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Designing a Student Assessment Tracker

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Bachelor’s Thesis | Abstract

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Designing a Student Assessment Tracker

Students need to track their assessments during each academic semester for each course. Tracking grades can be challenging, and assessment criteria must be consulted repeatedly.

The objective of this thesis was to create and evaluate a student grade tracker prototype, focused on addressing common challenges that students experience while tracking their academic performance. To achieve the objective of the thesis, a Figma wireframe prototype was created based on user needs identified through a survey. A usability test was also conducted to evaluate the prototype. The usability test results further indicated the usefulness of the design, allowing students to have a greater understanding and motivating them academically.

The result of the study was the creation of GradeTracker, a Figma-based wireframe prototype which assists students in tracking their academic progress more easily. GradeTracker allows users to record grades, set grade goals, receive reminders, and monitor their progress. The usability test demonstrated that the prototype was user-friendly, easy to use, and has high potential for supporting students in managing and monitoring their academic progress.

Keywords:

student assessment, grade tracking, UI/UX design, Figma prototype, usability testing, academic performance, applied research

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1 Introduction

Monitoring academic performance is an important aspect of student success in higher education. However, many students encounter difficulties in tracking their progress throughout the semester. At Turku University of Applied Sciences (TUAS), assessment criteria are mostly presented at the beginning of each course through Itslearning, the Learning Management System used or Peppi.Itslearning is Turku University's Learning Management System (LMS), which students use for accessing course materials, submitting assignments, receiving feedback, and following weekly coursework. Peppi is the study management system where students handle tasks such as course registration, exam enrolment, viewing grades, and managing their personal study plan.However , even with these systems, students need to repeatedly refer to these documents and manually do some calculations in order to understand how each criterion affects their final grade.

Most of the time, these calculations are complicated and difficult to keep track of, and students have to re-do all the calculations each time and refer to these criteria. This process can be confusing and time-consuming, especially when students are enrolled in multiple courses simultaneously.

The motivation for writing this thesis stemmed from the practical challenges encountered during studies. It was observed that tracking academic progress can be challenging for many students. It often requires revisiting assessment criteria multiple times and manually calculating progress toward the desired grade. It is difficult for students to go back to the grades that have been achieved and count manually how much more work is needed to achieve their desired grade or pass the course. The lack of a clear vision of the progress being made can reduce motivation and lead to lost academic goals. While some tools, such as spreadsheets or a grading calculator, exist as weak solutions; they are not standardized, user friendly, or habitual student practices. Learning management tools such as Itslearning and

Moodle show grades but do not offer students a readily adjustable method of predicting outcomes, setting targets, or seeing overall progress.

The objective of this thesis is to design a wireframe for a student assessment tracker application using Figma. The wireframe includes features that allow students to input assessment criteria, monitor their progress, and calculate the points that are needed to achieve their desired grade. The project's scope is limited to students' perspectives and does not include the perceptions of administrators or teachers. To this end, user research in the form of surveys or interviews has been conducted for identifying students' needs, and usability testing has been used for gathering feedback on the prototype.

This thesis has the following structure: Chapter 2 presents the current challenges and practices for tracking grades. Chapter 3 explains UI/UX principles and similar tools. Chapter 4 describes the methodology and development process using Figma. Chapter 5 demonstrates the findings from the survey and usability test and provides and presents the prototype. Finally, Chapter 6 concludes the thesis, presents the main findings, and reflects the development process.

The expected outcome of this thesis is a wireframe prototype of a student assessment tracker application. For guidance on this development, this thesis seeks to answer the following questions:

1) How can a digital tool simplify the process of tracking courses and grades for students?
2) What are the main characteristics of a student assessment tracker that will best allow students to achieve their academic goals?
3) In what ways might a wireframe prototype be capable of demonstrating the usefulness and usability of such an application?

2 Student Assessment Practices at Turku University of Applied Sciences

This chapter describes how students track their grades and how course assessment information is demonstrated at Turku University of Applied Sciences.The chapter identifies the main issues and limitations that motivate the creation of a student assessment tracker.

2.1 Overview of Course Assessment at TUAS

At Turku University of Applied Sciences, course evaluation principles and the presentation of assessment criteria are governed by the institution's official guidance for students (TUAS Student Instructions for Evaluation). Students at TUAS typically keep track of their grades and assessment criteria through the university's Learning Management Systems such as Itslearning and the student information system, Peppi. These platforms are tools used at TUAS to present course structures and grading policies. At the start of each course, the assessment criteria (weight of assignments, exams, attendance, etc.) are posted on these portals. During the semester, the students check the assignments that are submitted and the assessment through these systems.

2.2 Current Student Practices for Tracking Grades

Students usually calculate manually, using either a calculator or simple arithmetic on paper or in their head, their current grade, or find out what is needed to achieve their desired grade.

Structured tools are needed to reduce effort and improve accuracy in the self-monitoring process, which can simplify the tracking process (Fabriz et al., 2013). Analyses demonstrate that studnets mostly depend on assessment data to observe their progression , but accessing this information is not always user-friendly and straightforward. (Shafiq et al., 2025).The process might be

challenging because it requires repeatedly checking grading criteria and manually updating progress.

Students have to go back through the submitted assignments to find information and then keep re-calculating each time there is a new grade posted. The process proves complex when students are taking multiple courses or when multiple items are involved in assessment.

2.3 Challenges in Existing Methods

Some difficulties and challenges have been identified in existing methods. The main challenges are mentioned below:

- Time-consuming and repetitive calculations
  Students repeatedly calculate manually whenever there is a new update, and a new grade has been published. (Fabriz et al., 2013)
- Data loss
  Current resources and tools (e.g., grade calculator) do not have backend support; in case this data is not saved, then the students must re-enter these details repeatedly.
- Low usability
  To use spreadsheets, students are required to have some knowledge of formulas; if the user is not good with formulas, this becomes a hurdle rather than help. In addition, existing grade calculators (*Grade Calculator*, n.d.) are simple websites that are not user-friendly and often require re-entry for the same data. (Interaction Design Foundation , 2018)
- Motivation and forgetfulness
  As students have several courses, assessment criteria might be forgotten and left out, until and unless it is actively recorded; without a tool that stores data, actively gives feedback, and provides reminders, many students will postpone and forget tracking until just before exams.

2.4 Summary of Problem Domain Findings

Based on this background, it can be identified that:

Students mostly use manual methods to keep track of their grade.The tools that are in use now are not well suited to student self-monitoring during the semester; there is no system that both records historical data and enables students to model results or goals.

3 UI/UX Principles and Design Foundations

This chapter demonstrates the fundamental UI and UX principles that guided the prototype design .Design guidelines that are applied in the wireframe are based on earlier research and similar tools.

3.1 UI/UX Principles for Educational Applications

To design an effective tool for students, certain UX/UI principles are very relevant. Some of these principles grounded in literature and current UX resources are mentioned below.

