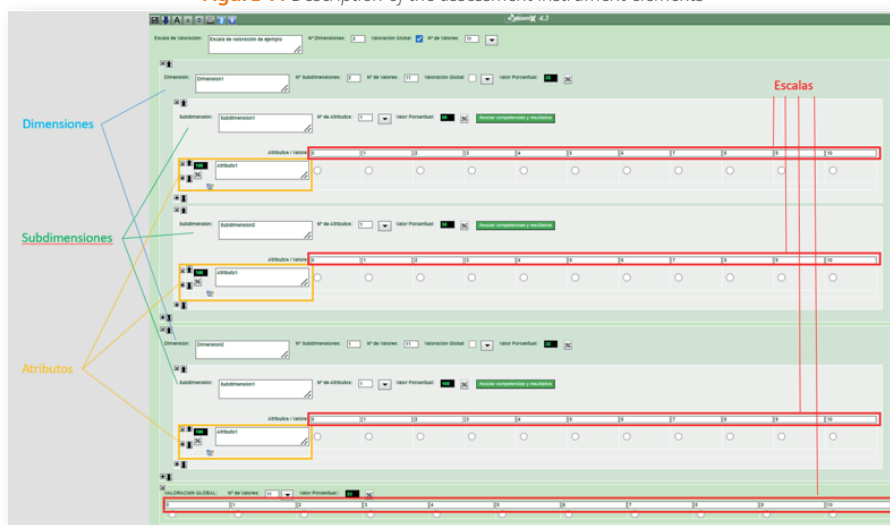
#### **The About button**

Provides information on the tool developers and the name of their licence.

There are common elements among all the instrument types that can be created, as indicated in Figure 11. For a better understanding of the instrument configuration concepts, please refer to the glossary by Ibarra-Sáiz and Rodríguez-Gómez (2015) through the following link:

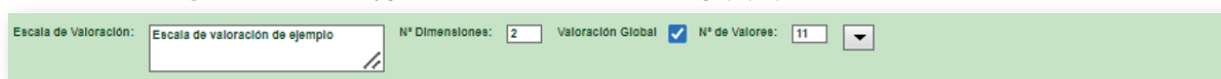
<https://dx.doi.org/10.13140/RG.2.1.5070.5686>

Figure 11 Description of the assessment instrument elements



To draw up an assessment scale, firstly, enter a title in the space intended for this, to the right of the 'Assessment scale' text (Figure 12); then include the number of dimensions in the instrument. Specify whether the scale will have an overall assessment section; if it is included, the number of values for this global assessment must be specified. Once the specified information has been entered, press the  button, which updates any changes.

Figure 12 Section to configure dimensions in the instrument design pop-up window: assessment scale



Each dimension includes the following information: give a name to the dimension, indicate the number of sub-dimensions within the dimension, determine the number of values that will appear in the attributes, specify whether this will include an overall assessment section and determine the percentage value of the dimension (Figure 13).

Figure 13 Section to configure sub-dimensions in the pop-up window for instrument design: assessment scale



Each sub-dimension includes its name, the number of attributes that it will contain, its percentage value will be determined and finally, the skills and the learning outcomes assessed in the sub-dimension will be associated by pressing the corresponding button  (Figure 14).

Figure 14 Section to configure attributes in the pop-up window for instrument design: assessment scale

The screenshot shows a configuration window for an assessment scale attribute. It includes a text input field for 'Subdimensión:' containing 'Subdimension1', a dropdown for 'N° de Atributos:' set to '1', and a percentage input for 'Valor Porcentual:' set to '50'. A green button labeled 'Asociar competencias y resultados' is located to the right.

Pressing the button opens a pop-up window to create and associate skills and learning outcomes (Figure 15).

Figure 15 Pop-up window to associate skills and learning outcomes

The screenshot shows a pop-up window titled 'Subdimensión: Subdimension1 (CG3, OSA\_RA\_01)'. It is divided into two main sections: 'Selección de una competencia' and 'Selección de un resultado'. The 'Selección de una competencia' section shows a dropdown with 'CG3' selected and a list of competencies including '(CG4) Análisis de campo', '(CG5) Análisis de datos', '(CG2) Papel de la observación', and '(CG1) Emisión de juicios'. The 'Selección de un resultado' section shows a dropdown with 'OSA\_RA\_01' selected and a list of results from '(OSA\_RA\_02) RA2' to '(OSA\_RA\_10) RA10'. Below these sections are two forms for creating new items: 'Nueva competencia' and 'Nuevo resultado de aprendizaje'. Each form has fields for 'Código', 'Nombre corto', and 'Descripción', and a 'Crear' button. A 'Close' button is at the bottom right.

To disassociate them, press the delete button **x**, that appears to the right of the code for the associated skills or learning outcome.

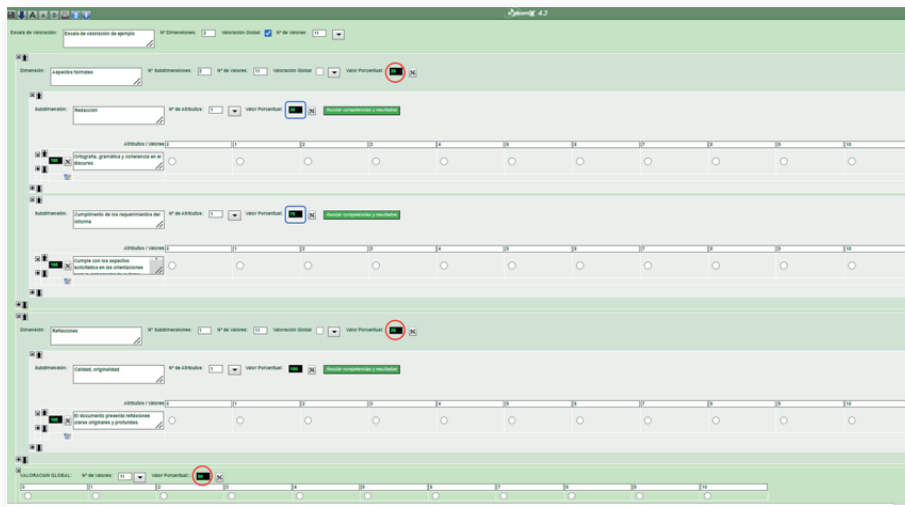
If you need to create a new skill, press **>** the button that appears next to the 'New Skill' text.

A drop-down will open where you should include the code, a short name, a description of the skills and select the type of skill. Then, press the **Crear** create button.

To generate a new learning outcome, follow the same steps, without selecting the type of skill.

