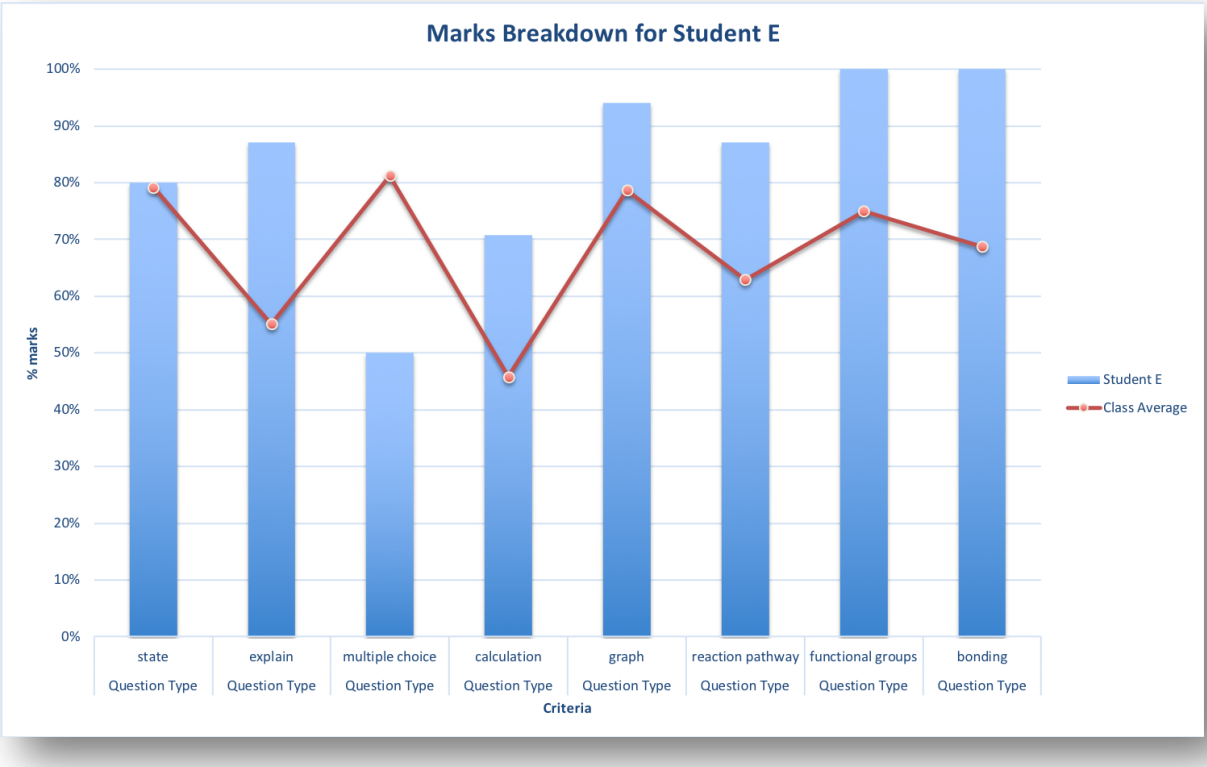
Assessment Analysis Instructions



v.1.4 January 2019

Quick Start Guide:

Make Criteria

- On the criteria tab, enter a criteria category name in the coloured heading cell (row 3)
- Under the criteria category heading, enter the specific criteria that the assessment with be analysed with

Add Assessment Information

- Click on the 'Assessmnet Info' tab
- Fill in at least the 'Question' and 'Marks' columns
- Use the drop-option boxes to add information about each question

Input Student Results

- In the 'Student Results' tab, enter students' full names across the coloured top row (this can be copied and pasted in, or use the 'Name Converter' tab)
- For each student, enter the number of marks received per question

Use the analysed data

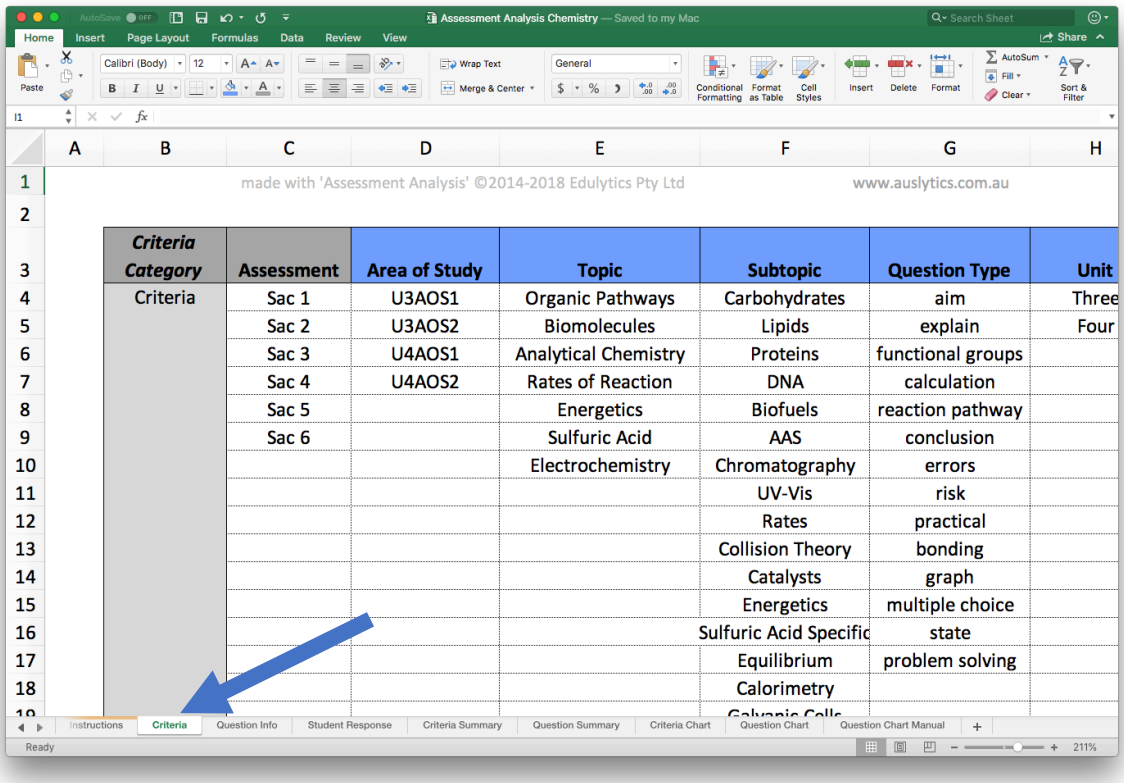
- Select the students to be analysed in the 'Criteria Summary' and 'Question Summary' tabs (this can be copied and pasted in).
- On the remaining tabs, use the drop down menus (located in coloured cells) to analyse student results

Instructions:

Step 1: Make criteria

Criteria are used to tag each question with the information you are interested in analysing your assessments by. On the 'Criteria' tab, lists are made with all the tags you are interested in using. On the 'Assessment Info' tab, these criteria will then be linked to specific questions.

a) Click on the 'Criteria' tab



Criteria Category	Assessment	Area of Study	Topic	Subtopic	Question Type	Unit
Criteria	Sac 1	U3AOS1	Organic Pathways	Carbohydrates	aim	Three
	Sac 2	U3AOS2	Biomolecules	Lipids	explain	Four
	Sac 3	U4AOS1	Analytical Chemistry	Proteins	functional groups	
	Sac 4	U4AOS2	Rates of Reaction	DNA	calculation	
	Sac 5		Energetics	Biofuels	reaction pathway	
	Sac 6		Sulfuric Acid	AAS	conclusion	
			Electrochemistry	Chromatography	errors	
				UV-Vis	risk	
				Rates	practical	
				Collision Theory	bonding	
				Catalysts	graph	
				Energetics	multiple choice	
				Sulfuric Acid Specific	state	
				Equilibrium	problem solving	
				Calorimetry		

b) Enter the criteria categories that the assessments will be analysed by in the coloured heading cells (row 3)

c) Enter the corresponding criteria into the rows under the coloured criteria category headings

   i. See the image above, as well as *Advanced Criteria Suggestions* on page 9, for examples.

   ii. If a rubric is being used, see page 12 for instructions on how to enter rubrics (or use our specific rubric-analysis program)

   iii. If you wish to sort the criteria lists alphabetically, see page Sorting Criteria Alphabetically on page 10

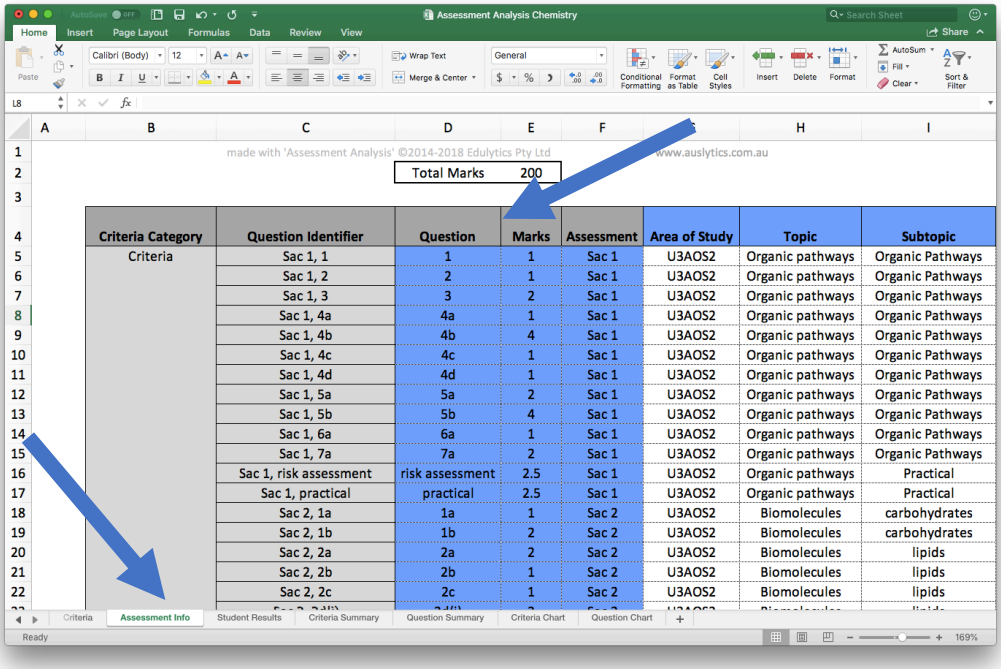
Note 1: *Criteria must start with a letter. For example 'Unit 3' is acceptable, but '3rd topic' will result in an error.*

Note 2: *More criteria categories and criteria can be added at a later time.*

Note 3: *More than one assessment type can be added to the spreadsheet, for example tests, projects with rubrics and homework tasks could all be analyses on the one spreadsheet.*