3.1.1 Simplicity and clarity

Interfaces that have been designed with minimal visual clutter, understandable labels, and uncomplicated navigation can reduce analytical load and allow users to achieve their goals more effectively. According to the Interaction Design Foundation (2018), simplicity helps users to focus on their objectives with fewer distractions.

Norman (2013) emphasizes that when it is easier for users to carry out a task, there is more possibility for them to come back to the product.

To improve usability, it is essential to use plain language, group related items logically and use visual ranking such as focusing on vital information. (Stevens, 2024).

3.1.2 Consistency and Feedback

Uniform design across screens, where buttons are identical and navigation is predictable, helps users to learn the interface rapidly and reduces confusion. Yudha(2024). Norman (2013) believes predictability raises user trust and

confidence. Raising user engagement and keeping users informed after their actions can enhance their interest.

3.1.3 Accessibility and Usability

Enhancing contrast and utilizing readable font sizes increases accessibility, enables more students to use the tool effectively. (*AlgoCademy*, 2025). In addition, reducing the need to learn complex formulas such as spreadsheet usage decreases the barrier to entry. Nielsen (1994) points out that accessibility as well as error prevention are key elements of usability.

3.2 Earlier Research and Similar Tools

The value of combining analytics and user focus tools in learning apps are demonstrated by number of research and educational resources.

The Additive Latent Effect (ALE) Models for Grade Prediction study analyzes how grades can be predicted by investigating various factors,such as teacher,course difficulty and student background. (Ren et al., 2018).This study emphasises helping students to understand their academic performance based on data.

The Visual Analytics of Student Learning Behaviours study also highlights that visual dashboards and progress charts help students to understand extensive numerical performance data. (Xia et al., 2019).

In addition, DreamClass(2025) presents a real world solution to automatic reporting and grading. Their system allows students customizing their grading plan, automated calculations, and real-time feedback are all elements that closely match the key requirments outlined in this thesis: less manual work, time savings, and academic progress visibility.

To conclude ,based on these studies and tools ,a student-oriented application combining grade monitoring, visualization, and user-friendly design can improve students' knowledge and management of their academic performance.

3.3 Summary of Design Guidelines

The Student Assessment Tracker's design is based on the concepts of clarity and simplicity in UI/UX design. The main goal of this design is to make the students' experience easier and more enjoyable , and not add more levels of complexity. With user-friendly and simple design , students can record and track their grades effortlesly . The interface must allow students to concentrate on their academic progress without distraction.

While existing tools provide basic calculation functions , their usefulness is restricted because of poor user interface and lack of data storage.These restrictions had an impact on current design , demonstrating the need for clear layout , simple navigation and data storage system.

The prototype aims to make the process of manual calculations simpler and more enjoyable. It provides a clear progress overview , keeping students motivated and informed during the semester.The design is planned for desktop and mobile use, with a clear and user-friendly design to imropve usability and engagement.

4 Methodology and Design Process

This chapter explains the applied research methodology and the steps used to collect information, create the Figma wireframe prototype, and organise the usability test.

4.1 Research Approach

The thesis is based on research conducted to solve a real-world problem by creating a practical solution. The study aims to assist students who face challenges while tracking grades . This study not only investigates the current challenges but also creates and evaluates a tool that can improve students' academic management experience.

There are three main phases in this research process:

Phase 1: Identifying the issue and using a survey to collect data on current practices and difficulties that students go through.

Phase 2: Designing a prototype of the student assessment tracker , based on the collected data

Phase 3: Usability testing to evaluate the prototype's usability ,clarity and functionality.

To identify the patterns and expectations among students, both quantitative and qualitative methods are used in this thesis. All the survey ,data including percentages, averages and feedbacks , are going to be analyzed to identify the students' expectations. This analysis supports a comprehensive understanding of users' needs and design requirements.

Data collection was conducted within the principles of ethical research practice.Participation in this survey was voluntary and anonymous. The findings are going to be used only for academic purposes.

4.2 Survey Design and Data Collection

To understand the challenges, student expectations and present practices , a survey titled “Student Assessment Tracking Habits and Preferences “ was conducted . This survey was designed to collect data that is utilized in the process of creating the student assessment tracker prototype's functionality and design.

The survey was shared via the university email(Appendix 1) to the 240 members of the Firma. 20 students responded to the survey anonymously and voluntarily. The students were from different fields of study , to ensure a wide range of viewpoints. There were 4 sections and 11 questions in this survey(Appendix 2):

Background information: Questions about the field,the number of courses taken each semester, and the year of study.

Current Grade Tracking Practices : Questions about the methods students currently use to track their grades and the challenges.

Expectations for a Digital Tool : Questions about functionalities and devices that users would like to see in a digital grade tracker.

Open Feedback: Questions that let participants freely express their opinion about a grade tracking tool, and whether students would be interested in testing a prototype.

A combination of multiple-choice, Likert scale, and open-ended questions was included in the survey.This structure enabled the collection of both quantitative and qualitative data.

The responses (Appendix 3) are analyzed in order to find common answers and patterns.The results are useful to identify common issues and students’ preferences that impacts the design goals of the Figma prototype .

4.3 Prototype Development in Figma

The foundation of this design was a handwritten sketch and logical flow diagrams. These sketches have been used to outline the key functions and structure of the application . When the logic was defined , the wireframes were converted into an interactive prototype using Figma .The design focused on five main screens:

Dashboard/Home Screen: An overview of all courses ,including course cards with visualization , upcoming deadlines , “Add Course” button ,and navigation to other sections.

Course Input Screen : Allows user to add a new course and define assessment criteria.

Course Detail Screen : Displays comprehensive details about a single course, including progress visualization, grade estimation, and grade requirement indicators.

Goal Setting Screen :User can set a target for each course , track the progress ,and estimate how many points is needed to get the desired grade.

Reminders Screen : All reminders ,such as ,due dates and upcoming exams, can be accessed on this section.

The major functionalities of the prototype were designed to simplify the workflow and obviate the need for manual calculation.

The prototype's overall visual style is "Modern Academic". It is designed to be professional , approachable, and user-friendly for students. Using Confident blue,professional navy, soft background and functional colors ensures clarity, comfort and balance. (Andhito, 2020)

User-centered design principles were prioritized to get the best possible usability and accessibility. These included consistent navigation and a clear visual. In addition , accessibility features such as high contrast ratios, icon-

based feedback , chosen color palette for colorblind users, and consistent element scaling were also implemented.

4.4 Usability Testing Plan

A usability test (Appendix 4) was conducted with 7 students to assess the functionality, readability, and overall user experience of the Student Assessment Tracker prototype. The test verifies whether the interface is user-friendly and whether the design successfully solves the identified issues .

Participants received a user test containing navigation tasks and rating questions. Users were asked to complete important actions such as adding a course, adding grades, setting a goal, and checking general progress. In addition, participants evaluated the prototype in various aspects, including simplicity, ease of navigation, clarity, visualization, and overall usability.