Once all the changes have been made and the skills and learning outcomes chosen for the sub-dimension have been associated, press the **Close** close button to save any changes. Finally, include the description that will appear in each attribute. An example of a designed assessment scale is shown below (Figure 16).

Figure 16 Example of instrument design pop-up window: assessment scale



Each dimension, sub-dimension and attribute contains redesign buttons:

**The button**

Is used to delete

**The button**

Is used to create

**The button**


Buttons organise, either dimensions, sub-dimensions or attributes, upwards and/or downwards, and finally, the 'Percentage Value' button can assign a determined percentage.


**The 'Percentage Value' button**

Can assign a determined percentage.

By default, the tool will give an equally distributed percentage value. In this example (Figure 16), the default percentage value of the dimensions and the overall assessment would be 33.3%. If you wish to assign a different value, just specify it in the corresponding section, to the right of the 'Percentage Value' and press the button. When the overall assessment is modified by 50% and the 'Percentage Value' button is pressed, the percentage value of the instrument's two dimensions will be assigned automatically: 'Formal aspects' and 'Reflections', giving 25% to each dimension (percentage values marked by the red circles). The same happens with the 'Writing' and 'Report requirement compliance' sub-dimensions that belong to the 'Formal Aspects' dimension; they are assigned a weight of 50% each. In the example, 30% has been assigned to the 'Writing' sub-dimension. As the dimension has two sub-dimensions, the program automatically assigns 70% to the 'Report requirement compliance' sub-dimension (percentage values marked by the blue squares).

This operation is the same for the attributes. In this example, they are all given 100%, because there is only one attribute for each sub-dimension in the example instrument design.

Below each attribute, there is the  activate comments button, which can be used to create a space for assessors to include qualitative comments.

If you wish to design an instrument which differs from the assessment scale, the detailed information is available by pressing the  button.

You can also import a pre-designed instrument. To do this, find the relevant option in the pop-up window to select instruments (Figure 9) and press 'Accept'. A new pop-up window thereby appears to upload a file with an '.evx' extension which contains the information on a previously-saved instrument (Figure 17).

Figure 17 Pop-up window to upload assessment instruments



Once the file has been selected, click on the 'Upload file' button. This will open a pop-up window which will show the imported instrument. Remember to click 'Save' so that it is recorded and appears in the **Instrument management tab**.

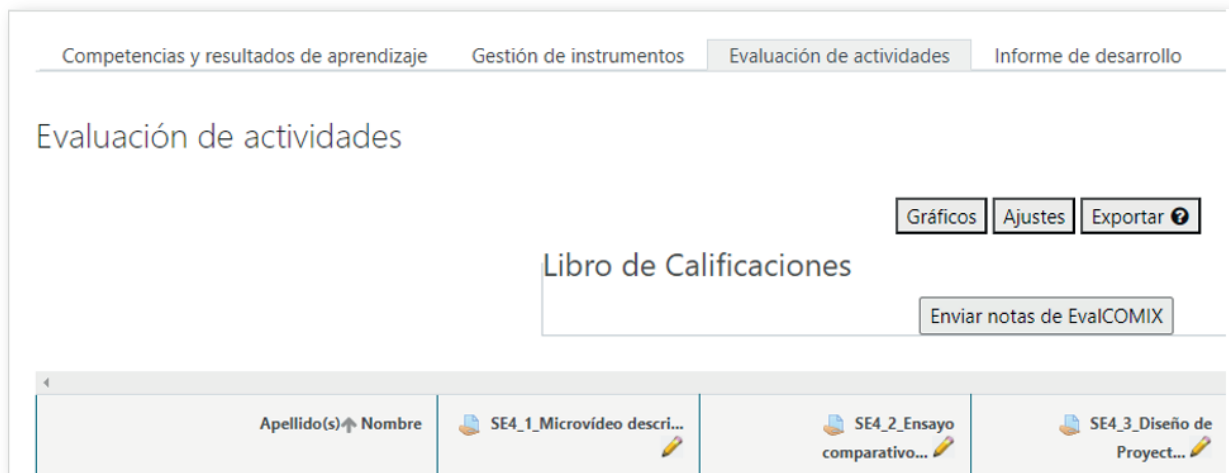
# 6

## Planning the assessment

In Moodle, having created the activities that you will use to make products or actions to be assessed with the EvalCOMIX-FLOASS environment, plus the different instruments that will be used for this, you must plan the assessment.

To do so, enter directly from the EvalCOMIX FLOASS block using **the Assessment and reports** link, or from the EvalCOMIX FLOASS interface in the **Activity Assessment** tab. At this point, you see a similar table to Figure 18, where the first column gives the names and surnames of the enrolled students and then, other columns feature the different Moodle activities in the course which are compatible with the EvalCOMIX-FLOASS environment.

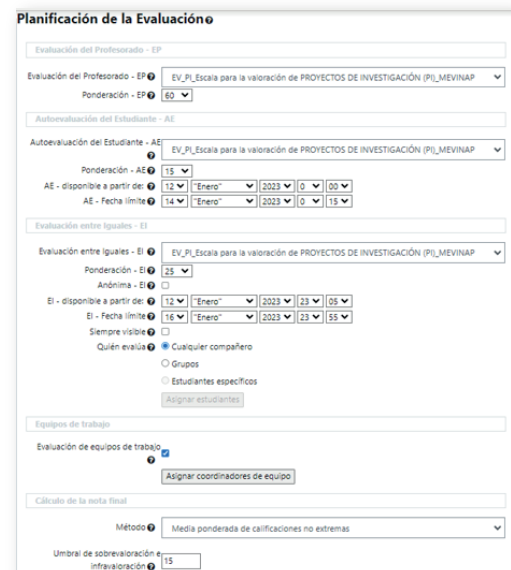
Figure 18 Activity assessment screen



To configure the assessment of each Moodle activity with the EvalCOMIX-FLOASS environment, click the pencil icon.

This takes you to the specific interface to configure the assessment in the particular activity you have clicked on, displaying a screen as in Figure 19.

Figure 19 Assessment Planning Screen



As shown, the 'Assessment Planning' screen comprises 5 sections with the following functional features:

- **Teacher assessment - TA**

Select the instrument that the teachers will use to evaluate the Moodle activity being configured, plus its weighting or percentage of the final score.

- **Student Self-assessment - SA**

Use this space to choose the instrument assigned for self-assessment and the weighting or percentage of the final score that will be assigned to this assessment modality. You should also program the date from which it will be available and the deadline to complete it.

- **Peer Assessment - PA**

As in the previous modalities, select the specific instrument for peer assessment, and the weighting or percentage of the final score of this modality. You can also specify the date from which this assessment will be available and the deadline to complete it.