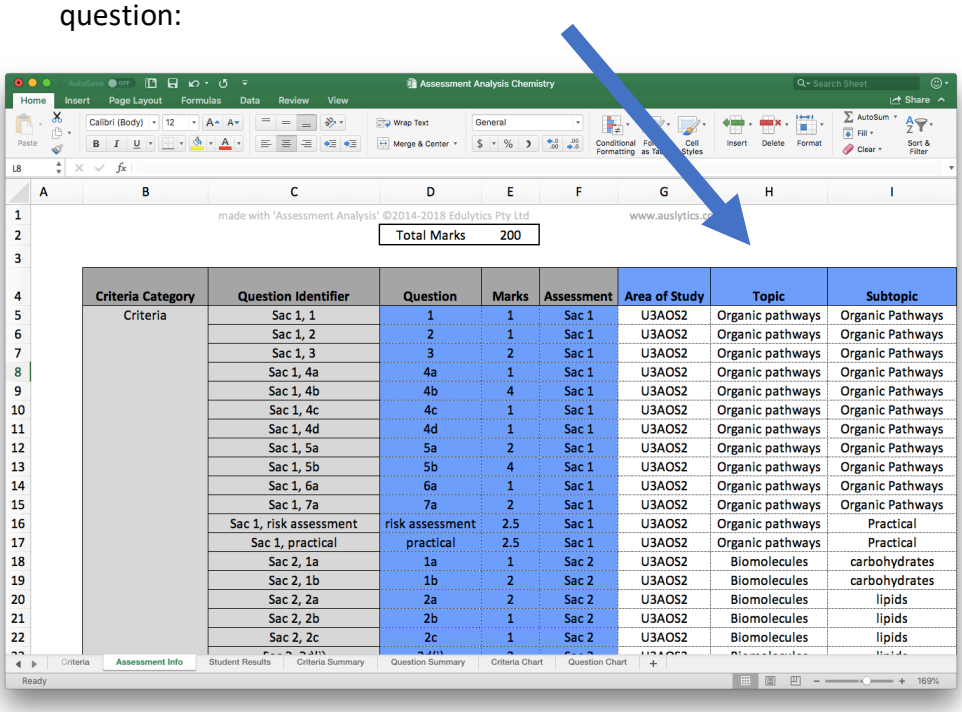
Step 2: Add assessment information

a) On the 'Assessment Info' tab, enter information for at least the 'Question' and 'Marks' column. For entering assessment information for rubrics see *Using rubrics* on page 12.



Criteria Category	Question Identifier	Question	Marks	Assessment	Area of Study	Topic	Subtopic
Criteria	Sac 1, 1	1	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 2	2	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 3	3	2	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4a	4a	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4b	4b	4	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4c	4c	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4d	4d	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 5a	5a	2	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 5b	5b	4	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 6a	6a	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 7a	7a	2	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, risk assessment	risk assessment	2.5	Sac 1	U3AOS2	Organic pathways	Practical
	Sac 1, practical	practical	2.5	Sac 1	U3AOS2	Organic pathways	Practical
	Sac 2, 1a	1a	1	Sac 2	U3AOS2	Biomolecules	carbohydrates
	Sac 2, 1b	1b	2	Sac 2	U3AOS2	Biomolecules	carbohydrates
	Sac 2, 2a	2a	2	Sac 2	U3AOS2	Biomolecules	lipids
	Sac 2, 2b	2b	1	Sac 2	U3AOS2	Biomolecules	lipids
	Sac 2, 2c	2c	1	Sac 2	U3AOS2	Biomolecules	lipids

b) If desired, use the drop down boxes to enter further information about each question:



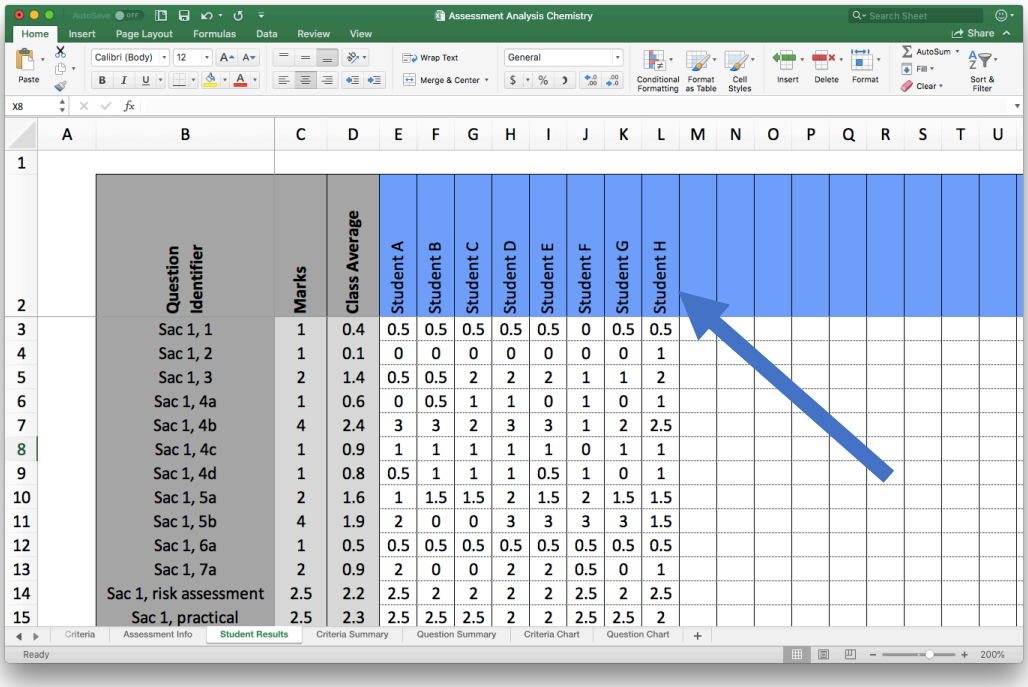
Criteria Category	Question Identifier	Question	Marks	Assessment	Area of Study	Topic	Subtopic
Criteria	Sac 1, 1	1	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 2	2	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 3	3	2	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4a	4a	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4b	4b	4	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4c	4c	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 4d	4d	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 5a	5a	2	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 5b	5b	4	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 6a	6a	1	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, 7a	7a	2	Sac 1	U3AOS2	Organic pathways	Organic Pathways
	Sac 1, risk assessment	risk assessment	2.5	Sac 1	U3AOS2	Organic pathways	Practical
	Sac 1, practical	practical	2.5	Sac 1	U3AOS2	Organic pathways	Practical
	Sac 2, 1a	1a	1	Sac 2	U3AOS2	Biomolecules	carbohydrates
	Sac 2, 1b	1b	2	Sac 2	U3AOS2	Biomolecules	carbohydrates
	Sac 2, 2a	2a	2	Sac 2	U3AOS2	Biomolecules	lipids
	Sac 2, 2b	2b	1	Sac 2	U3AOS2	Biomolecules	lipids
	Sac 2, 2c	2c	1	Sac 2	U3AOS2	Biomolecules	lipids

Note 4: *To quickly copy the same information for multiple questions, click the cell contain the information, then click and drag the little square in the bottom right-hand corner of the cell until the desired number of cells contain the information. Information can also be copied and pasted using CTR + C and CTR + V.*

Note 5: *More criteria categories and criteria can be added at a later time and the assessment automatically re-analysed.*

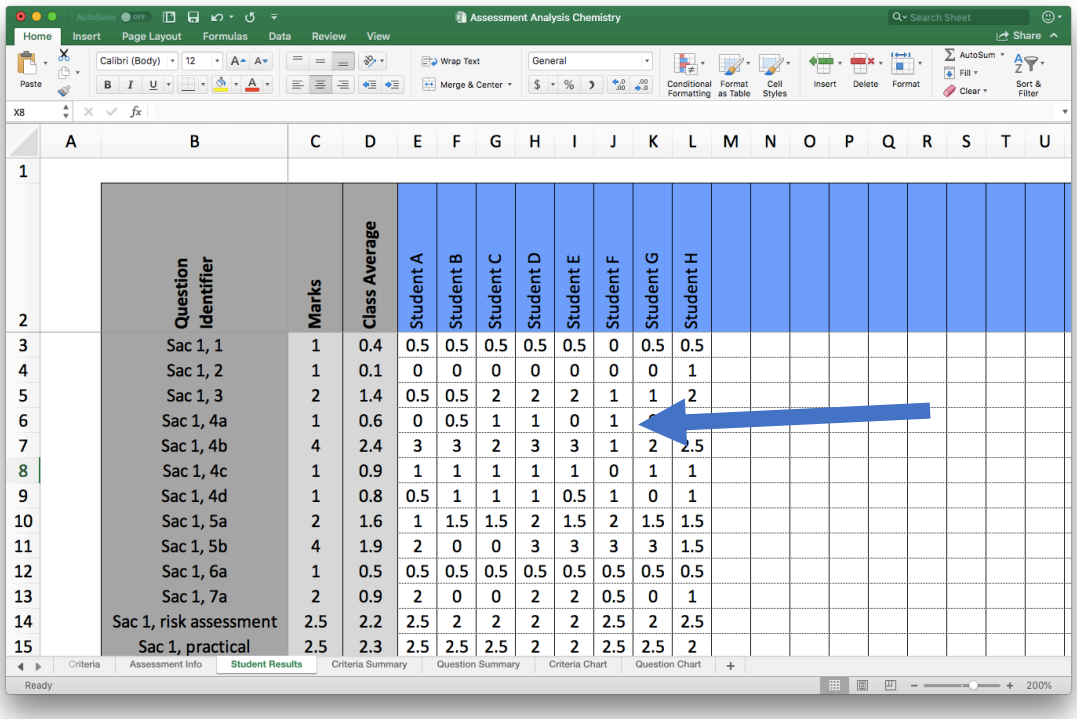
Step 3: Input student results

a) In the 'Student Results' tab, enter students' full names in the coloured boxes across the top. See *Note 6* for instructions on how to copy and paste names in. Alternatively, use the 'Name Converter' tab and follow the instructions on the tab.



Question Identifier	Marks	Class Average	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H
Sac 1, 1	1	0.4	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5
Sac 1, 2	1	0.1	0	0	0	0	0	0	0	1
Sac 1, 3	2	1.4	0.5	0.5	2	2	2	1	1	2
Sac 1, 4a	1	0.6	0	0.5	1	1	0	1	0	1
Sac 1, 4b	4	2.4	3	3	2	3	3	1	2	2.5
Sac 1, 4c	1	0.9	1	1	1	1	1	0	1	1
Sac 1, 4d	1	0.8	0.5	1	1	1	0.5	1	0	1
Sac 1, 5a	2	1.6	1	1.5	1.5	2	1.5	2	1.5	1.5
Sac 1, 5b	4	1.9	2	0	0	3	3	3	3	1.5
Sac 1, 6a	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Sac 1, 7a	2	0.9	2	0	0	2	2	0.5	0	1
Sac 1, risk assessment	2.5	2.2	2.5	2	2	2	2	2.5	2	2.5
Sac 1, practical	2.5	2.3	2.5	2.5	2.5	2	2	2.5	2.5	2

b) Input the results for each question for each student into the corresponding cells.