Participants' feedback is collected and analyzed to confirm that the prototype is useful and beneficial for the students.

5 Results and Prototype

This chapter describes the prototype and assesses how effectively it solves the issues mentioned in Chapter 2 after presenting the findings of the wireframe usability assessment and the student survey.

5.1 Survey Results and Analysis

A total of 19 students participated in the survey .Participants represented different study years and fields. The survey consisted mostly of second and fourth year students;42% (8/19) of respondents were in the 2nd year, 37% (7/19) in the 4th year ,and 21% (4/19) in the 3rd year. (Figure 1)

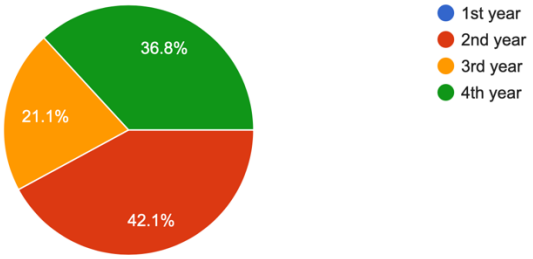

Figure 1. Year of study.

Most students (12/19, 63%) reported taking 4–6 courses per semester; 5 students (26%) reported taking more than six courses per semester, and 2 students (11%) reported taking 1–3 courses.(Figure 2)

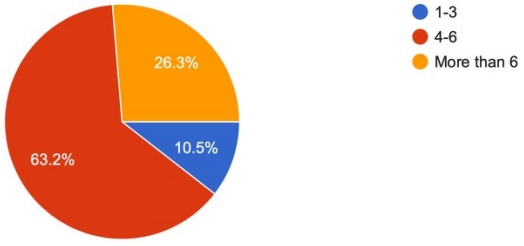

Figure 2. Courses per semester.

Participants outlined various methods for tracking assessment criteria and grades. The most popular tools used were Peppi (used by 17 participants, ~90%) and Itslearning (13 participants, ~68%). Some used mental maths by hand (2 participants) or other software(Figure 3) .This result demonstrates that students primarily look for assessment information from Turku University of Applied Science's systems.

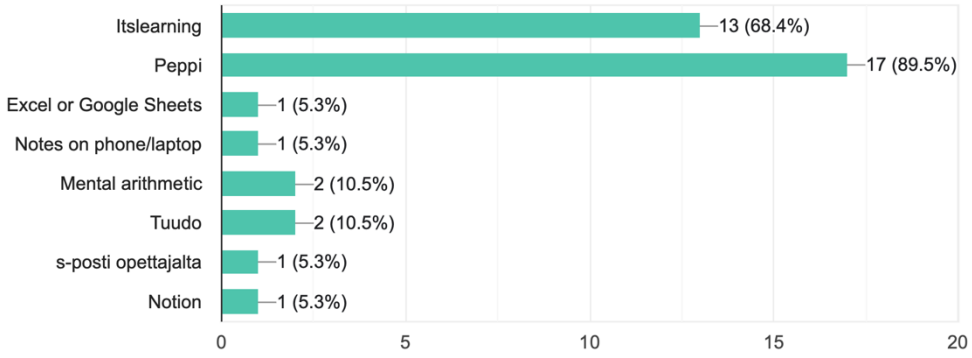

Figure 3. Current tracking practices.

The difficulty of tracking grades was assessed ,and responses varied across the scale.(Showcased in Figure 4)

Very difficult (1): 2 students (11%)

2: 3 students (16%)

3 (neutral): 5 students (26%)

4: 5 students (26%)

Very easy (5): 4 students (21%)

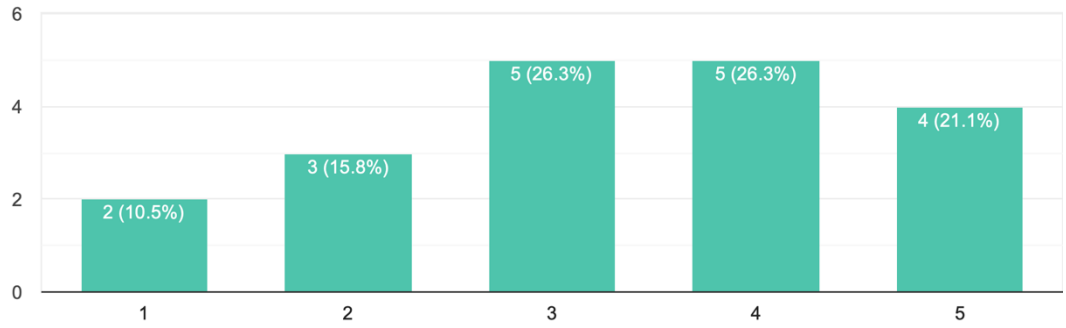

Figure 4. Perceived difficulty.

Table 1 presents the most common challenges students face while tracking their grades.

Table 1. Reported Challenges in Tracking Grades .

Challenge	Number of Mentions	Percentage of Participants (%)	Example Comment
Scattered information across platforms	6	30%	“Progress is tough to check on Itslearning — it really depends on the teacher.”
Manual calculations are confusing	5	25%	“Manual calculations are confusing and take too much time.”
Forgetting to update or check progress	4	20%	“I often forget to check my progress or update my grades.”
Too time-consuming	3	15%	“It’s just too time-consuming to track everything manually.”
No challenges	2	10%	“No major challenges.”
Other (general or open-ended comments)	2	10%	“Feedback comes too late to improve future work.”

When asked to specify which features would be most useful (choose up to three), the most common feature requests were:(Figure 5)

Automatic grade calculation : most requested feature (14 votes). Students indicated they do not want to do the weighted math themselves.

Visual progress graphs or charts : second most requested (12 votes), as useful for quickly perceiving standing in a course.

Reminders for assignments and assessments due : third most requested (10 votes), to reduce missed assignments and neglecting to update records.

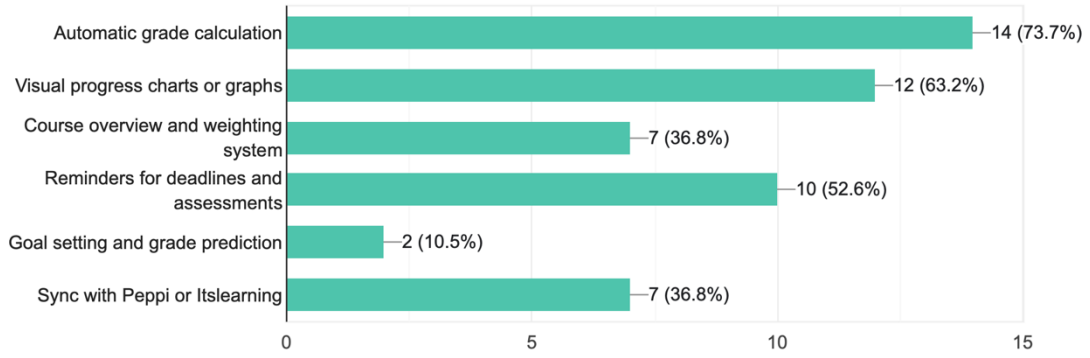

Figure 5. Most desired features.