There are further options in the peer assessment:

- By checking the 'Anonymous' option, the students receiving the peer assessment will not know the identity of the classmates who assessed them.
- Checking the 'Always visible' option will identify the assessor and the students will always be able to consult their classmates' assessments; otherwise, they will only be able to see them after the deadline.
- In 'Who is assessing', you can tick one of the following options:
  - 'Any classmate', where each student will be able to assess any classmate enrolled on the course.
  - 'Groups', in which peer assessment will be carried out only between members of their own group.
  - 'Specific students' which individually specifies which student assesses which classmate. If you check this option, you must click 'Assign students' to specify the selection.

## • **Work teams**

In this section, if you check the 'Work team assessment' option, there must be a coordinator who represents the work group. Selecting the 'Groups' + 'Work Teams' options, if there is teacher assessment, the teachers will only be able to assess the work team coordinators and the assessment will assign them to all the components. If there is self-assessment, only the self-assessment agreed in the coordination profile will be performed and this self-assessment will be assigned to the components. If there is peer assessment, the coordinator of a work team could assess another group in the profile of the corresponding coordination, but the assessments will be assigned to all the members.

By selecting the options 'Any classmate' + 'Work teams' you can perform an assessment on the profile of the coordinators of each work team and, subsequently, the assessments are deployed to the remaining members of each work team. The self-assessment can be carried out by the coordinators of each work team on their own profile. Any student can assess the profile of the coordinators.

It is important to stress that to use this functional feature, groups must have been created previously in the Moodle course using the functional feature for this purpose which can be accessed directly from this option in the EvalCOMIX-FLOASS.

## • **Calculating the final grade**

In this last section, you can configure how the final grade will be calculated from the assessment average, picking one of three possible methods:

- 'Weighted average of all the scores.' The final grade will be calculated according to the weighting assigned to each modality taking into consideration all the scores provided.
- 'Weighted average of non-extreme scores' This calculation removes the scores which fall outside the overvaluation and undervaluation threshold. For example, if the threshold is set at 15 and the teacher's score (or failing that, the average of the peer assessments) is 50, any scores over 65 points or under 35 will not be taken into account.
- 'Weighted average of non-extreme scores with reduction in self-assessment'. This works similarly to the above except that the self-assessment weight is removed from the final score if this is not performed or is out of range.

For more information on this, please refer to annexes II, III and IV of this manual.

The weightings for the evaluative modalities must add up to 100 as this is the total percentage of the scores. Once the various options have been selected, click 'Save'.



# 6.1

## Options for graphs, adjustments, exporting and grade book

In the tab for **Activity assessment**, there are several further options to consider as a complement to the activity configuration. At the top of this screen, as shown in Figure 20, there are several buttons whose functional features are explained below.

Figure 20 Options for graphs, adjustments, exporting and grade book on the Activity Assessment screen.

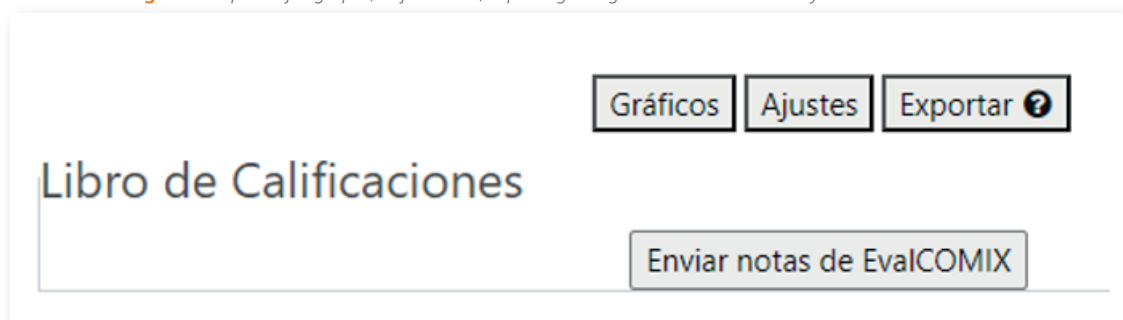
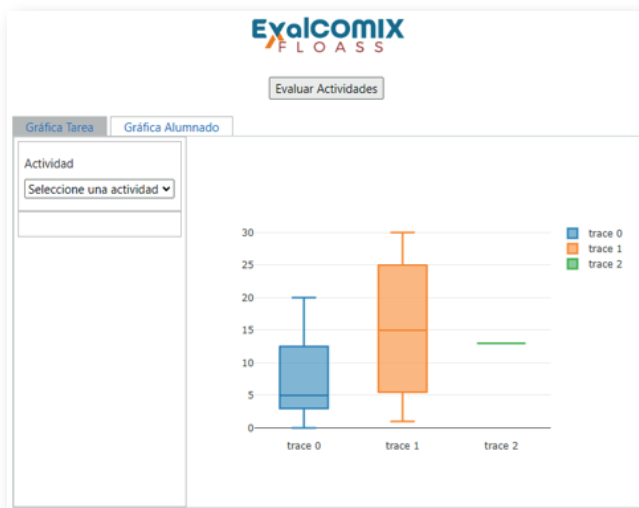


Figure 21 Graphs from the EvalCOMIX-FLOASS environment



“**Graphs**” offers graphic information on tasks or students regarding the different assessments performed, as shown in Figure 21.

“**Adjustments**” hide or show the different Moodle activities in the assessment table for the EvalCOMIX-FLOASS environment.

“**Export**” downloads a report in ‘.xlsx’ format on discrepancies between the self-assessment and peer assessment regarding the overvaluation or undervaluation threshold, if it exists in this particular configuration. The following scale is used in the report:

**0:** Not performed;

**1:** The self-assessment or peer assessment has been done, but it is out of range;

**2:** The self-assessment or peer assessment has been done, out of range and comments are provided;

**3:** The self-assessment or peer assessment has been done, within range;

**4:** The self-assessment or peer assessment has been done, within range and comments are provided.

**“Send EvalCOMIX-FLOASS notes”:** this button is used to modify the Moodle Grade Book, sending the scores obtained with the EvalCOMIX-FLOASS environment. If scores already exist in Moodle on a specific activity, the arithmetic mean will be calculated between the Moodle scores and those sent from EvalCOMIX-FLOASS.

# 7

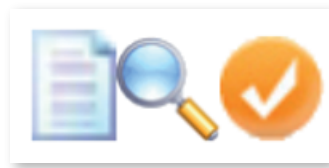
## Performing the assessment

Having planned the assessment, which involves relating the Moodle activities to the different instruments and having selected other settings presented in the previous section, it is now time to perform the different assessments, as programmed in each case.