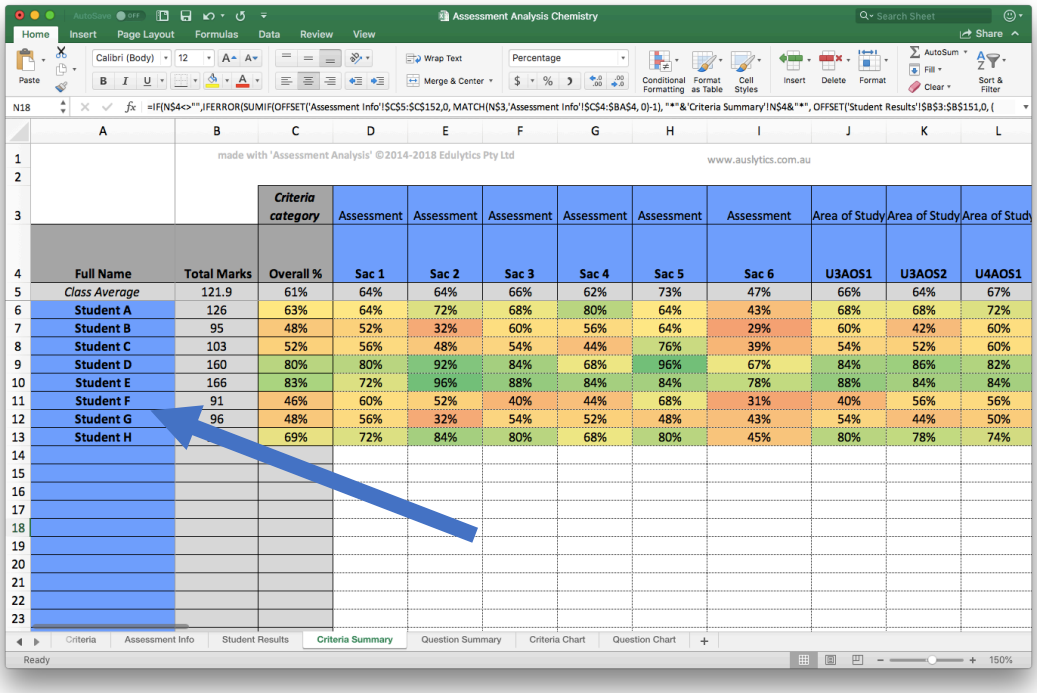
Question Identifier	Marks	Class Average	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H
Sac 1, 1	1	0.4	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5
Sac 1, 2	1	0.1	0	0	0	0	0	0	0	1
Sac 1, 3	2	1.4	0.5	0.5	2	2	2	1	1	2
Sac 1, 4a	1	0.6	0	0.5	1	1	0	1		
Sac 1, 4b	4	2.4	3	3	2	3	3	1	2	2.5
Sac 1, 4c	1	0.9	1	1	1	1	1	0	1	1
Sac 1, 4d	1	0.8	0.5	1	1	1	0.5	1	0	1
Sac 1, 5a	2	1.6	1	1.5	1.5	2	1.5	2	1.5	1.5
Sac 1, 5b	4	1.9	2	0	0	3	3	3	3	1.5
Sac 1, 6a	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Sac 1, 7a	2	0.9	2	0	0	2	2	0.5	0	1
Sac 1, risk assessment	2.5	2.2	2.5	2	2	2	2	2.5	2	2.5
Sac 1, practical	2.5	2.3	2.5	2.5	2.5	2	2	2.5	2.5	2

Note 6: *If student names are stored in another document as a vertical list, they can still be used, but a special type of paste, called a 'transform' paste needs to be used. To do this, copy the names from the other document using CTR + C, right click into the first blue cell (F2) in the 'Student Results' tab and select 'Paste Special', select 'Values' and select the 'Transpose' box, then click OK.*

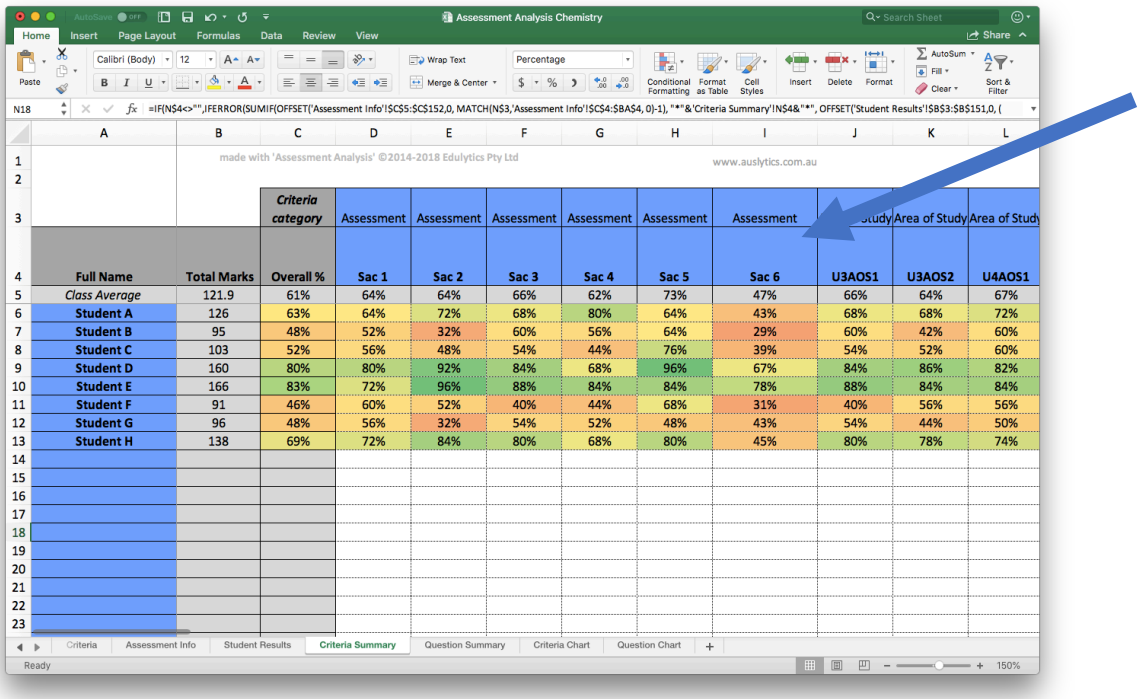
Step 4: Use the analysed data

a) In the left-hand column of the 'Criteria Summary' tab and the 'Question Summary' tab, enter the student names by selecting them from the drop-down list. Alternatively, names can be copied and pasted in.

This can be quickly done by highlighting all of the names on the 'Student Results' tab and copying them (CTR + C), right click into the first blue cell (A7) in the 'Criteria Summary' tab and select 'Paste Special', select 'Values' and select the 'Transpose' box, then click OK. Repeat for the 'Question Summary' tab.



b) Select options from the drop-down menus in the blue cells to analyse the data

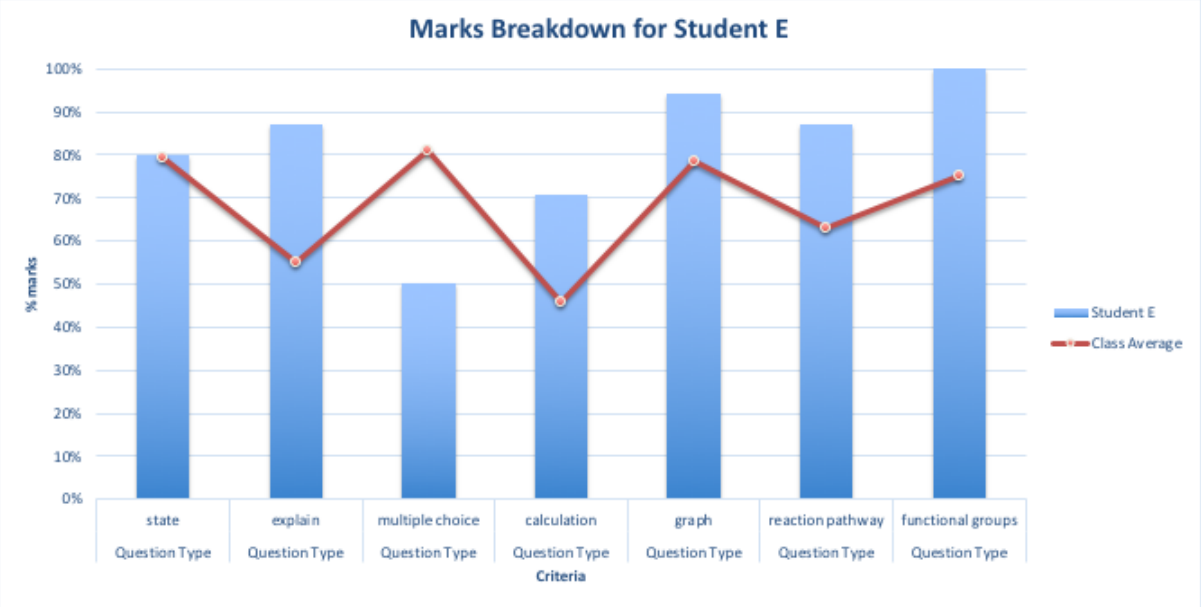


c) Specific Data can now be analysed on the following tabs by selecting options from the drop-down menus in the blue cells.

See section Visualising Charts and Data *on page 15 for further information about formatting graphs and copying information into other programs.*

Tab	Data output
Criteria Summary	A percentage is calculated for the selected criteria categories and their respective criteria. The 'Class Average' is the calculated average of all the student results entered on the 'Student Results' tab. The 'Section Average' is the calculated average of all the students who have been selected and entered on the 'Criteria Summary' tab.
Question Summary	A percentage is calculated for every question.
Criteria Chart	Personalised percentage table and a graph can be made for each student for the selected criteria categories and their respective criteria. If a comparison to the class average is not desired, either leave the 'comparison' cell blank, or enter the current student's name.
Question Chart	Personalised % and a graph can be made for each student for the selected questions.

d) Charts can be copied and pasted into other documents. See Visualising Charts and Data on page 15.



Appendix:

Advanced Criteria Suggestions

Frequently used criteria categories

Criteria Category	Criteria
Assessment	SAC 1, SAC 2, SAC 3… Test 1, Test 2, Test 3… Light Test, Energy Test, Electricity Test… Essay, Test, Online Quiz, W1 Homework…
Topic / Subtopic	Chemistry, physics, maths, biology… Atoms, chemical reactions, bonding…
Unit / Area of Study	Unit 3, Unit 4… U3AOS1, U3AOS2, U4AOS1, U4AOS2…
Question Type	State, describe, explain, predict… Multiple choice, short answer, extended response… Calculate, evaluate, graph…
Difficulty	Beginning, consolidating, challenging… Easy, moderate, hard…

Specialised criteria categories

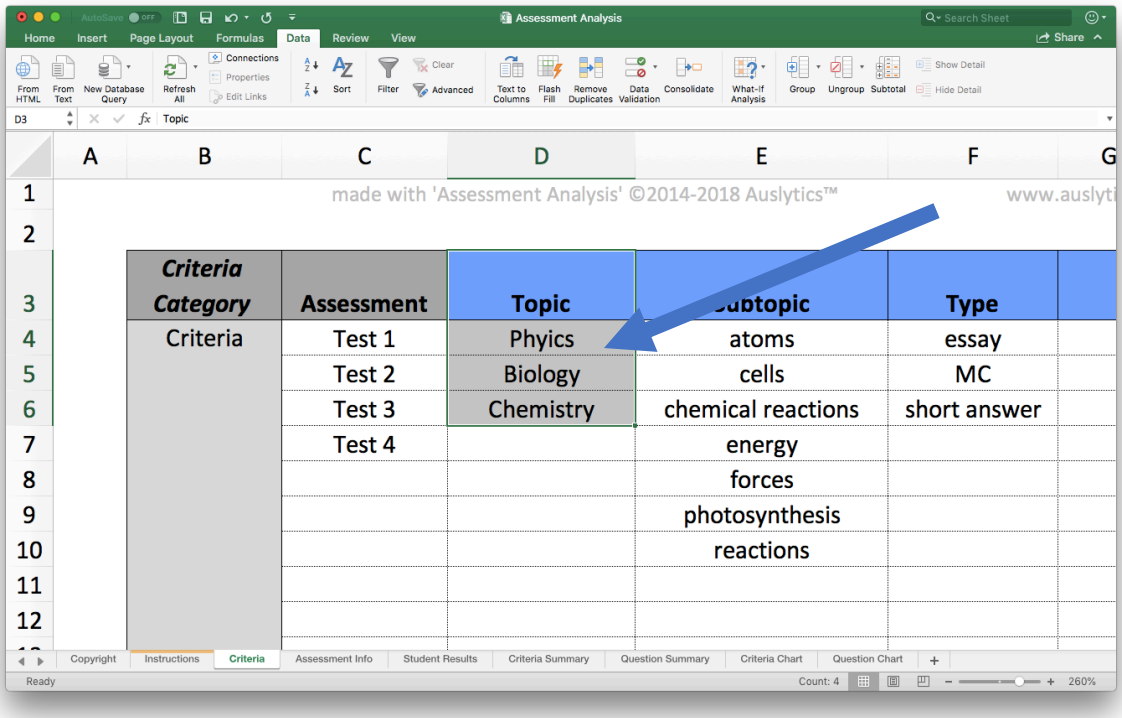
When the categories in the 'Frequently used criteria categories' table are used, a student's results for that criteria across all assessments are analysed. To specifically analyse a change in a student's development in a particular criterion over the course of multiple assessments, add the assessment name into the criteria (for example: atoms test 1, atoms test 2 – then label all the questions about atoms in test 1 as 'atoms test 1' and all the questions about atoms in test 2 as 'atoms test 2'). The 1st two rows of the following table illustrate two other examples.