Participants rated the importance of visual progress (color indicators, charts) generally highly: responses are focused in the neutral-to-high range, with ~32% giving the highest rating and most indicating moderate to high importance.

Most preferred using the tool on a mobile phone (9/19, 47%) or a laptop (8/19, 42%). Interest in testing prototypes was high: 11 (58%) said Yes, 6 (32%) said Maybe, and 2 (11%) said No.

To summarize:

Students use institutional platforms (Peppi and Itslearning) extensively but find those systems lacking for continuous, personalized progress tracking.

Students mostly use Itslearning and Peppi, automatic weighted grade tracking, graphical progress indicators, and reminders features that has direct influence on prototype design were demanded.

Distribution of difficulty ratings and open-ended comments confirms the decision to prioritize simplicity, automation, and graphical clarity in the wireframe.

5.2 Wireframe Prototype Presentation

The insights from the student survey led to creating a wireframe prototype using Figma. The design aimed at responding to the most frequent problems reported by students: manual calculations, scattered information, and difficulty in tracking progress through the provision of a unified, automated, and visually engaging interface. This prototype emphasizes on simplicity, clear navigation, and motivational visual feedback to make grade tracking much easier .

Dashboard/ Home Screen

The Dashboard works as the home screen, where there is a quick overview of all enrolled courses. Each course comes up as a card displaying the student's progress, weighted grades, and upcoming deadlines. There is a "Quick Add Course" button to include new courses instantly without needing to navigate to another screen. It was designed in such a way that all the important information would be availabe at a glance . (Figure 6)

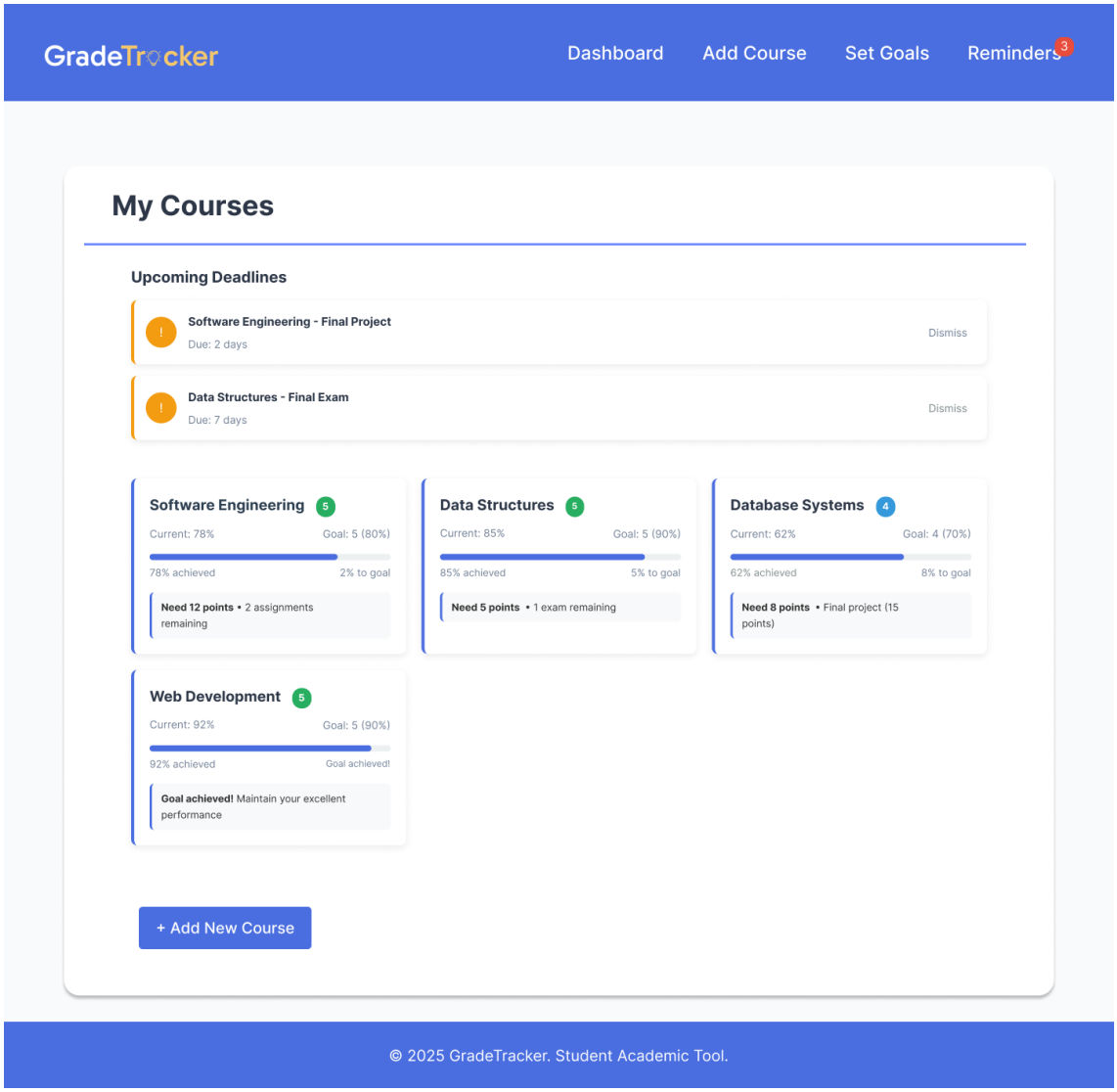

Figure 6. Dashboard Wireframe.

Course Input Screen

The Course Input screen allows students to define the course details and the criteria of assessment. It has a field for the course name, instructor, and dynamic inputs for different grading components with their weightings. The system validates the total weight automatically to sum up to 100%; hence, no manual calculation may lead to an error. (Figure 7)

