Help for myDALITE Assignment Results

1) To monitor student progress, go to page 2

   *This can only be carried out if the assignment was shared with the students using the stand-alone version of myDALITE. If the assignment was shared with students using a LMS such as Moodle, you may look at the Gradebook in the LMS for a glimpse of the student progress.

2) To generate a report of the assignment results, go to page 6

For more information, go to YouTube and search ‘myDALITE tutorial’
How to Monitor Student Progress

*This can only be carried out if the assignment was shared with the students using the stand-alone version of myDALITE.*
Click on ‘Groups’, then click on the group you want to check the progress of.
You should now see all information related to the group you’ve chosen.

Click on ‘Assignments’, then click on the specific assignment you want to check the progress of.
You should now see all information related to the specific assignment you’ve chosen.

Click on ‘Student progress’, a list of all the questions in the assignment will be shown.

Student progress is *live*.
- First two circles show number of students who have provided first and second answers respectively.
- Last two circles show number of students who got the first and second answers correct, respectively.
How to Generate a Report of the Assignment Results

*This can be done at any point whether an assignment has been completed or not.
Once students have answered questions, you can generate a report of the results by clicking on either places.
Before the report of assignment results is generated, you must:

1. Choose which group you want to include in the report.

2. Choose which assignment to include in the report.

3. Click on Generate Report
Custom Reports

The custom report is presented in three parts:

1. **Question-level gradebook**
   - Provides a summary of responses for each *question* in the assignment.

2. **Student-level gradebook**
   - Provides a summary of responses for each *student* who has answered questions in the assignment.

3. **Analytics for each question**
   - Provides statistics on the overall student performance.
   - Shows all of the *student responses* per question.
# Features in the Custom Reports

There may be more than one page of results.

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>RR</th>
<th>RW</th>
<th>WR</th>
<th>WW</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChemGENBGC - Q1</td>
<td>18</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ChemGENBGC - Q14</td>
<td>18</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>ChemGENBGC - Q19</td>
<td>18</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ChemGENBGC - Q2</td>
<td>18</td>
<td>8</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ChemGENBGC - Q20</td>
<td>18</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ChemGENBGC - Q22</td>
<td>18</td>
<td>16</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ChemGENBGC - Q24</td>
<td>18</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ChemGENBGC - Q27</td>
<td>18</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>ChemGENBGC - Q28</td>
<td>18</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ChemGENBGC - Q5</td>
<td>18</td>
<td>14</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Click here to export the report in an Excel format.

Click here to customize which columns you want to show/hide.

- **N** – Number of students who have answered the question.
- **RR** – How many students answered Right the first and Right the second time.
- **RW** – How many students answered Right the first time and Wrong the second time.
- **WR** - How many students answered Wrong the first time and Right the second time.
- **WW** - How many students answered Wrong the first time and Wrong the second time.

Showing 1 to 20 of 37 entries.
1. Question–level gradebook

A summary for each question in the assignment. It shows how many students answered the question and how many were RR, RW, WR, WW.

A teacher can quickly see which questions the student may have had more difficulties with (ex. look at the WW column).

Click on the question title to access all the statistics and student responses for that one question.
2. Student–level gradebook

The list of students who have answered questions in the assignment. As long as a student has answered at least one question, they will be included in the list.

The student is identified by their email address.

<table>
<thead>
<tr>
<th>Student</th>
<th>N</th>
<th>RR</th>
<th>RW</th>
<th>WR</th>
<th>WW</th>
<th>ChemGENBGC - Q1</th>
<th>ChemGENBGC - Q2</th>
<th>ChemGENBGC - Q5</th>
<th>Che</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A summary of how each student performed. It shows how many questions were answered and how many were RR, RW, WR, WW.

Provides the student's responses for each question.

A teacher can quickly see which students had difficulties (by looking at the WW column).
3. Analytics for each question

Each question will have the statistics on the student performance, a summary of responses for each multiple choice answer, and all the student responses.

% based on first answers
% based on second answers

Overall this question was considered 'hard' where 55% of the students were wrong in their first and second answers.
3. Analytics for each question – cont.

Download the Excel file for easier viewing of all the student responses.

Responses may be shown on more than one page.

<table>
<thead>
<tr>
<th>Student</th>
<th>1st Ans</th>
<th>Rationale</th>
<th>2nd Ans</th>
<th>Chosen Rationale</th>
<th>Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>One and two both have planar species as they both form trigonal planar molecules while species 3 forms a trigonal pyramidal species because it has 4 electron groups</td>
<td></td>
<td>SO₃ ²⁻ has four electron groups in its lewis structure thus the molecule will adopt a tetrahedral shape for its electron geometry and a trigonal pyramidal shape for its molecular geometry. It is not planar, correct answer is 1 &amp; 2.</td>
<td>Nov. 28, 2018, 1:09 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SO₃ (2-) has a trigonal pyramidal structure</td>
<td></td>
<td>C Stick to my own rationale</td>
<td>Nov. 27, 2018, 3:05 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SO₃ ²⁻ has four electron groups in its lewis structure thus the molecule will adopt a tetrahedral shape for its electron geometry and a trigonal pyramidal shape for its molecular geometry. It is not planar, correct answer is 1 &amp; 2.</td>
<td></td>
<td>C Stick to my own rationale</td>
<td>Nov. 24, 2018, 12:04 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because there is no lone pair</td>
<td></td>
<td>SO₃²⁻ has a lone pair (as well as 3 bonds) so its geometry is in 2 planes.</td>
<td>Nov. 2, 2018, 4:32 p.m.</td>
</tr>
</tbody>
</table>