Criteria Category	Criteria
Question Type by SAC	State SAC 1, describe SAC 1, State SAC 2, Describe SAC 2…
Topic by Assessment	Chemistry Test 1, Chemistry Test 2, Chemistry Test 3, Biology Test 1, Biology Test 2, Biology Test 3…
Subtopic by Assessment	Atoms Test 1, Atoms Test 2, Atoms Test 3…

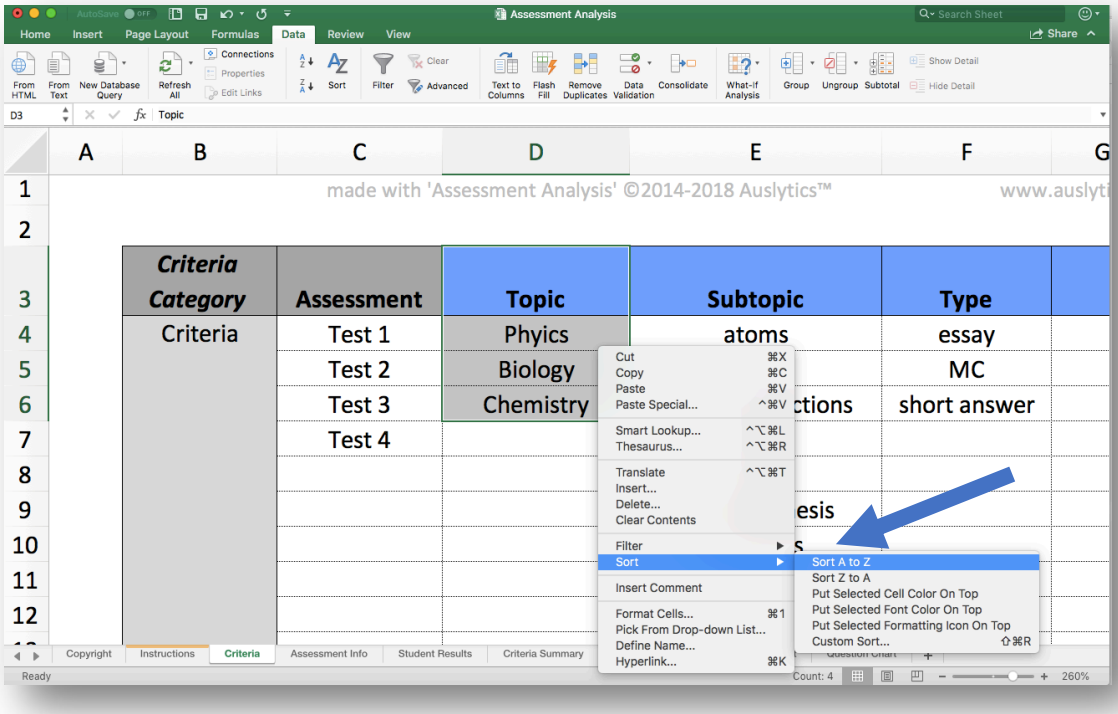
Sorting Criteria Alphabetically

The quickest way to independently sort individual Criteria Categories alphabetically (as opposed to sorting the entire table) is to:

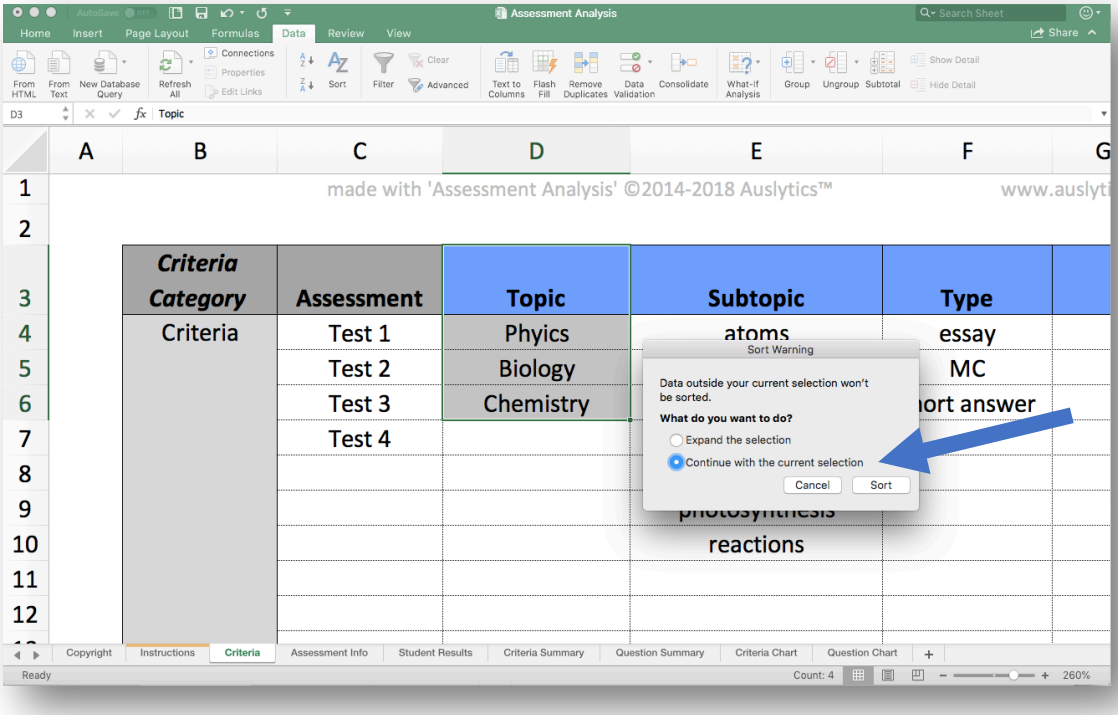
a) Highlight the Criteria of the respective Criteria Category



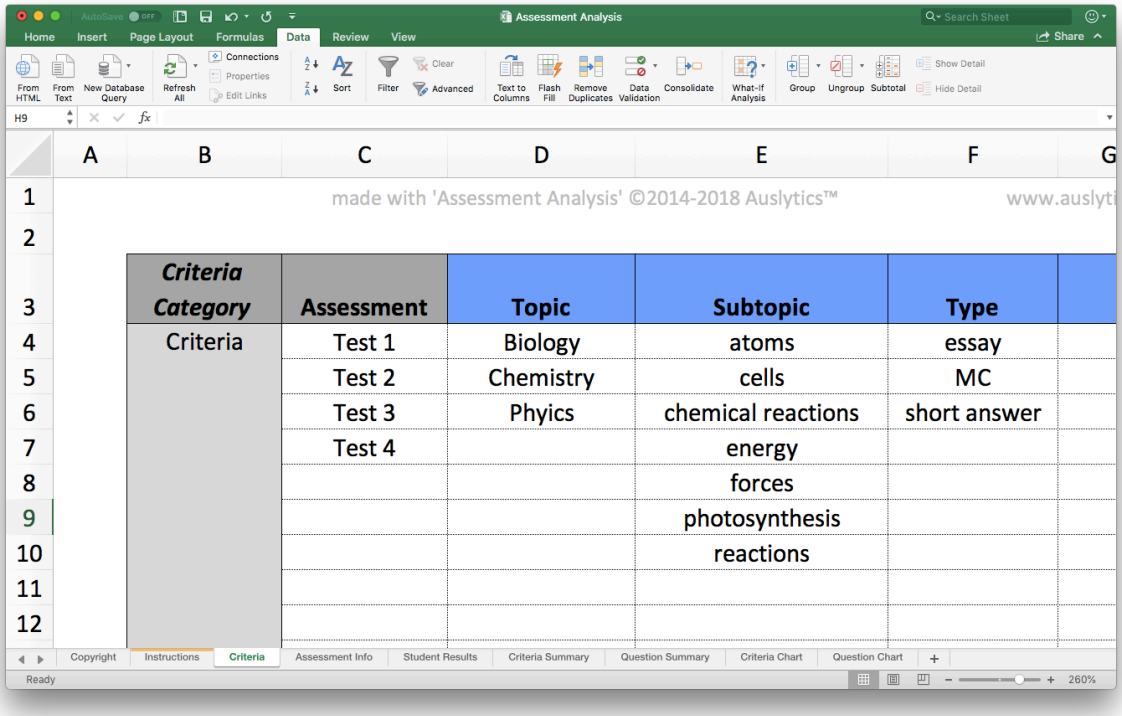
b) Right click on the Criteria, select 'Sort' and then click 'Sort A to Z'.



c) Select ‘Continue with current selection’ and click ‘Sort’



d) The Criteria Category should now be sorted alphabetically



Using rubrics

Entering data using a rubric be demonstrated by using the following example rubric.

In this example, Student A has written 2 reports and has achieved the highlighted levels of the rubrics for their respective reports below.

Report 1: Student achievement for Report 1

1.3 Makes changes to a (basic) recipe	2.3 Identifies methods to plate food	3.3 Describes successes and future changes about the design and production process	**7**
1.2 Selects from changes to a (basic) recipe	2.2 Independently plates food hygienically	3.2 Identifies successes and future changes about the design and production process	**6**
1.1 Identifies a part of a recipe to be changed.	2.1 Follows instructions to plate food hygienically	3.1 With assistance, identifies success and future changes about the design and production process	**5**
Insufficient evidence	*Insufficient evidence*	*Insufficient evidence*	
1. Generating Recipes	**2. Plating**	**3. Evaluating**	**Level**

Report 2: Student achievement for Report 2

1.3 Makes changes to a (basic) recipe	2.3 Identifies methods to plate food	3.3 Describes successes and future changes about the design and production process	**7**
1.2 Selects from changes to a (basic) recipe	2.2 Independently plates food hygienically	3.2 Identifies successes and future changes about the design and production process	**6**
1.1 Identifies a part of a recipe to be changed.	2.1 Follows instructions to plate food hygienically	3.1 With assistance, identifies success and future changes about the design and production process	**5**
Insufficient evidence	*Insufficient evidence*	*Insufficient evidence*	
1. Generating Recipes	**2. Plating**	**3. Evaluating**	**Level**

In this example, it can be seen that Student A has demonstrated one level of growth in the areas of ‘Generating Recipes’ and ‘Evaluating’.