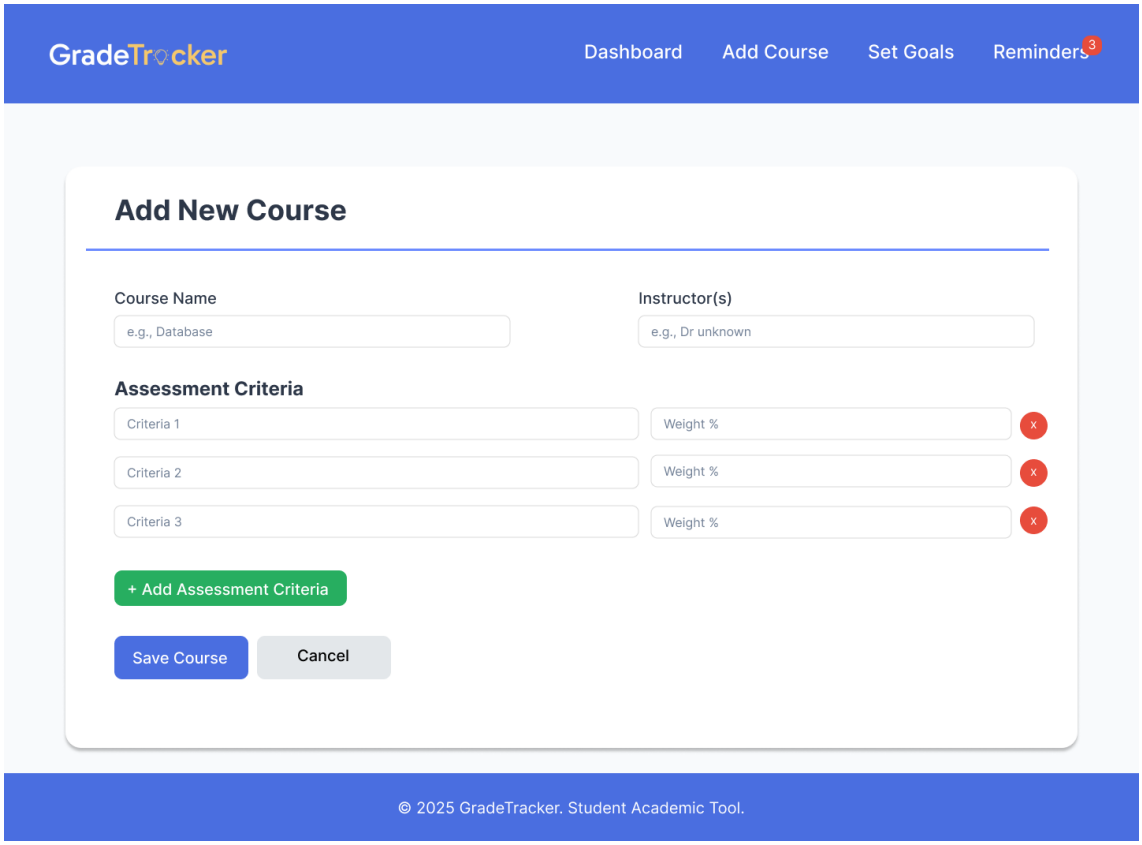

Figure 7. Course Input Wireframe.

Course Detail Screen

The Course Detail screen is where an individual course's performance is demonstratred. Students can view progress through circular progress indicators. Students can check grade estimates and see assessment breakdowns by status. A modal window allows users to input grades and shows how each score will affect the overall course grade.Students can input the grades ,but if the assessment is not recieved, users can input their estimation.(Figure 8)

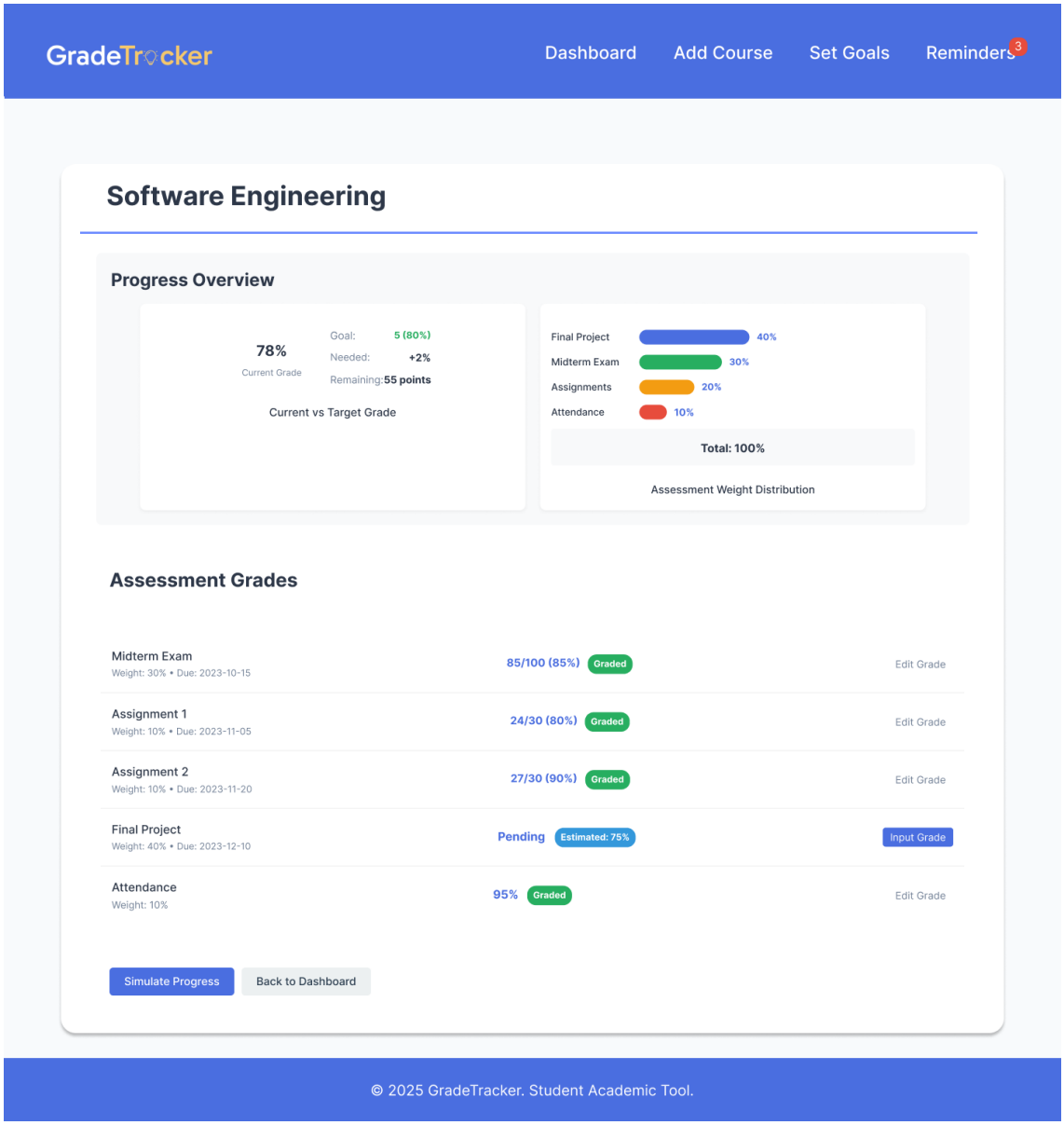

Figure 8. Course Detail Wireframe.