To carry out the assessments or consult any carried out, go to the **Assessment and reports** link from the EvalCOMIX-FLOASS environment block or to the **Activity assessment** tab if you are in its interface. At that point, the assessment table is displayed as mentioned in section 6.

Once the students have delivered the corresponding activity, its column contains three icons (Figure 22) for each student enrolled on the course.

Figure 22 Icons available to assess each activity



The functional aspect of each of these symbols is described below:



### **Document:**

Click on this icon to open a pop-up window showing the delivery made by the student, giving direct access to the files which were sent.



### **Magnifying glass:**

This icon will only appear when some assessments have been made (self-assessments or peer assessments). Clicking on the magnifying glass provides the details of these assessments. Figure 23 shows an example of the window that appears when clicking on the magnifying glass in an activity that is only programmed for self-assessment.

Figure 23 Details of the assessment in an activity

Modalidad	Calificación	Peso en la nota final
Evaluación del Profesorado - EP	Sin calificación	
Autoevaluación del Estudiante - AE	85 / 100  	100%
Evaluación entre Iguales - EI	Sin calificación	

 Calificación de EvalCOMIX: 85,00 / 100

Next to the score, there is another magnifying glass and a red cross. In this case, selecting the magnifying glass will display the instrument completed by the student in question. However, clicking on the cross will delete the assessment. The last column lists the weighting of each modality in the final grade.

 **Orange frame:**

the icon with the orange frame opens the assessment instrument envisaged for the activity in a pop-up window, ready to be filled in by teachers, as shown in Figure 24.

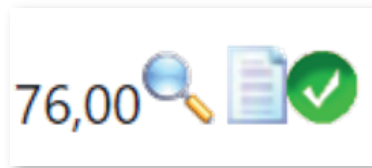
Figure 24 Assessment instrument display

RU_EC_Rubrica para la valoración de ENSAYO COMPARATIVO (EC) de metodologías de Investigación_MEVNAP			
85%	INSUFICIENTE	SUFICIENTE	EXCELENTE
<b>30% ESTRUCTURA Y ASPECTOS FORMALES (CB10, DIN_RA_02)</b>			
13% Adecuación a requisitos formales (portada, longitud, paginación, tipo letra, espaciado, etc.)	El ensayo presentado no reúne la mayoría de los requisitos en cuanto a la longitud, formato, etc.	El ensayo presentado reúne al menos el 70% de los requisitos especificados sin errores.	El ensayo presentado reúne todos los requisitos especificados para la presentación formal (longitud, paginación, tipo letra, espaciado, etc.)
	0 5 10 15 20 25 30 35 40 45	50 55 60 65	70 75 80 85 90 95 100
13% Adecuación estructural (portada, índice, introducción, desarrollo, conclusiones y referencias bibliográficas)	El ensayo presenta graves carencias estructurales. No se adecua a la estructura de un trabajo académico.	El ensayo se adecua a la estructura de un trabajo académico pero presenta errores destacables.	El ensayo se adecua totalmente a la estructura de un trabajo académico y presenta todos y cada uno de los apartados imprescindibles.
	0 5 10 15 20 25 30 35 40 45	50 55 60 65	70 75 80 85 90 95 100
13% Adecuación de tablas y figuras a la norma APA 7	No se utilizan tablas ni figuras o las utilizadas no se adecuan al formato de la norma APA 7.	Se utilizan tablas o figuras aunque no se adecuan totalmente al formato APA 7.	Se presentan tablas o figuras siguiendo totalmente la norma APA 7.
	0 5 10 15 20 25 30 35 40 45	50 55 60 65	70 75 80 85 90 95 100
<b>20% CITAS Y REFERENCIAS (CB6, CB10, DIN_RA_02)</b>			
10% Adecuación de las citas en texto y referencias bibliográficas a la norma APA 7	Las citas en texto y las referencias bibliográficas no se adecuan a la normativa APA 7.	Las citas en texto y las referencias bibliográficas se adecuan a la norma APA 7 pero se presentan algunos errores destacables.	Las citas en texto y las referencias bibliográficas se adecuan totalmente a la norma APA 7.
	0 5 10 15 20 25 30 35 40 45	50 55 60 65	70 75 80 85 90 95 100
10% Pertinencia de las citas y fuentes documentales utilizadas con el contenido del ensayo	El ensayo carece de citas y referencias a fuentes documentales o son muy escasas o inadecuadas.	Las citas y fuentes documentales utilizadas son, en gran medida, pertinentes y coherentes con el contenido.	Las citas y fuentes documentales utilizadas son totalmente pertinentes, fundamentales y totalmente coherentes con el contenido.
	0 5 10 15 20 25 30 35 40 45	50 55 60 65	70 75 80 85 90 95 100
<b>80% INTRODUCCIÓN, DESARROLLO Y CONCLUSIONES (CG1, CT1, CT5, CT6, CT8, DIN_RA_03)</b>			
25% Claridad y rigor de la introducción	El ensayo carece de introducción o la misma muestra errores evidentes.	El ensayo se inicia con una introducción en la que se introduce el tema, aunque presenta ciertas deficiencias y limitaciones.	El ensayo se inicia con una introducción en la que se introduce el tema general así como los temas específicos y se indica el método o patrón en que se organiza el informe.

After making your assessment using the corresponding instrument, press 'Save' at the top or bottom of the instrument and wait for the score to appear before closing the window. It is also possible to save the instrument when only partially complete to continue at another time, although in this case the score that appears is the equivalent to the items marked, considering the rest to have a score of 0.

Once the assessment is complete, return to the assessment table and you will notice that the orange frame has turned green, as shown in Figure 25. This green frame confirms that the assessment has been completed and saved correctly.

Figure 25 Icons available with the assessment carried out



At this point, if you need to make changes, there is the option of modifying your assessment by clicking the green frame, displaying the instrument which was filled in previously; in this case, don't forget to click on the instrument's 'Save' button again.

If you click on the magnifying glass, you will once again see the breakdown of the different assessments already including the teachers' assessment. You can also check whether the assessments carried out by the students fit the set threshold, if the assessment has been configured this way. For example, Figure 26 shows that one of the peer assessments has been given a colour, which tells us, according to the colour chart, that this score is considered to be an overvaluation and will not be counted. As mentioned, this factor will depend on the specific configuration in 'Planning the assessment.'