Substitute a 'mark' for the level of the rubric achieved

Criteria Tab

Criteria Category	Assessment	Rubric Section	Rubric by Assessment
Criteria	Report 1	Generating Recipes	Generating Recipes Report 1
	Report 2	Plating	Plating Report 1
		Evaluating	Evaluating Report 1
			Generating Recipes Report 2
			Plating Report 2
			Evaluating Report 2

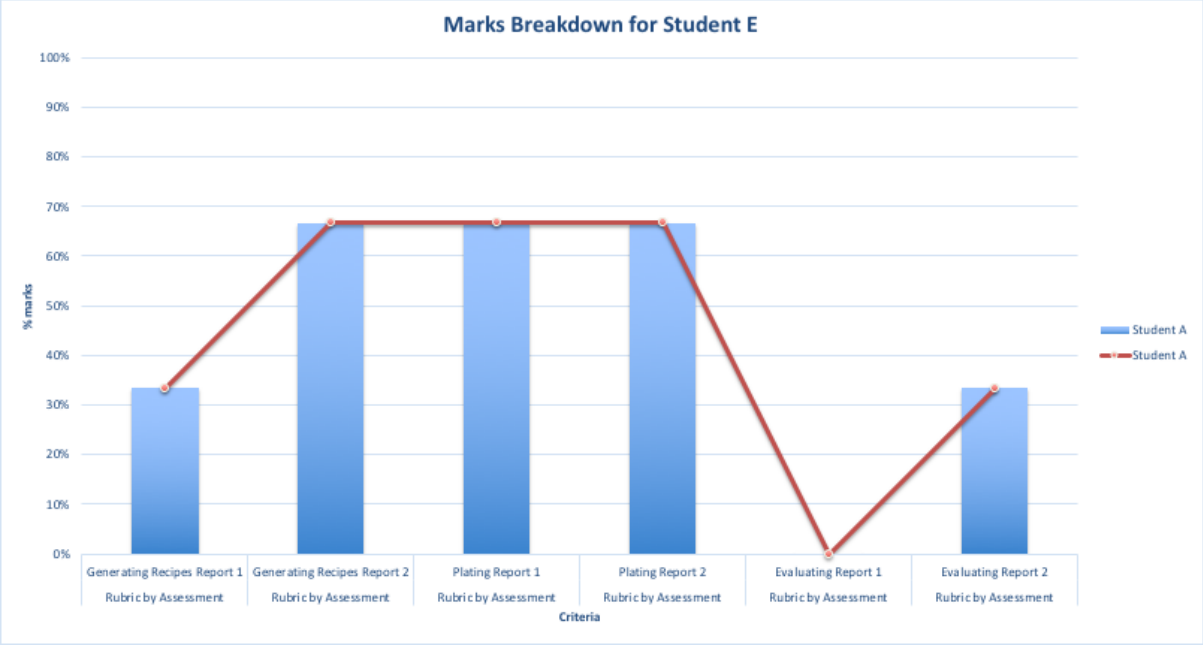
Assessment Info Tab

Question Identifier	Question	Marks	Assessment	Rubric Section	Rubric by Assessment
Report 1, Generating Recipes	Generating Recipes	3	Report 1	Generating Recipes	Generating Recipes Report 1
Report 1, Plating	Plating	3	Report 1	Plating	Plating Report 1
Report 1, Evaluating	Evaluating	3	Report 1	Evaluating	Evaluating Report 1
Report 2, Generating Recipes	Generating Recipes	3	Report 2	Generating Recipes	Generating Recipes Report 2
Report 2, Plating	Plating	3	Report 2	Plating	Plating Report 2
Report 2, Evaluating	Evaluating	3	Report 2	Evaluating	Evaluating Report 2

Student Results Tab

Question Identifier	Marks	Student A
Report 1, Generating Recipes	3	1
Report 1, Plating	3	2
Report 1, Evaluating	3	0
Report 2, Generating Recipes	3	2
Report 2, Plating	3	2
Report 2, Evaluating	3	1

Criteria Chart Tab Student results can then be visualised as follows:



The growth for the student can now be visualised both in a graphical form (above) and numerical form (below)

Criteria Category	Rubric by Assessment	Rubric by Assessment	Rubric by Assessment	Rubric by Assessment	Rubric by Assessment	Rubric by Assessment
Criteria	Generating Recipes Report 1	Generating Recipes Report 2	Plating Report 1	Plating Report 2	Evaluating Report 1	Evaluating Report 2
Student A	33%	67%	67%	67%	0%	33%

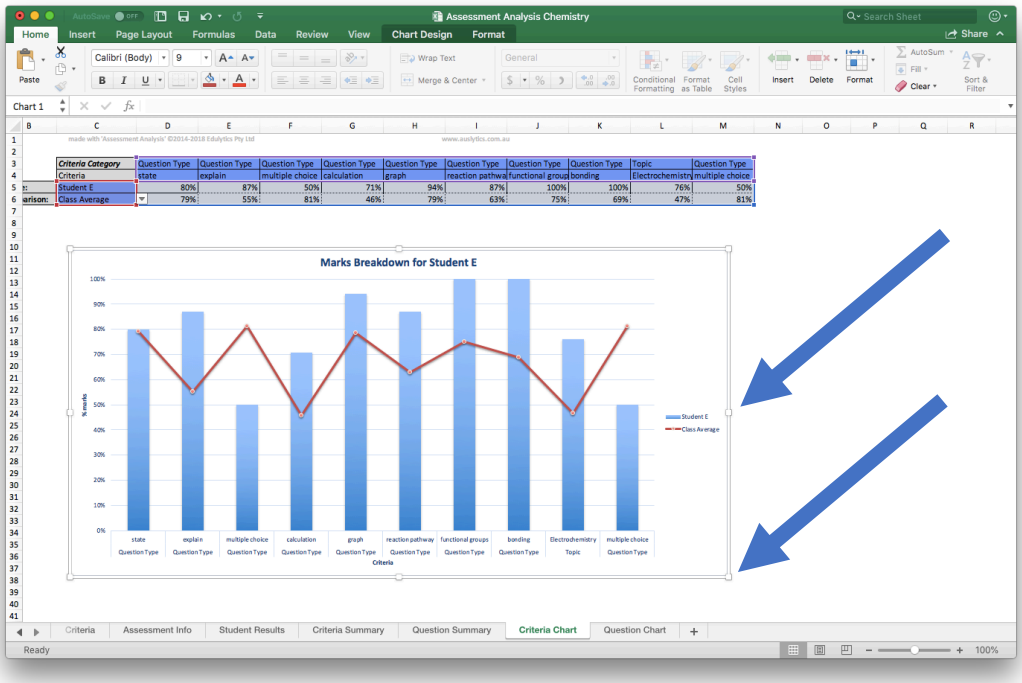
Although using percentages for a rubric isn't all that helpful, we have found the benefits of being able to track rubrics and tests on the same spreadsheet outweigh the inconvenience of having percentages. We are also assuming students will have access to their marked rubric, therefore the tracking of the rubric data is more relevant when other criteria categories are used in conjunction (such as topic).

For those situations when only tracking data from rubrics is required we have a specific '**Rubric Analysis Spreadsheet'** available to purchase from our website: www.auslytics.com.au .

Visualising Charts and Data

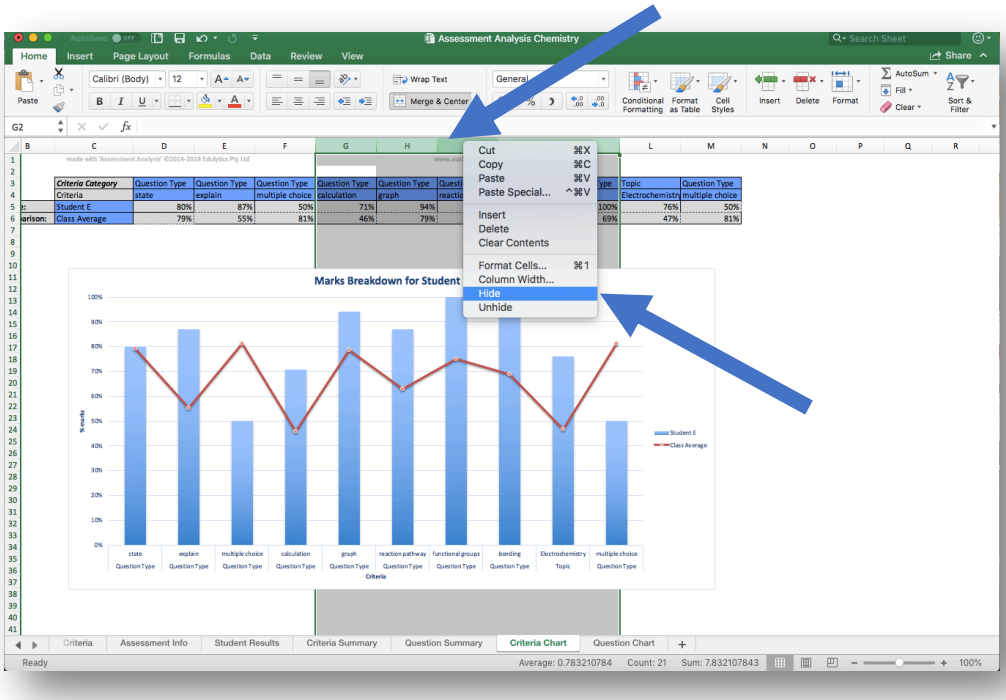
Altering charts

a) *The size of the chart* can be changed by clicking any of the blank space on the side of the chart, and then by clicking and dragging any of the little white squares around the outside of the chart. Two examples are pointed out below:

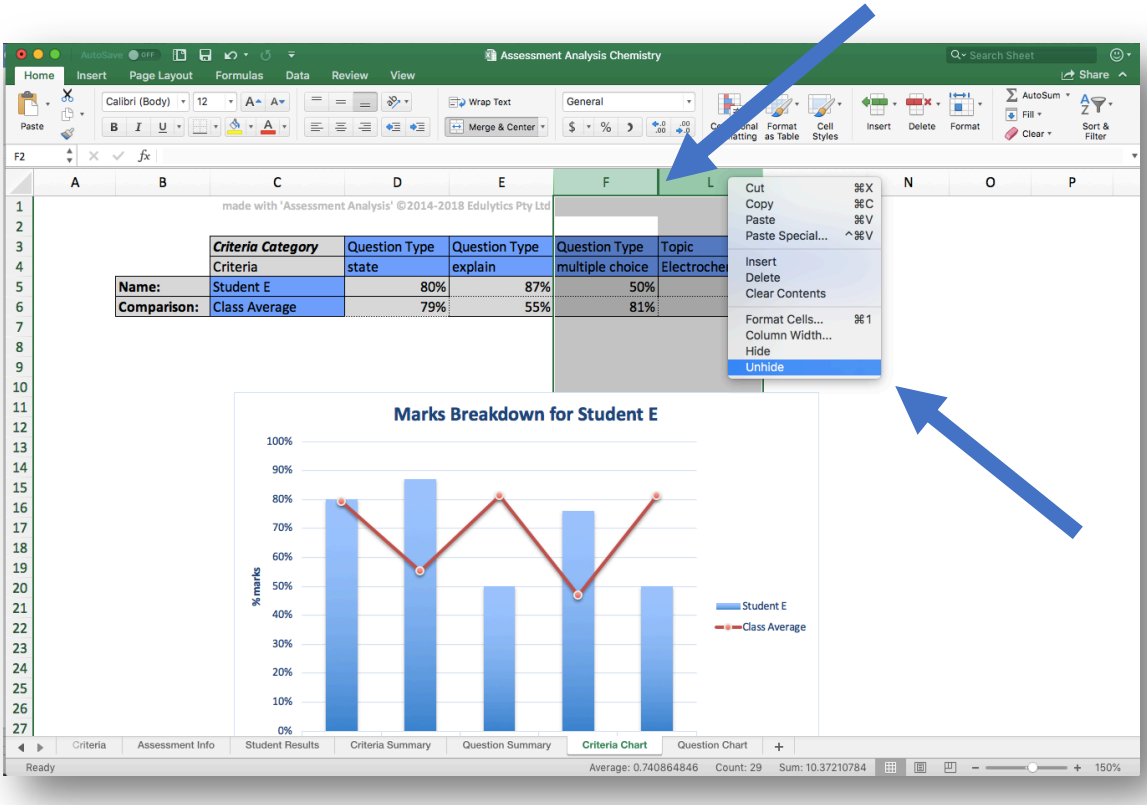


b) *The amount of data displayed on a chart* can be altered by 'hiding' or 'unhiding' columns of the table.

i. *To hide columns:* highlight as many columns as you wish to hide by clicking on the column header (the letter), right click on the highlighted columns and then select 'hide'. These columns will be removed from the chart.