Goal Setting Screen

The Goal Setting screen is where target grades can be set for each course ,and view the scores necessary to get that grade. It provides “goal cards” with points to target calculations.(Figure 9)

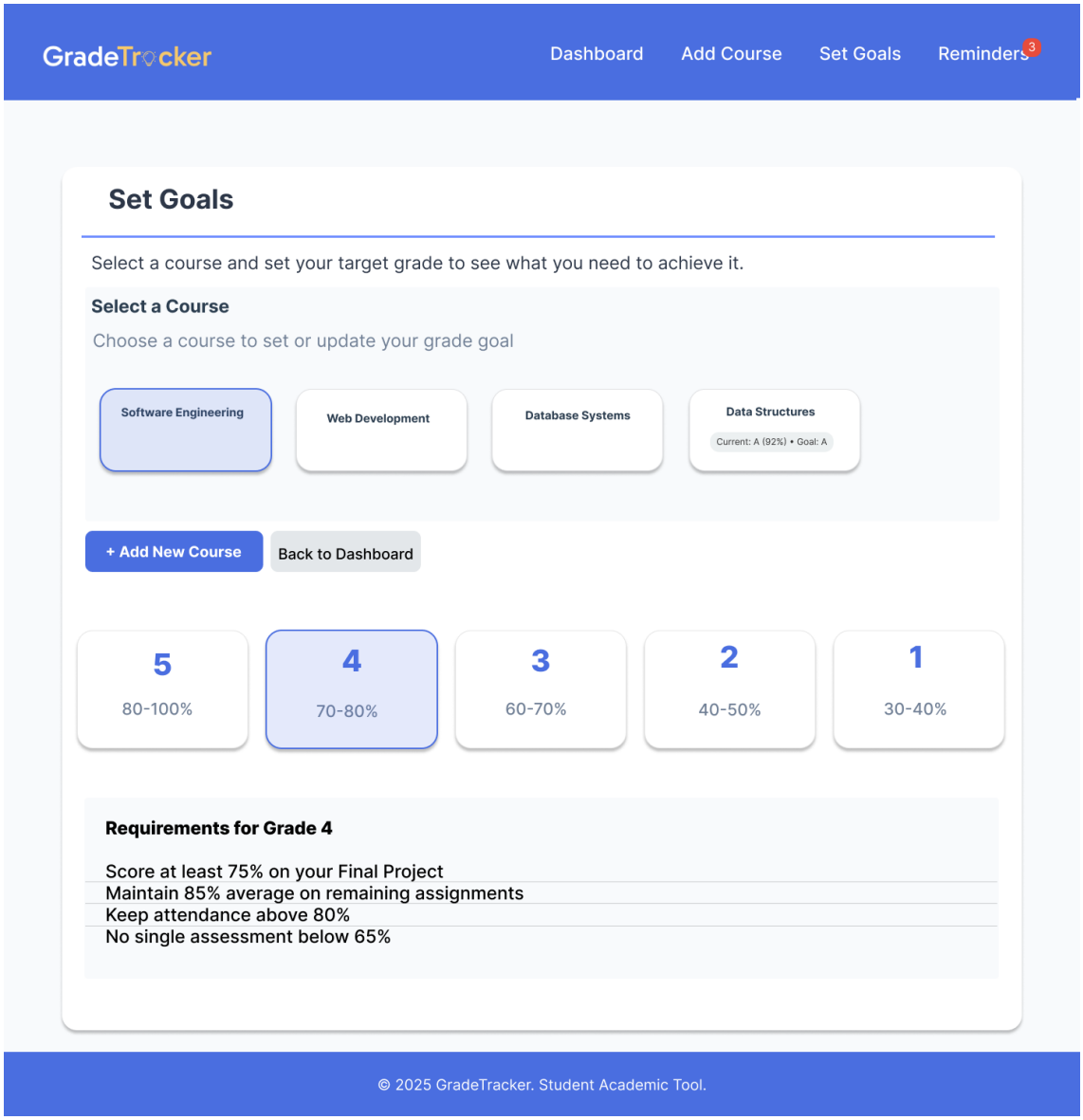

Figure 9. Goal Setting Wireframe.

Progress Simulation Screen

The Progress Simulation feature allows students to explore "what if" scenarios-essentially setting grades for upcoming assessments-to help visualize strategy for achieving desired academic outcomes. The interactive sliders update overall grade predictions in real time, providing a sense of control over academic outcomes.(Figure 10)

