**Synchronicity Test Nr.4**

**Basic version**

* Please, evaluate each Student in the group in a parallel way
* based on consistent rules
* and measured/measurable performances (attributes)
* being capable of transforming into source code!
* demo: <https://miau.my-x.hu/miau/quilt/alternative_evaluations.docx>

**Questions behind an evaluation**

* Default objects = Students
* What kind of attributes about the Students (about their performances) could be involved into the evaluation theoretically?
	+ Name of each attribute = Classroom activity participation (CAP), Homework, tests, exams, attendance.
	+ Definition of each attribute:
		- Source = moodle e-portfolio (Homework, tests and exams), Attendance sheet, daily evaluation sheet.
		- Measuring details: For,
* CAP and Attendance; there have been 10 sessions which represent 100% of attendance, as well CAP if the student has been active during all the sessions.
* The average of homework, tests and exams are given in percent (%) as well.
	+ Unit/dimension of each attribute = %
	+ Direction of each attribute:
		- Code (0/1 based on Excel-logic) = 0
		- Rule for each direction with detailed description = the more, the more.
	+ Maximum: 100 Minimum: 0
* How should be processed this OAM?

 Each attribute is given in percent. There are five attributes, each one representing 20% of the final grade. The final grade maximum is 100 and minimum 0. It is the addition of each one of the attributes in a row, multiplied by 0.2 which was explained earlier, that each of the attribute is 20/100 of the final grade. This is the way to obtain the value of the final grade in the required measurement unit (%).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Students** | **CAP** | **Homework** | **Tests** | **Exams** | **Attendance** | **Final Grade**  |
| jnf8l | 92 | 78 | 89 | 95 | 100 | 90.8 |
| kbr5n | 80 | 93 | 87 | 82 | 80 | 84.4 |
| qxw9s | 76 | 79 | 93 | 88 | 100 | 87.2 |
| bsc5d | 88 | 83 | 67 | 77 | 90 | 81 |
| wmy0s | 75 | 86 | 90 | 89 | 80 | 84 |

**Interpretation**: The classroom activity participation is related to attendance in the way that the first mentioned depend on the second. There is no classroom activity participation without the physical presence of the student, which explains that the CAP value cannot be higher than the Attendance value of a student. Each attribute has the same effect on the final result, however, the attendance variable can increase or decrease only by 10, which has a significant influence on the final grade.