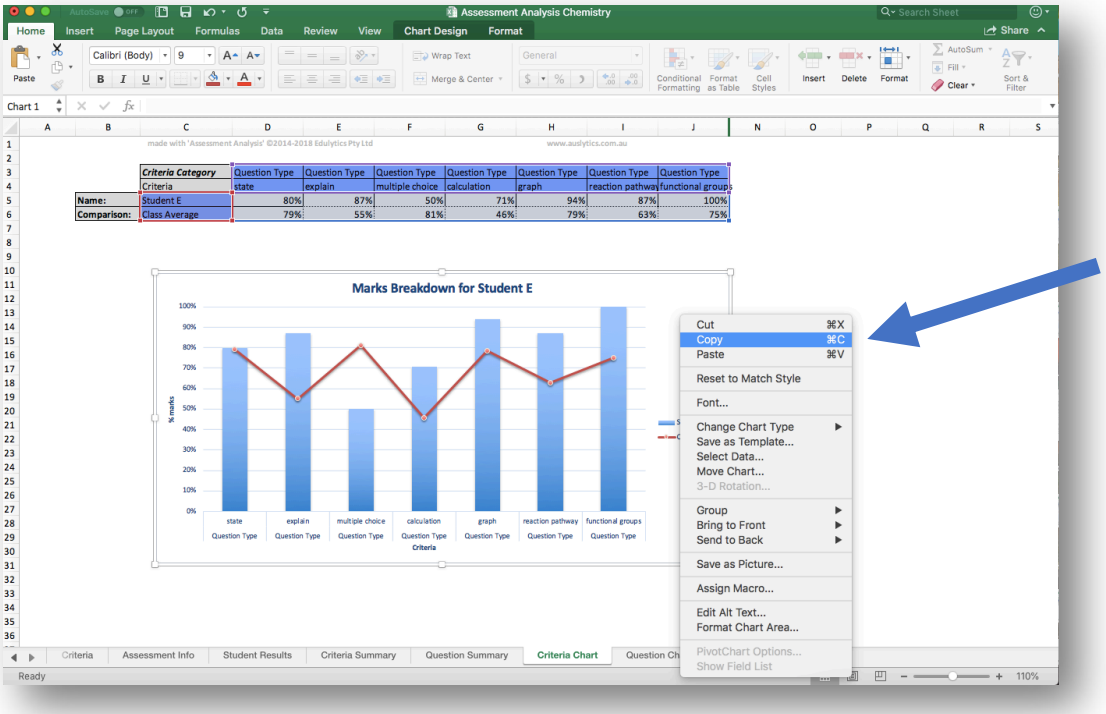


ii. *To unhide columns:* highlight the columns immediately to the left and right of the hidden columns (hidden columns can be seen as a discontinuation in the lettering sequence), right click on the highlighted columns and select 'Unhide'. These columns will now be shown on the chart.

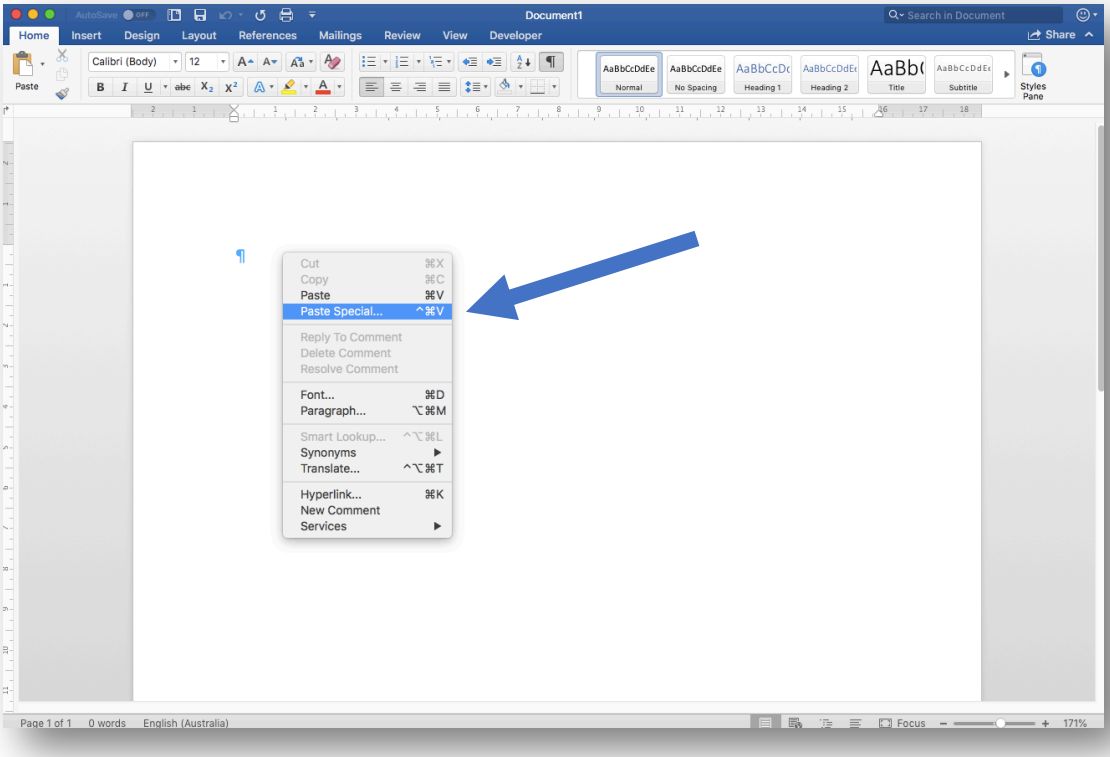


c) *Copying charts into another document*

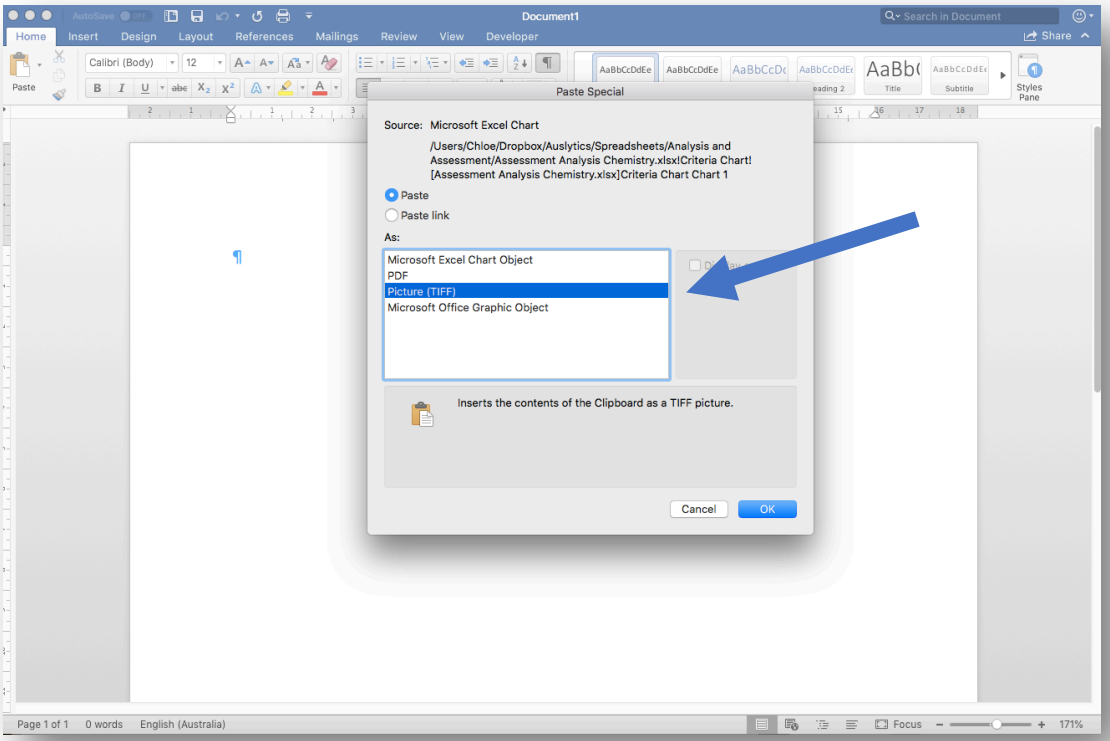
i. Right click on the blank area on the side of a chart and select 'Copy'



ii. In the new document location (we use a Microsoft® Word document in this example), right click on a blank area and select ‘Paste Special’



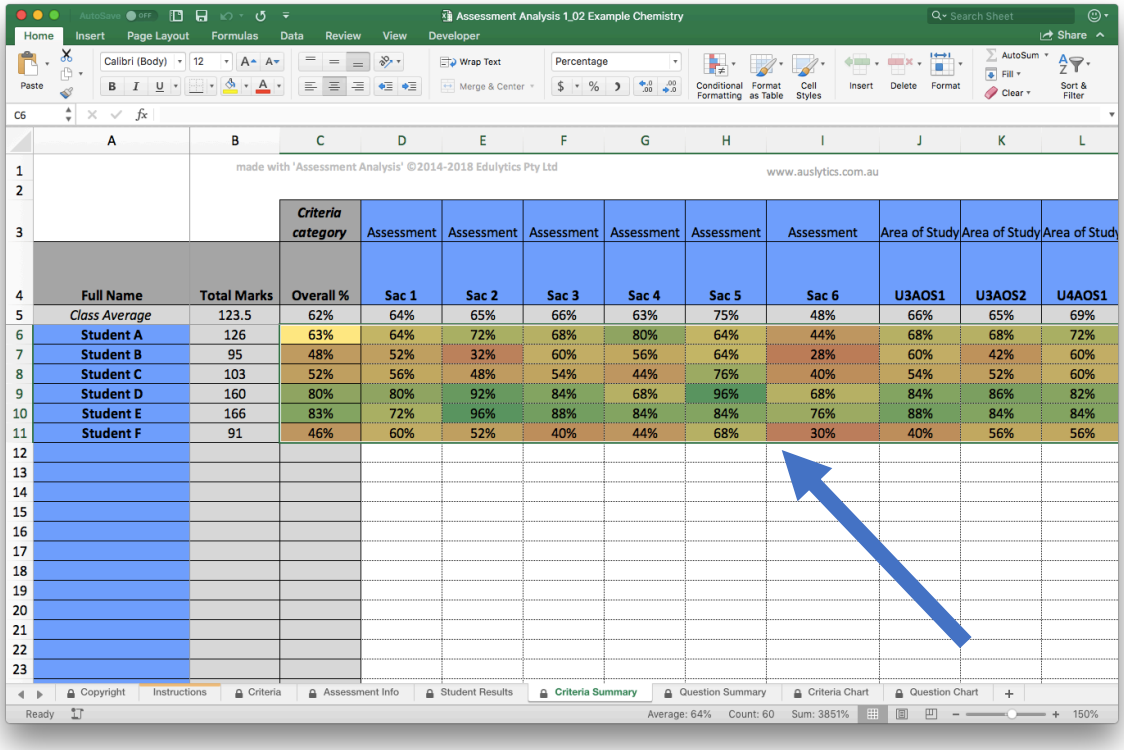
iii. Change the selection to ‘Picture (TIFF)’ and select ‘OK’