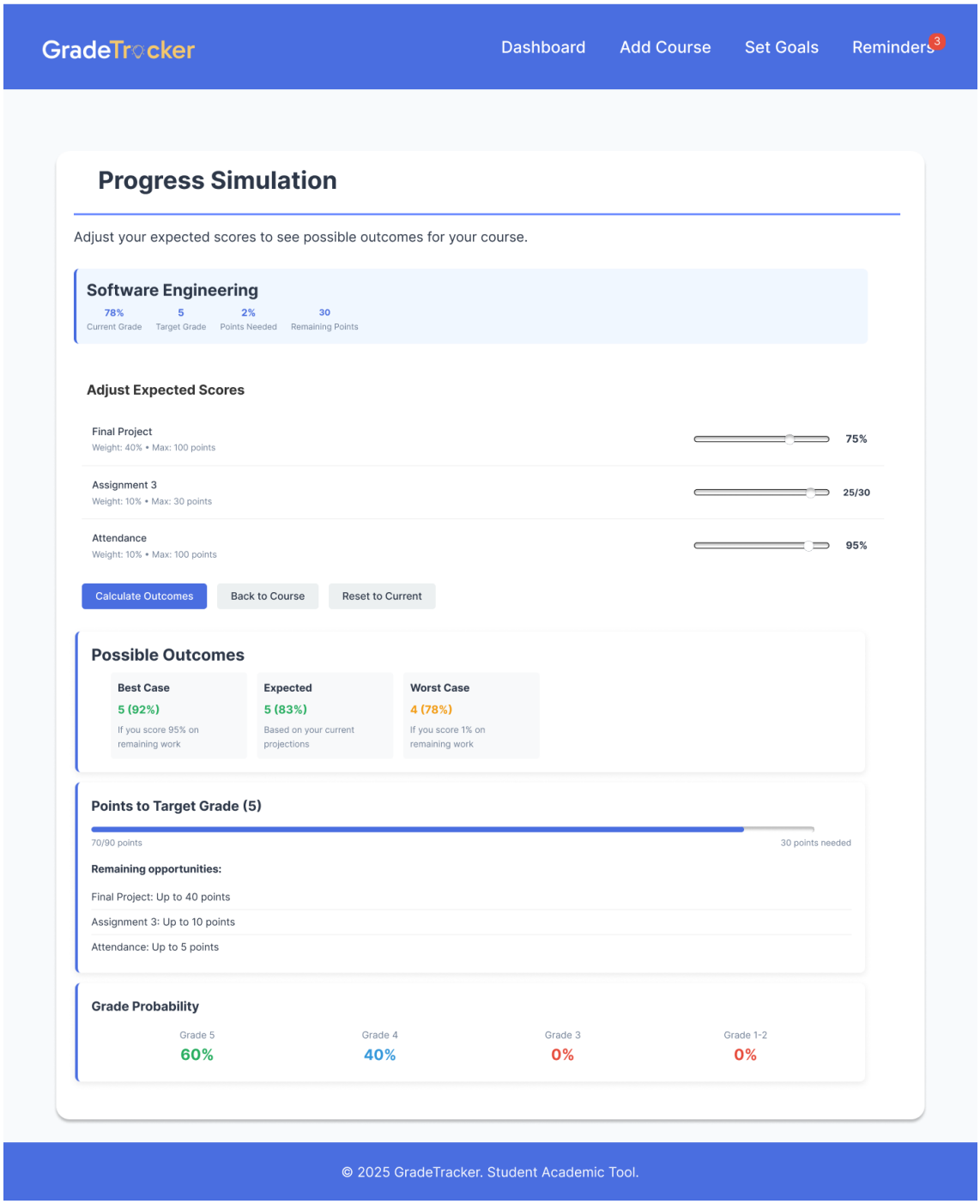

Figure 10. Progress Simulation Wireframe.

Notifications Screen

The Notifications screen acts like a reminder hub. It tells you of upcoming deadlines, new grade updates, and a stream of other important alerts. Users

can filter notifications, dismiss them completely, or manage them from this view.(Figure 11)

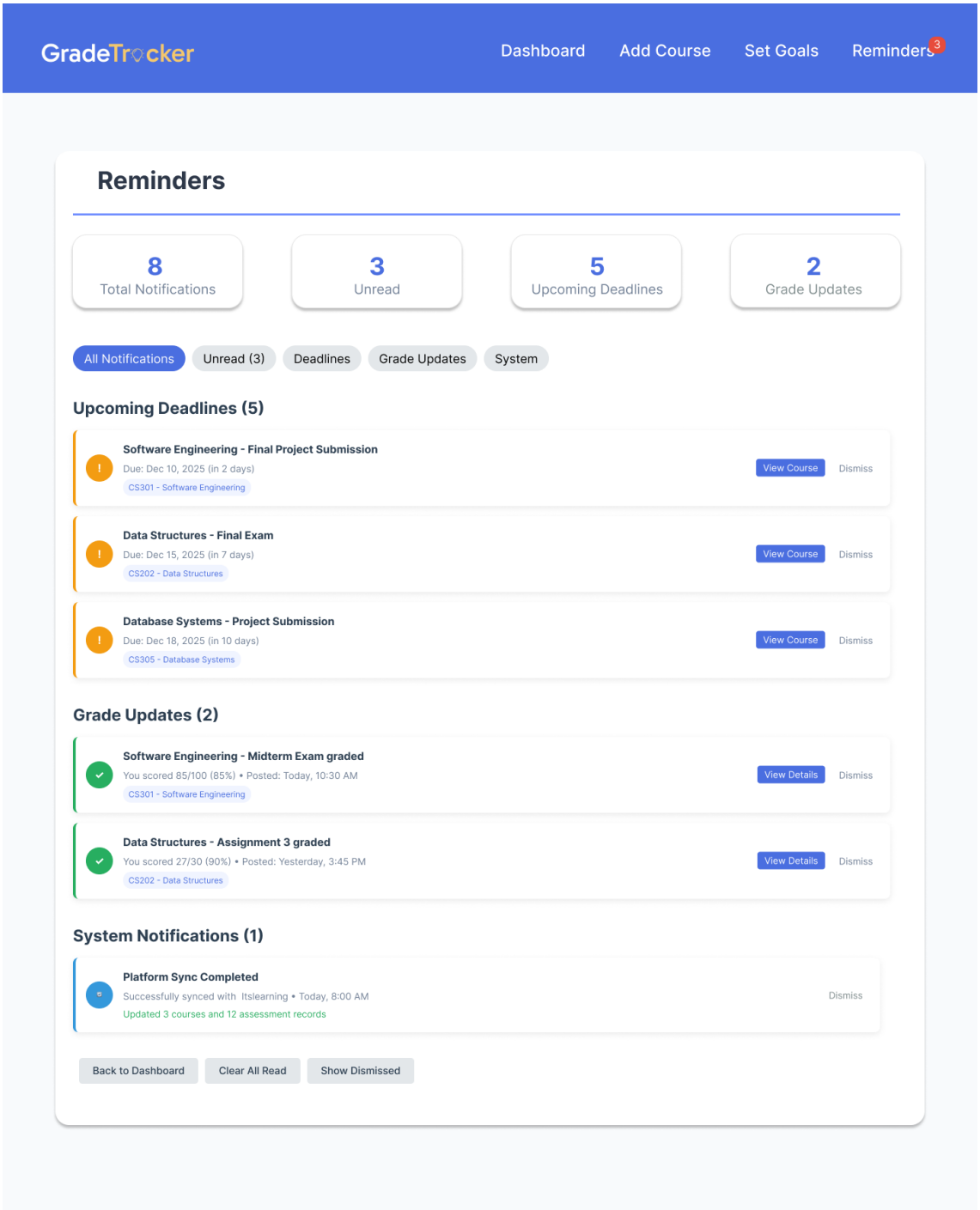

Figure 11. Notifications Wireframe.

Summary of Design Focus

The design of the wireframes follows the key principles of simplicity, clarity, and user engagement across all wireframes. Automating calculations, integrating progress visualization, and sending reminders the prototype turns what was formerly a manual process into an enjoyable experience. Each feature was developed in direct response to real students' feedback, making sure that the design fits their expectations and needs in reality.

5.3 Usability Testing Results and Evaluation Summary

Overview

To evaluate the functionality, clarity, and user-friendliness of the GradeTracker prototype a usability test was conducted .Evaluating how successfully students could carry out regular academic tracking tasks, which included setting goals, checking progress, updating grades, and viewing reminders was the primary object. The goal of the evaluation included determining if the prototype resolved the primary issues identified in the earlier survey.

Testing Procedure

The usability test (Appendix 4) was conducted remotely with seven voluntary participants from theFIRMA. Each participant used the prototype and a Google Form with usability questions to complete the test. Participants received a brief explanation of the test’s objectives and were required to finish five tasks that simulated actual use cases:

1. Set a grade goal for a particular course.
2. Check current overall progress toward the target grade.
3. Update the estimated grade towards the real grade.
4. Test the simulation feature of potential grades.
5. View notifications and reminders for upcoming deadlines.

Participants rated their experience at the end of each task on a five-point Likert scale (1=strongly disagree, 5=strongly agree).In addition , participants had opportunity to offer feedback and ideas .

Results and Findings

Overall, participants' feedback was very positive.(Appendix 5) In general, it seemed that GradeTracker was user-friendly , visually clear and it could assist in tracking academic performance. The majority of participants gave their experience a rating of four or five, emphasising the progress visualization's clarity and ease of use. Users mentioned that the application would be helpful in their actual studies. The minor changes suggested were to improve some header labels and verify that all interactive components were clearly visible, which were addressed in the revised prototype. Based on the usability test , the GradeTracker prototype achieved its main design obejctives.