Figure 26 Details of the assessment in an activity

Modalidad	Calificación	Peso en la nota final
Evaluación del Profesorado - EP	72/100	70%
Autoevaluación del Estudiante - AE	80 / 100	15%
Evaluación entre Iguales - EI	85/100   92/100	15%

Valor atípico leve

Valor atípico extremo

Sobrevaloración

Infravaloración

**Calificación de EvalCOMIX: 75,15 / 100**

On the same screen, as mentioned above, you can click the magnifying glass to see the complete instrument in each case, or the red cross to remove one of the assessments made by the students. Don't forget that the last column lists the weight of each evaluative modality in the final grade.

# 8

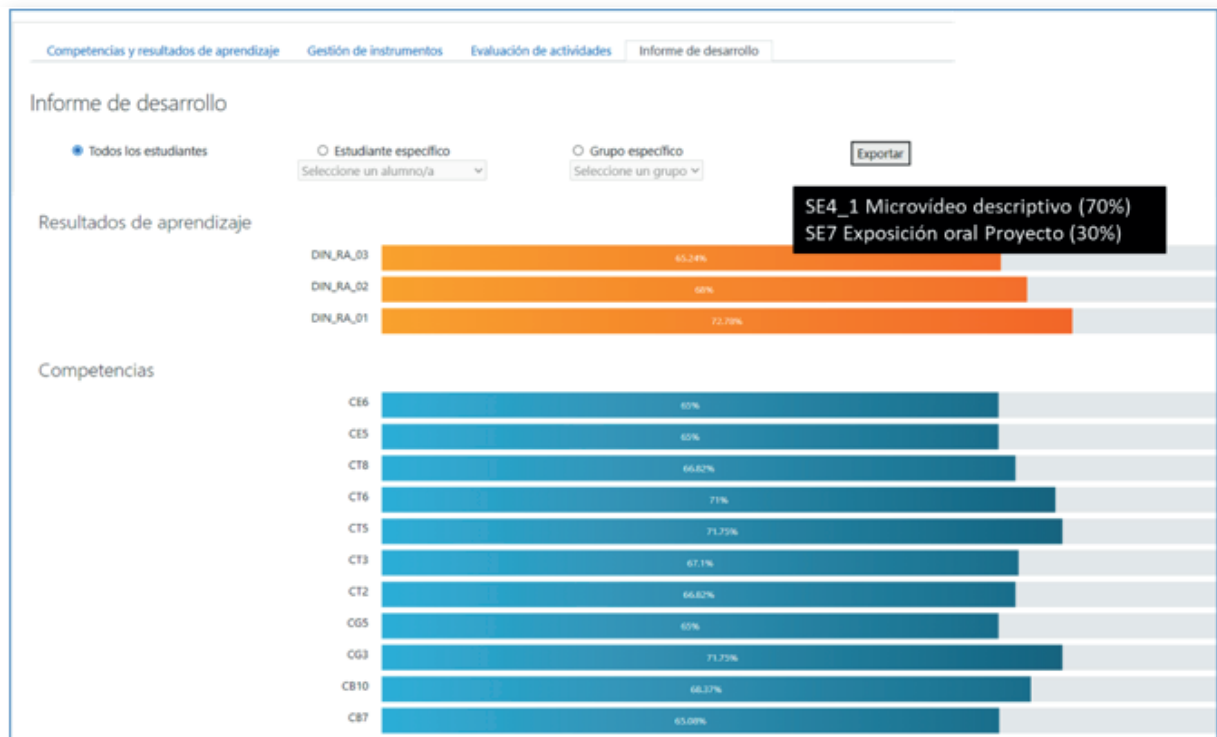
## Monitoring reports

In addition to the reports provided by Moodle, from the **Assessment and reports** link, detailed information on the students' coursework can be consulted, particularly relating to the learning outcomes obtained and the skills acquired.

The tool allows you to consult and export the learning outcomes and skills for the students on the course. To narrow the search, it is possible to apply filters to search and export the activity run by specific students or by specific groups, on courses that are configured with several groups.

As shown in Figure 27, if you display the **Development report** for all the students on the course, the teachers get an overview on the completion of the course's learning outcomes and skills. This is very interesting information to identify improvement areas, design strategic pedagogic interventions and personalise teaching. Furthermore, when analysing the **Development report** data, the teachers can differentiate patterns and trends that might otherwise go unnoticed, helping them to anticipate challenges and proactively support the students in their training process.


Figure 27 Picture of the Development Report (learning outcomes obtained and skills acquired) in a course



# 9

## Frequently asked questions

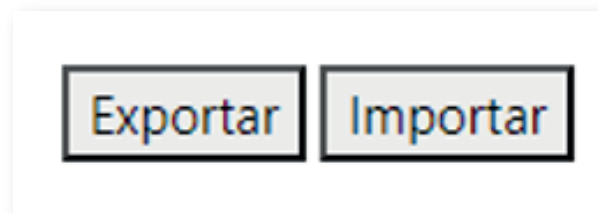
### 1. *I have a new version of Moodle and I can't find the blocks, where are they?*

In new versions of Moodle, the space for the blocks may be hidden by default. To be able to visualise and work with them, including the EvalCOMIX-FLOASS block, click on the arrow that appears on the right  which opens the drawer of the blocks in your course.

### 2. *Is there a direct way of transferring skills and learning outcomes from one Moodle course to another?*

Yes, in the screen where you enter the different skills and learning outcomes, the 'Export' and 'Import' option appears in the top right corner (Figure 28). Therefore, the fastest way of transferring this information from one Moodle course to another will be by firstly exporting what you have in the current course and then importing the exported '.csv' file into the course where you wish that information to appear. You can subsequently manage the skills and learning outcomes normally, by editing and deleting.

Figure 28 Export and import buttons in Managing the Learning Outcomes and Skills



### 3. *No specific activity appears in the column to assess the activities. How can I make it visible?*

In the **Activity assessment** screen, you will see the assessment table for the EvalCOMIX-FLOASS environment, where the first column shows the first names and surnames of the enrolled students and then, other columns featuring the different compatible Moodle activities.

If you cannot find an activity, it is probably hidden. To make it visible, click the 'Adjustments' button (Figure 29) which allows us to hide or show the various Moodle activities on the assessment table.

Figure 29 Adjustment options

Desde este apartado se puede configurar aspectos relacionados con la tabla de evaluaciones de EvalCOMIX

Actividades	Edición
Acceso al argumentario evaluativo "Sobre el diseñ...	🔍
Entrega del Informe analítico de aplicaciones mó...	🔍
SE4.3_Procedimiento de evaluación con DIPeval® (...)	🔍
SE4.3_Procedimiento de evaluación con DIPeval® (...)	🔍
Borrador voluntario Procedimiento de evaluación c...	🔍
SE4.3_Entrega referencias bibliográficas correcta...	🔍
SE4.3. Evaluación entre iguales	🔍
Foro Abierto	🔍
Foro para la entrega del Vídeo explicativo sobre ...	🔍

**4. Can I enter skills and learning outcomes when I am designing an assessment instrument without exiting the interface?**

Yes. When you click on the 'Associate skills and outcomes' button, "Asociar competencias y resultados" not only can you associate existing ones, but it also allows you to create new skills and learning outcomes quickly and directly, which will subsequently appear in the **Learning outcomes and skills** tab exactly as if you had created them from there.