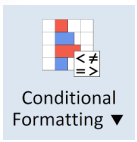
Altering colour-coding on tables

The Excel feature ‘Conditional Formatting’ was used to perform the colour-coding on all the analysis tables. To change the colouring:

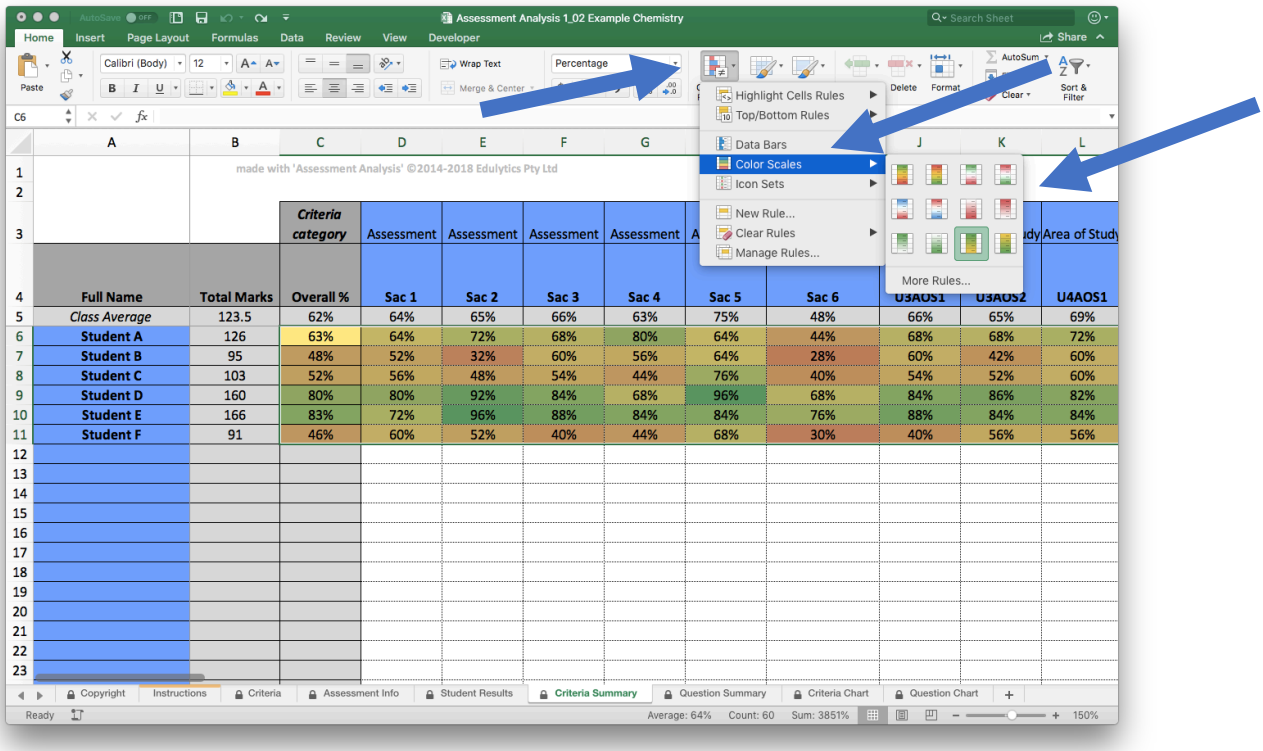
a) Select and highlight the cells you wish to change the colour of:



b) Click on the ‘Conditional Formatting’ icon and either:

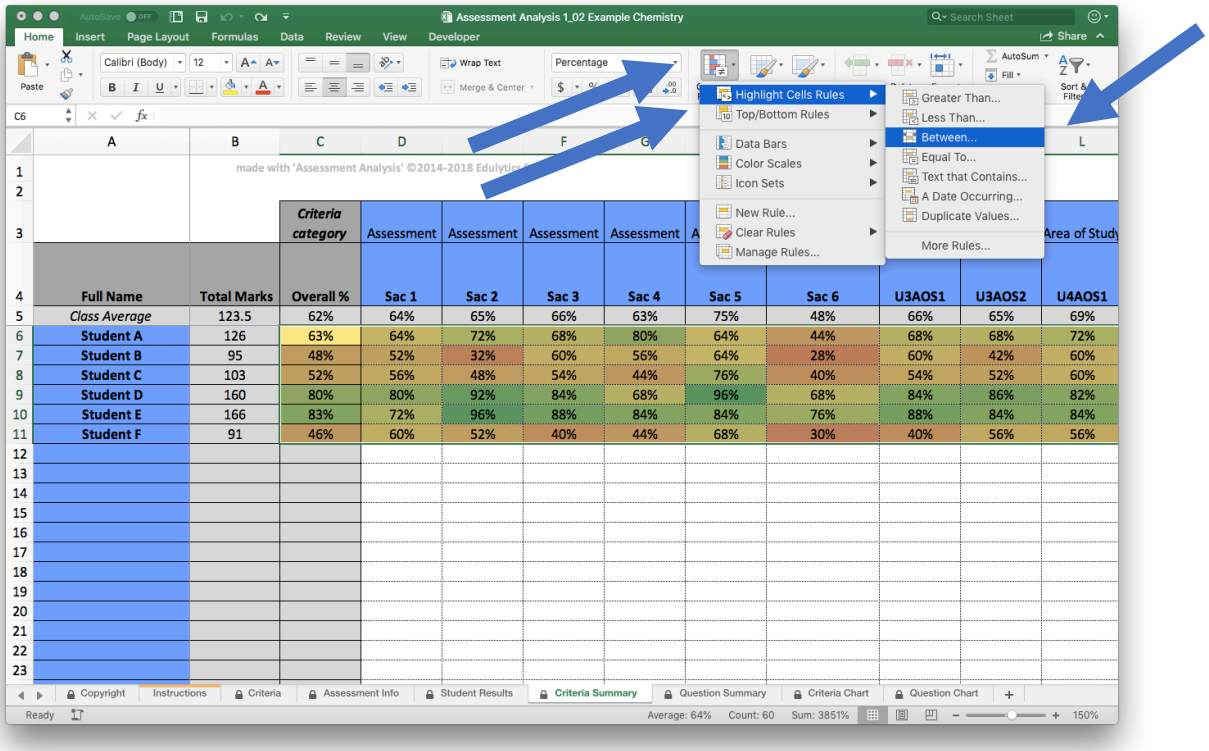


i. Select ‘Colour Scales’ and then choose your desired colour scheme



	A	B	C	D	E	F	G	H	I	J	K	L
3			Criteria category	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Area of Study	Area of Study	Area of Study
4	Full Name	Total Marks	Overall %	Sac 1	Sac 2	Sac 3	Sac 4	Sac 5	Sac 6	U3AOS1	U3AOS2	U4AOS1
5	*Class Average*	123.5	62%	64%	65%	66%	63%	75%	48%	66%	65%	69%
6	**Student A**	126	63%	64%	72%	68%	80%	64%	44%	68%	68%	72%
7	**Student B**	95	48%	52%	32%	60%	56%	64%	28%	60%	42%	60%
8	**Student C**	103	52%	56%	48%	54%	44%	76%	40%	54%	52%	60%
9	**Student D**	160	80%	80%	92%	84%	68%	96%	68%	84%	86%	82%
10	**Student E**	166	83%	72%	96%	88%	84%	84%	76%	88%	84%	84%
11	**Student F**	91	46%	60%	52%	40%	44%	68%	30%	40%	56%	56%

ii. Enter your own specific rules for which colour you would like the results to be (select 'Highlight Cell Rules' the choose the option(s) that best suit your needs)



	A	B	C	D	E	F	G	H	I	J	K	L
1			made with 'Assessment Analysis' ©2014-2018 Edulytics									
2												
3			*Criteria category*	Assessment	Assessment	Assessment	Assessment	A				Area of Study
4	**Full Name**	**Total Marks**	**Overall %**	**Sac 1**	**Sac 2**	**Sac 3**	**Sac 4**	**Sac 5**	**Sac 6**	**U3AOS1**	**U3AOS2**	**U4AOS1**
5	*Class Average*	123.5	62%	64%	65%	66%	63%	75%	48%	66%	65%	69%
6	**Student A**	126	63%	64%	72%	68%	80%	64%	44%	68%	68%	72%
7	**Student B**	95	48%	52%	32%	60%	56%	64%	28%	60%	42%	60%
8	**Student C**	103	52%	56%	48%	54%	44%	76%	40%	54%	52%	60%
9	**Student D**	160	80%	80%	92%	84%	68%	96%	68%	84%	86%	82%
10	**Student E**	166	83%	72%	96%	88%	84%	84%	76%	88%	84%	84%
11	**Student F**	91	46%	60%	52%	40%	44%	68%	30%	40%	56%	56%
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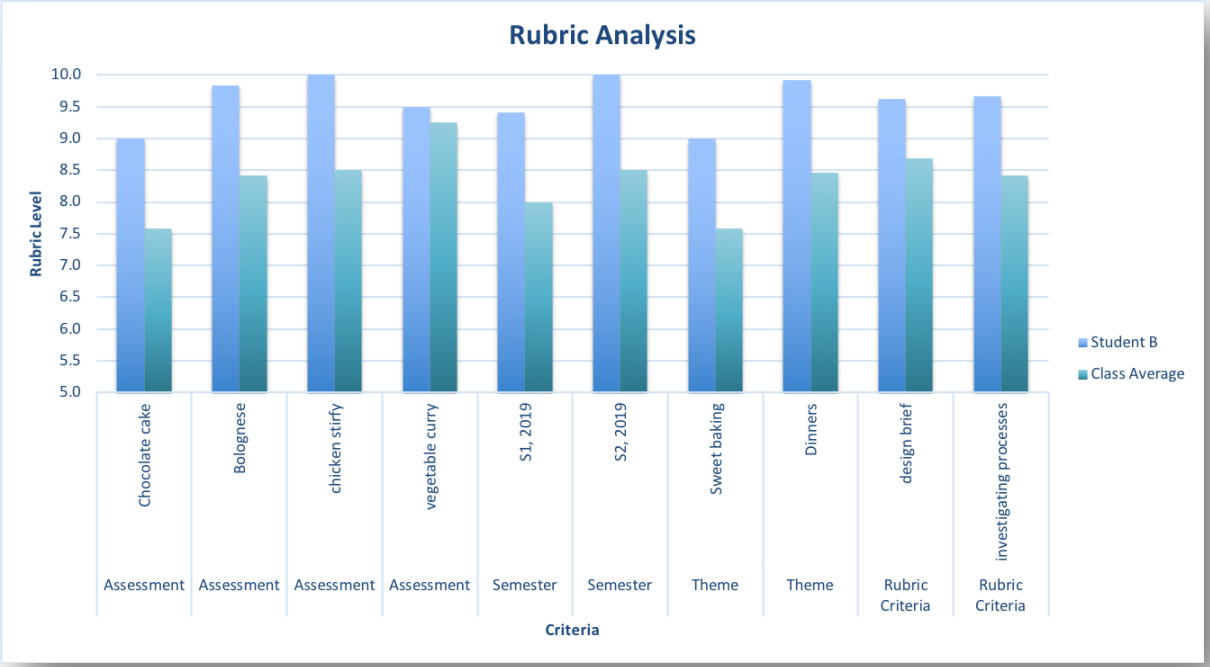
Thank you!