6 Conclusion and Future Outlook

The objective of this thesis was to create and evaluate a student grade tracker application, focusing on addressing common challenges that students experience while tracking their academic performance. Research was utilized to provide a structured solution that simplifies progress tracking and goal setting. Usability testing results further indicated the usefulness of the design, allowing students to have a greater understanding and motivating them academically.

Several challenges emerged during the development process, especially while converting user feedback into practical design, which affected the outcome of the prototype. In addition, balancing usability goals while ensuring clarity, simplicity, and accessibility was challenging.

The project has excellent future potential for growth. Future versions could include linking the system to the institutional learning systems, such as Itslearning, Peppi , so that grades can undertake some level of synchronization automatically. It may also be possible to introduce AI-based grade predictor systems that would provide students with personalized insight into their grade performance and future trajectory. All these aspects shift the prototype toward a more functional, real-world tool for continuously recording and tracking students' progress.

In conclusion, this project provides value to the educational setting by presenting a motivational and effective tool to help students remain organized and engaged in learning. With the encouragement to visualize progress and make grade management easier, the GradeTracker concept is an effort to promote a more proactive form of educational success.

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Survey Invitation Email

Hello everyone,

I am conducting a short survey as part of my bachelor's thesis titled *"Designing a Student Assessment Tracker."*
The purpose of this study is to understand how students currently track their course grades and what kind of features could make this process easier and more efficient.

Your participation would be highly valuable in helping design a tool that supports students in managing their academic progress.
The survey takes approximately **5–7 minutes** to complete, and all responses are **anonymous** and **voluntary**.

👉 You can access the survey here: https://forms.gle/FkqjHnghMLi424BX7

Thank you very much for your time and support! 😊

Best Regards,

Yasaman Rostami

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Survey Questionnaire

Introduction:

This survey is part of **a bachelor's thesis** focusing on the design of a student assessment tracker application.
The purpose is to understand how students currently track their grades, what challenges they face, and what features they would find useful in a digital tool.

In this survey, *assessment criteria* refer to the specific grading components or requirements of a course , such as assignments, exams, projects, attendance, or participation and the percentage or weight each has in the final grade.

All responses are **anonymous** and **voluntary**, and data will be used only for academic purposes. Completing this survey takes approximately 5–7 minutes.

Questions:

1.What year of study are you currently in?
• 1st year • 2nd year • 3rd year • 4th year or above

2.What is your field of study? (Short answer)

3.How many courses are you typically enrolled in per semester? • 1–3 • 4–6 • More than 6
4. How do you currently track your grades and assessment criteria? (Select all that apply)
• Itslearning • Peppi • Excel or Google Sheets • Notes on phone/laptop • Mental arithmetic • Other (please specify)
5. How easy or difficult is it for you to keep track of your grades throughout the semester? (Scale 1 Very difficult – 5 Very easy)
6. What challenges do you face when tracking your grades or progress? (Select all that apply)
• Too time-consuming • Scattered information across platforms • Manual calculations are confusing • Forgetting to update or check progress • Other (please specify)

7. Which features would you find most useful in a student assessment tracker? (Select up to 3)
• Automatic grade calculation • Visual progress charts or graphs • Course overview and weighting system • Reminders for deadlines and assessments • Goal setting and grade prediction • Sync with Peppi or Itslearning • Other (please specify)
8. How important is it for you to see your academic progress visually (e.g., charts, color indicators)? (1 Not important – 5 Very important)
9. What devices would you most likely use to access this kind of application? • Laptop • Mobile phone • Tablet • Other
10. What would make a grade tracking tool useful and motivating for you? (Paragraph text)
11. Would you be interested in testing a prototype of such an application? • Yes • No • Maybe

Raw Survey Responses

https://docs.google.com/spreadsheets/d/1y6St9n6PAFD2Dl0Uk-gejAeTIfPOl5DqV69u5Q0PzJ0/edit?usp=sharing

Usability Test

Introduction

Welcome, and thank you for participating in user test!

I am testing a prototype called GradeTracker. GradeTracker offers comprehensive course and grade management for students. The purpose of the app is to provide a platform for students to track their academic progress, set grade goals, manage assessment criteria, and simulate possible outcomes. GradeTracker's focus is to help students achieve academic success through organized tracking and goal setting.

Figma Prototype Link:
.https://www.figma.com/proto/peVLvWkx5cH9YyjM3mNtAj/Student-Assessment-Tracker?node-id=3-2&p=f&t=cIfOdr3FRuSxZs66-1&scaling=min-zoom&content-scaling=fixed&page-id=0%3A1&starting-point-node-id=3%3A2

Testing Instructions:

Please complete the tasks outlined below using the application prototype.

There are no right or wrong answers; the aim is to test the application, not you!

You will be interacting with a Figma prototype - please click on interactive elements to navigate.

Please keep this prototype open in another tab while completing the form.

Taks:

TASK 1: **Set a goal** (grade of '4') for the Software Engineering course.
TASK 2: Check your current overall grade and progress toward your target grade in the **Software Engineering course**.

TASK 3: Find the Software Engineering course and change t**he Final Project grade** from 'estimated' to 'actual grade' with a score of 4 out of 40 points.

TASK 4: Use the **progress simulation** feature to see how different scores on remaining assignments would affect your final grade in Software Engineering course.

TASK 5: Find and review any pending **notifications or reminders** about upcoming deadlines.

Overall Questionnaire:

Please rate your overall experience with the GradeTracker application.

Thought the application was easy to use
(1 Strongly disagree – 5 Strongly agree)

Would use the application frequently
(1 Strongly disagree – 5 Strongly agree)

Found it difficult to keep track of where they were in the application
(1 Strongly disagree – 5 Strongly agree)

Thought most people would learn to use the application quickly
(1 Strongly disagree – 5 Strongly agree)

Can get information quickly
(1 Strongly disagree – 5 Strongly agree)

Dashboard’s content makes me want to explore more
(1 Strongly disagree – 5 Strongly agree)

Application’s features would keep me coming back
(1 Strongly disagree – 5 Strongly agree)

Application is well organized
(1 Strongly disagree – 5 Strongly agree)

Confidence with completing each task correctly
(1 Strongly disagree – 5 Strongly agree)

Satisfied with the design and placement of the features
(1 Strongly disagree – 5 Strongly agree)

Additional Open-Ended Questions:

What did you like most about the GradeTracker application?

What was the most frustrating part of using the application?

How does this compare to how you currently track your grades?

What features would you add to make this more useful for you?

Would you recommend this application to other students? Why or why not?

Any additional comments or suggestions for improvement?

Usability Test Result

https://docs.google.com/spreadsheets/d/1sDRaKf26fPTWTGoenxp_XkDRYVRBQ4egADnfOpyJct8/edit?usp=sharing