**5. Can the users be ordered in the assessment table?**

Yes, they can be put in alphabetical order from A to Z or Z to A, by surname or by first name, just by clicking on 'Surname' or 'Name' on the column header.

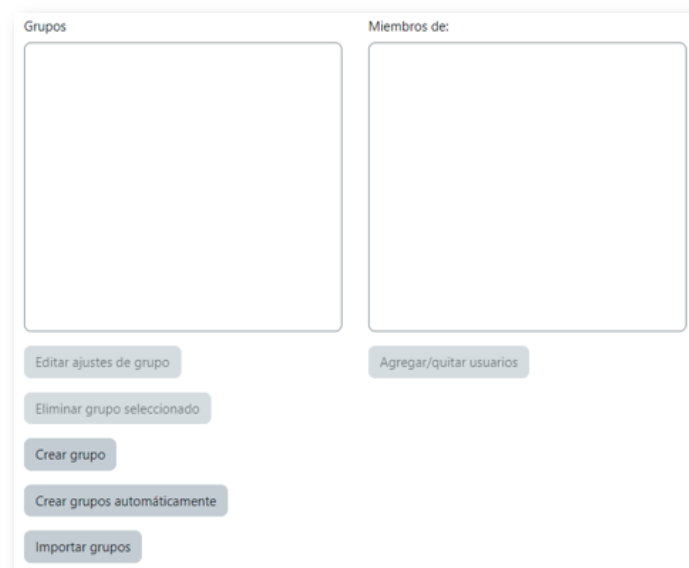
**6. How can I configure the assessments so that they are done in groups?**

When configuring the 'Planning the assessment.' for a task from the assessment table of the EvalCOMIX-FLOASS environment mark the 'Assessment of work teams' option and subsequently assign a coordinator that represents the work group in the various evaluative modalities. From there on, any type of assessment on the coordinator will appear to the other components of the group.

However, it is important to remember that to use this functional feature, you must have previously created groups in the Moodle course using the functional feature for this purpose, which can be accessed directly from this option of the EvalCOMIX-FLOASS environment (Figure 30).



Figure 30 Interface to set up groups in Moodle



**7. Do all modalities of the planned assessment have to exist?**

No. There just has to be at least one. It could be the teachers' assessment, the student's self-assessment or the peer assessment. Obviously, it could also be two out of three, but in no case is it compulsory for them all to be planned. This will depend on the purpose and sense given to the assessment.


**8. Can the modality weightings add up to a figure that is not 100?**

No. It does not matter if there are one, two or three planned modalities among the teacher assessment, the student self-assessment or the peer assessment, the different weightings must add up to 100, as the weightings must cover 100%; otherwise, the system will not save the configuration.

**9. A student told me that they cannot carry out their self-assessment or peer assessment, why might that be?**

If the activity is visible in the EvalCOMIX-FLOASS environment assessment table, the Student Self-assessment or Peer Assessment dates should probably be reviewed to ensure that the 'available from:' and 'deadline' parameters are correctly configured. Outside the range of dates and times available for the assessments, the system will not allow the student to perform them.

## 10. How can I get more help?

The EvalCOMIX-FLOASS environment has various contextual help menus which can be accessed by clicking on the question mark . This help offers various conceptual and functional clarifications to give users more information on the available options.

Likewise, there is specific help in the interface to create instruments, by clicking on the question mark which appears on the top menu (Figure 31).

**Figure 31** Top menu of the instrument creation interface



# 10

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Ibarra-Sáiz, M.S., & Rodríguez-Gómez, G. (2015). *Conceptos básicos en evaluación como aprendizaje y empoderamiento en la Educación Superior*. EVALfor Grupo de Investigación. <https://dx.doi.org/10.13140/RG.2.1.5070.5686>

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Yan, Z., & Boud, D. (2022). Conceptualising assessment-as-learning. In Z. Yan & L. Yang (Eds.), *Assessment as Learning. Maximising Opportunities for Student Learning and Achievement* (pp. 11–24). Routledge.

# I.

## Ethical principles in assessment processes



# II.

## Calculating scores using EvalCOMIX-FLOASS: weighted average of all grades

### **General**

The final score is calculated with the average weighted using the scores awarded in each assessment modality (TA, SA and PA) without ignoring any of them and respecting the percentage weight in each case.

### **Peer Assessment (PA)**

Average of all the PA scores.

### **Self-assessment (SA) + Peer Assessment (PA)**

- a) If SA is not carried out in the set time period, the weighted average score of the PA is assigned and the weighting % of the SA is lost.
- b) If no PA is performed, the SA score is assigned with a weight of 100%.
- c) If neither SA nor PA is performed, the score = 0.

### **Teacher assessment (TA) + Self-assessment (SA)**

- a) If SA is not carried out in the set time period, the weighted average score of the TA is assigned and the weighting % of the SA is lost.

### **Teacher assessment (TA) + Peer Assessment (PA)**

- a) If no PA is performed, the weighted average TA score is assigned, adding the weight of the PA to the TA score.

### ***Teacher assessment (TA) + Self-assessment (SA) + Peer Assessment (PA)***

- a) If SA is not carried out in the set time period, the weighted average score of the TA+PA is assigned and the weighting % of the SA is lost.
- b) If no PA is performed, the weighted average SA+TA score is assigned, adding the weight of the PA to the TA score.
- c) If no SA or PA is performed, the weighted average TA score is assigned, removing the % of the SA weight.

# III.

## Calculating scores using EvalCOMIX-FLOASS: weighted average of non-extreme grades

### **General**

The final score is calculated with the average weighted with the scores awarded in each assessment modality (TA, SA and PA) removing the extreme/atypical scores.

### **Evaluación entre iguales (EI)**

If the number of assessments:

≤ 4: Average of all the scores

> 4: Average of the scores after removing the extreme atypical values.

### **Self-assessment (SA) + Peer Assessment (PA)**

• SA > (average PA + 15) → PA Weight(100%); SA Weight(0%)

• SA < (average PA - 15) → PA Weight(100%); SA Weight(0%)

Average PA:

If the number of PA assessments:

≤ 4: Average of all the scores

> 4: Average of the scores after removing the extreme atypical values

If neither SA nor PA is performed, the score = 0.