Thank you for using our 'Assessment Analysis' spreadsheet. If you have any questions or suggestions, please contact us on info@auslytics.com or on 0488 285 368.

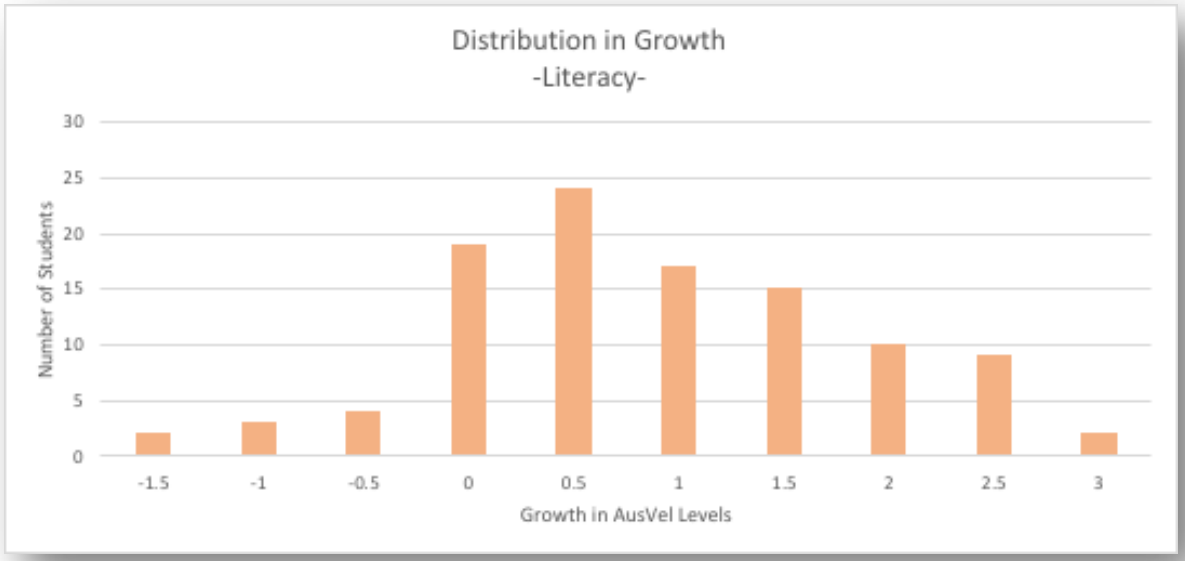
Auslytics has a range of other products and services that may be able to assist you. These include:

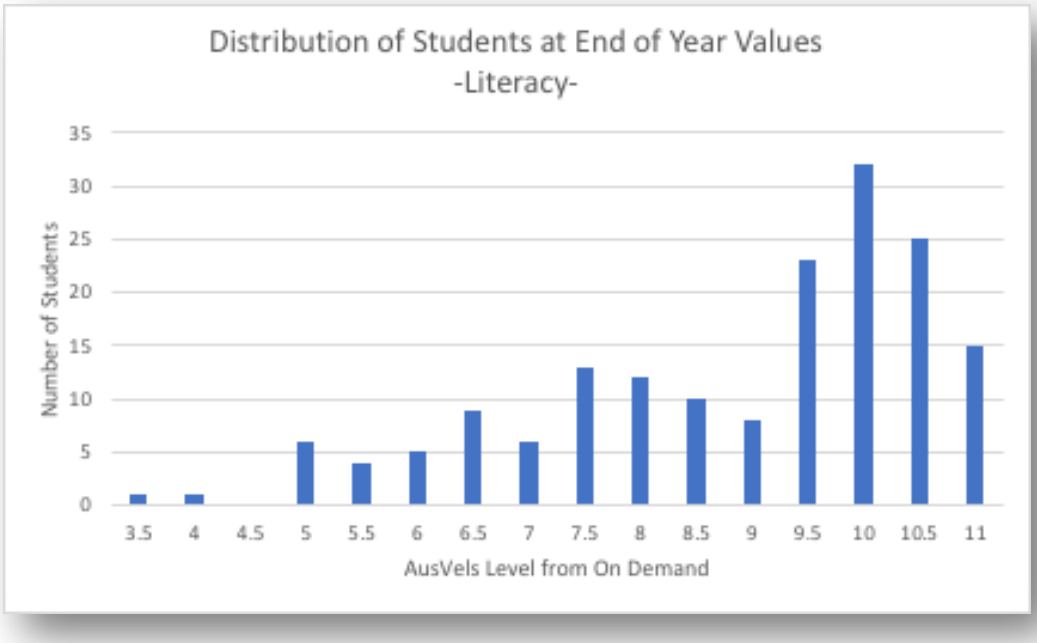
- **RUBRIC ANALYSIS TRACKING:** Specifically analyse and track assessments with rubrics using our powerful rubric analysis spreadsheet. Use either your own rubric or one of our tested and evaluated developmental progression rubrics available for free from the resource section of our website. This product is ideally suited for tracking the development of skills of students in a cohort over the course of a year, or even their entire schooling!



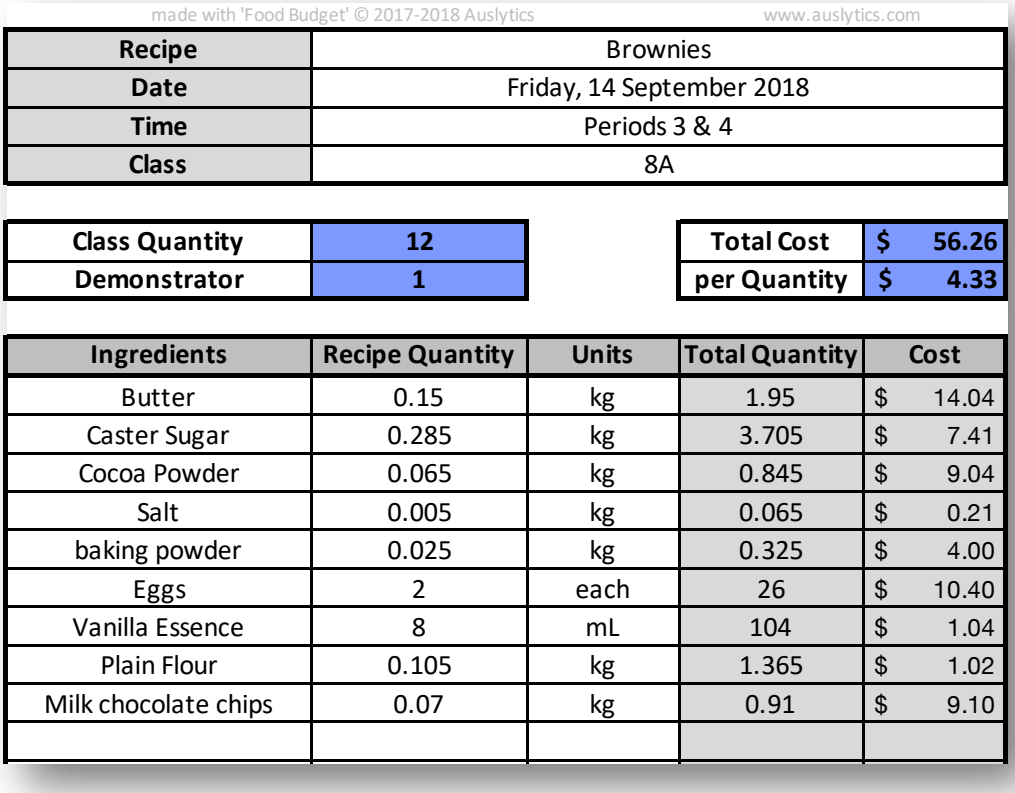
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Contents	made with ' Food Technology Rubric Analysis' ©2014-2018 Auslytics™															
2		www.auslytics.com.au															
3	Full Name	Overall Average	Design Brief, Chocolate cake	investigating ingredients, chocolate cake	investigating processes, chocolate cake		design brief, spaghetti Bolognese	investigating ingredients, spaghetti Bolognese	investigating processes, spaghetti Bolognese		design brief, chocolate cake	design brief, spaghetti Bolognese	design brief, chicken stirfy		investigating ingredients, chocolate cake	investigating ingredients, spaghetti Bolognese	investigating ingredients, chicken stirfy
4	*Class Average*	8.4	8.0	7.3	7.5		8.8	7.5	9.0		8.0	8.8	8.8		7.3	7.5	8.0
5	**Student A**	7.1	7.0	5.5	6.0		7.5	5.5	8.0		7.0	7.5	7.5		5.5	5.5	6.0
6	**Student B**	9.6	9.0	9.0	9.0		10.0	9.5	10.0		9.0	10.0	10.0		9.0	9.5	10.0
7																	

- **ON-DEMAND GROWTH TRACKING:** save time with our On-Demand growth tracking spreadsheet. Simply copy the student results into the spreadsheet and immediately receive a variety of results and graphs detailing both individual and cohort achievement and growth:





- **Budgeting Software:** Prepare accurate budgets quickly and easily with our Consumables Budget Software. Perfect for costing recipes in **Food Technology**, practical experiments in **Science Classes**, materials for **Art and Design Subjects** and many more, our software automatically calculates quantities required as well as the cost breakdown.



made with 'Food Budget' © 2017-2018 Auslytics www.auslytics.com

Recipe	Brownies
Date	Friday, 14 September 2018
Time	Periods 3 & 4
Class	8A

Class Quantity	12
Demonstrator	1

Total Cost	$ 56.26
per Quantity	$ 4.33

Ingredients	Recipe Quantity	Units	Total Quantity	Cost
Butter	0.15	kg	1.95	$ 14.04
Caster Sugar	0.285	kg	3.705	$ 7.41
Cocoa Powder	0.065	kg	0.845	$ 9.04
Salt	0.005	kg	0.065	$ 0.21
baking powder	0.025	kg	0.325	$ 4.00
Eggs	2	each	26	$ 10.40
Vanilla Essence	8	mL	104	$ 1.04
Plain Flour	0.105	kg	1.365	$ 1.02
Milk chocolate chips	0.07	kg	0.91	$ 9.10

- **Custom Solutions:** Auslytics is also able to make custom solutions for your context. Contact us for a free consultation to discuss your needs.
- **Consulting Services Include:**
  - Classroom data analysis and software training workshops
  - Analysis of school data and presentation sessions
  - Professional learning community (PLC) training and coaching
  - STEM curriculum integration consulting
  - Assessment and curriculum development consulting