### **Teacher assessment (TA) + Self-assessment (SA)**

a) SA > (average TA + 15) → TA Weight(100%); SA Weight(0%)

b) SA < (average TA - 15) → TA Weight(100%); SA Weight(0%)

If there is no SA after the period, then the TA takes 100% of the weight in the final score.

The final score will not be calculated until at least one TA is performed.

### **Teacher assessment (TA) + Peer Assessment (PA)**

- Individual PA value  $\geq$  (average TA + 15) → individual PA value is removed from the calculation.
- Individual PA value  $\leq$  (average TA - 15) → color 4 → is removed from the calculation.
- If there is no PA after the deadline → TA Weight(100%); PA weight( 0%).

### **Teacher assessment (TA) + Self-assessment (SA) + Peer Assessment (PA)**

- SA  $>$  (average TA + 15) → TA Weight increases with SA Weight; SA Weight becomes null.
- SA  $<$  (average TA - 15) → TA Weight increases with SA Weight; SA Weight becomes null.
- If there is no SA after its deadline, then TA Weight increases with SA Weight; SA Weight becomes null.
- Individual PA value  $\geq$  (average TA + 15) → individual PA value is removed from the calculation.
- Individual PA value  $\leq$  (average TA - 15) → individual PA value is removed from the calculation.
- If there is no PA after its deadline, then TA Weight increases with PA Weight; PA Weight becomes null.

No total score will be given until there is a TA.



# IV.

## Calculating scores with EvalCOMIX-FLOASS: weighted average of non-extreme grades with reduction in self-assessment

### General

The final score is calculated by weighting the average with the scores awarded in each assessment modality (TA, SA and PA) removing the extreme/atypical scores and removing the SA weight when it is not performed or is out of range.

### Peer Assessment (PA)

If the number of assessments:

≤ 4: Average of all the scores

> 4: Average of the scores after removing the extreme atypical values.

### Self-assessment (SA) + Peer Assessment (PA)

• SA > (average PA + 15) Assigned PA Weight; SA Weight(0%)

• SA < (average PA – 15) Assigned PA Weight; SA Weight(0%)

Average PA:

If the number of PA assessments:

≤ 4: Average of all the scores

> 4: Average of the scores after removing the extreme atypical values

→ If there is no SA at the end of the period, the average of the PA is taken, and it is reduced by removing the % weight assigned to the SA.

→ If there is no PA at the end of the period, the SA is assigned with 100% of the weight.

If neither SA nor PA is performed, the score = 0.

### **Teacher assessment (TA) + Self-assessment (SA)**

- SA > (average TA + 15) → Assigned TA Weight; SA Weight(0%)
- SA < (average PA – 15) → Assigned TA Weight; SA Weight(0%)

If there is no SA at the end of the period, then the TA takes the % (weight) assigned in the final score and it is reduced by removing the % weight assigned to the SA.

The final score will not be calculated until at least one TA is performed.

### **Teacher assessment (TA) + Peer Assessment (PA)**

- Individual PA value  $\geq$  (average TA+ 15) → individual PA value is removed from the calculation
- Individual PA value  $\leq$  (average TA- 15) → color 4 → is removed from the calculation
- If there is no PA when the period finishes → TA Weight(100%); PA weight (0%)

No total score will be given until there is a TA.

### **Teacher assessment (TA) + Self-assessment (SA) + Peer Assessment (PA)**

- SA > (average TA + 15) → TA Weight remains the same; SA Weight becomes null.
- SA < (average TA – 15) → TA Weight remains the same; SA Weight becomes null.
- Individual PA value  $\geq$  (average TA + 15) → individual PA value is removed from the calculation.
- Individual PA value  $\leq$  (average TA – 15) → individual PA value is removed from the calculation.
- If there is no SA when the period finishes, then TA weight and PA weight remain the same and the SA weight is lost.

If there is no PA when the period finishes, then TA Weight increases with PA Weight; PA Weight becomes null.

No total score will be given until there is a TA.

# V.

## Scores using EvalCOMIX-FLOASS

The scores awarded using the EvalCOMIX-FLOASS instruments are presented on a 0-100 scale so that the first value assigned will be 0 and the last one 100, according to the following arithmetic sequence:

$$P = \{0, d, d+d, d+d+d, \dots, 100\}$$

As shown, each term is differentiated from the next one by a constant distance  $d$ .

### ***How is $d$ calculated?***

$d$  is calculated as follows:  $d = 100 / (n - 1)$ , where  $n$  is the number of levels of the scale which is used.

For example, for the scale  $E = \{1, 2, 3, 4, 5\}$ ,  $n = 5$  and, therefore,  $d = 100 / (5 - 1)$ , in other words,  $d = 25$ . Consequently,  $P = \{0, 25, 50, 75, 100\}$

Escala	1	2	3	4	5
Puntuación	0	25	50	75	100

For the scale  $E = \{0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$ ,  $n = 11$  and, therefore,  $d = 100 / (11 - 1)$ , in other words,  $d = 10$ .

In this way, when scoring it, this would give the following grading scheme:

Escala	0	1	2	3	4	5	6	7	8	9	10
Puntuación	0	10	20	30	40	50	60	70	80	90	100

Let's look at a practical application with EvalCOMIX-FLOASS instruments. Figure 1 presents a scoring scale with 4 levels (poor, room for improvement, good and excellent). Therefore,  $d=100/(4-1)= 33.3$ . So, the scores will be:

Escala	Deficiente	Mejorable	Suficiente	Excelente
Puntuación	0	33,3	66,6	99,9

In the case of Figure 1, the scores were:

$$33.3 + 33.3 + 66.6 + 66.6 + 66.6 + 99.9 + 99.9 = 466.2 / 7 = 66.6 \text{ (Rounded up to 67)}$$

Figure 1 Score using an evaluation scale

	DEFICIENTE	MEJORABLE	SUFICIENTE	EXCELENTE
Presenta las razones en un único párrafo	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
El párrafo se ajusta a la longitud mínima y máxima	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comienza el párrafo con una frase/sentencia tópica donde presenta las razones	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Incluye una frase/sentencia de apoyo para cada una de las dos razones	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
En cada frase/sentencia de apoyo presenta ejemplos	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Finaliza el párrafo con una frase/sentencia de conclusión	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Utiliza un vocabulario correcto y adecuado, evitando coloquialismos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

COMENTARIOS

Guardar Reset

Calificación: 67 / 100

Figure 2 presents a rubric with a scale  $E = \{0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10\}$ ,  $n = 11$  and, therefore,  $d = 100 / (11 - 1)$ , in other words,  $d = 10$ .

In this way, when scoring it, this would give the following grading scheme:

Escala	0	1	2	3	4	5	6	7	8	9	10
Puntuación	0	10	20	30	40	50	60	70	80	90	100

$$\text{The scores were: } 70 + 60 + 80 + 90 = 300 / 4 = 75.$$

Figure 2 Score using a rubric

"RUB_RUBRICA PARA LA VALORACION DE INFORMES METODOLÓGICOS"												
ASPECTOS FORMALS												
INSUFICIENTE					SUFICIENTE			ADECUADO				
Adecuación formal	El informe presentado no reúne, al menos, seis de los aspectos formales requeridos en extensión, formato y entrega.				El informe presentado reúne entre siete y diez de los requisitos especificados.			El informe presentado reúne todos (once) los requisitos especificados para la presentación formal: extensión; identificación, título, índice, desarrollo del informe, referencias bibliográficas, interlineado, márgenes, alineación; entrega en fecha e identificación correcta del archivo.				
	0	1	2	3	4	5	6	7	8	9	10	
Pertinencia del lenguaje	En el informe aparecen errores ortográficos, gramaticales o no se utiliza un lenguaje técnico apropiado al tema.				El informe es ortográfica y gramaticalmente correcto pero el lenguaje utilizado no es el apropiado, bien por ser repetitivo o por no ser técnico.			La redacción del informe es correcta. El informe está integrado y carece de errores ortográficos y gramaticales. El lenguaje utilizado es adecuado y denota conocimiento del tema.				
	0	1	2	3	4	5	6	7	8	9	10	
Adecuación estructural	El informe carece de una estructura adecuada. No contempla introducción, desarrollo o conclusiones. No mantiene un desarrollo secuencial adecuado o no comunica suficientemente sobre los apartados.				El informe está correctamente estructurado en introducción, desarrollo y conclusiones. Es secuencial pero no informa suficientemente de uno de esos bloques.			El informe está correctamente estructurado es secuencial y lógico e informa adecuadamente de introducción, desarrollo y conclusiones.				
	0	1	2	3	4	5	6	7	8	9	10	
Pertinencia de la bibliografía	El informe carece de bibliografía o ésta no es suficiente. Las referencias bibliográficas no se ajustan a la normativa APA.				Las referencias bibliográficas se citan de acuerdo a la normativa APA. Se incluyen las referencias de los informes/artículos analizados.			Las referencias bibliográficas se ajustan a la normativa APA. Se incluyen las referencias de los informes/artículos analizados. Se incluye, al menos, una referencia bibliográfica utilizada por el equipo representativa del tema y que no es de informes/artículos.				
	0	1	2	3	4	5	6	7	8	9	10	
COMENTARIOS												
<input type="text"/>												
<input type="button" value="Guardar"/> <input type="button" value="Reset"/>												
Calificación												
75 / 100												

# VI.

## Rules when calculating scores using EvalCOMIX-FLOASS

### **Slight atypical value:**

- $x_i \geq (\text{Mean} + \text{Typical Deviation})$
- $x_i \leq (\text{Mean} - \text{Typical Deviation})$

### **Extreme atypical value:**

- $x_i \geq (\text{Mean} + 1.5 * \text{Typical Deviation})$
- $x_i \leq (\text{Mean} - 1.5 * \text{Typical Deviation})$

### **Overvaluation =**

- $x_i > \text{Mean} + \text{Threshold}$  (the threshold is set when configuring the activity)

### **Undervaluation =**

- $x_i < \text{Mean} - \text{Threshold}$  (the threshold is set when configuring the activity)

**SA:** Any value is shown in black

**TA:** Any value is shown in black

### **PA:**

- The slight values in colour1
- If there are at least 5 PA, extremes in colour2 → they are removed from the calculation.
- If there are less than 5 PA, the mean of all the PA is taken.

### **SA + PA:**

- Slight PA → colour 1
- Extreme PA → colour 2
- $SA > (\text{PA mean} + \text{Threshold})$  → colour 3 → PA Weight (100%); SA Weight(0%)
- $SA < (\text{PA mean} - \text{Threshold})$  → colour 4 → PA Weight (100%); SA Weight (0%)

PA mean is calculated without extreme values. Only with normal and slight values.  
At least 5 PA.

No grade will be given while the PA evaluation period is open.

#### **TA + SA:**

- $SA > (TA \text{ mean} + \text{Threshold}) \rightarrow$  colour 3  $\rightarrow$  TA Weight (100%); SA Weight(0%)
- $SA < (TA \text{ mean} - \text{Threshold}) \rightarrow$  colour 4  $\rightarrow$  TA Weight (100%); SA Weight (0%)
- No SA after finishing timedue  $\rightarrow$  TA Weight (100%); SA Weight ( 0%)
- There will be no total score while there is no TA.

#### **TA + PA:**

- Individual PA value  $\geq (TA \text{ mean} + \text{Threshold}) \rightarrow$  colour 3  $\rightarrow$  it is eliminated from the calculation
- Individual PA value  $\leq (TA \text{ mean} - \text{Threshold}) \rightarrow$  colour 4  $\rightarrow$  it is eliminated from the calculation
- No PA after finishing timedue  $\rightarrow$  TA Weight (100%); PA Weight (0%)
- No PA eliminating extreme values  $\rightarrow$  TA Weight (100%); PA Weight (0%)

The TA Weight is not modified

No total score will be given until there is a TA.

There is no minimum of PA

#### **TA + SA + PA:**

- $SA > (TA \text{ mean} + \text{Threshold}) \rightarrow$  colour 3  $\rightarrow$  TA Weight (TA Weight + SA Weight); SA Weight (0%)
- $SA < (TA \text{ mean} - \text{Threshold}) \rightarrow$  colour 4  $\rightarrow$  TA Weight (TA Weight + SA Weight); SA Weight (0%)
- No SA after finishing timedue  $\rightarrow$  TA Weight (TA Weight + SA Weight); SA Weight (0%)
- Individual PA value  $\geq (TA \text{ mean} + \text{Threshold}) \rightarrow$  colour 3  $\rightarrow$  it is eliminated from the calculation
- Individual PA value  $\leq (TA \text{ mean} - \text{Threshold}) \rightarrow$  colour 4  $\rightarrow$  it is eliminated from the calculation
- No PA after finishing timedue  $\rightarrow$  TA Weight (TA Weight + PA Weight); PA Weight (0%)
- No PA eliminating extreme values  $\rightarrow$  TA Weight (TA Weight + PA Weight ); PA Weight (0%)



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