



Assessment in Economics

EBE Professional Development Workshop
Presented by Andrew Athavle

Why assess?

Assessment for Learning
Do they know anything?

Assessment as Learning
I hope they are learning something

Assessment of Learning
Did they really learn something?

Design an assessment program

- How many tasks?
- What types of tasks?
 - Research
 - Essays
 - Exams
- When will I do them?
- **TASK: Check the BOS support document as a guide to designing your assessment program**

BOS guidelines

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of economic information, ideas and issues in appropriate forms	20
	100

No more than 50% weighting may be allocated to tests and examinations.

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks is sufficient.

Design and marking of tasks:

- focus on **outcomes**
- tasks **suit the outcomes**
- Students can demonstrate **their level of achievement** of the outcomes
- **different** task types
- tasks reflect the **weightings and components**

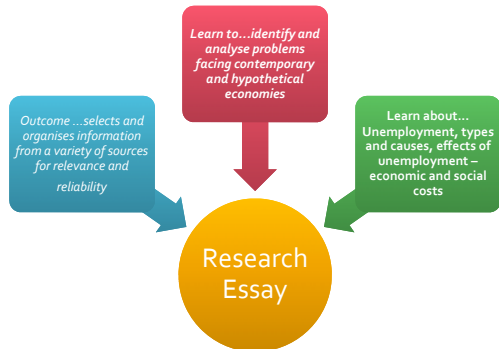
Design and marking of tasks:

- share the criteria **before** they begin a task
- marking guidelines are **linked to the standards**
- Marking scale reflects **differences** in student performance

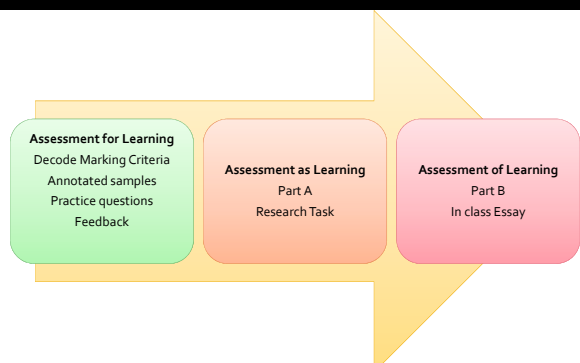
Sharing learning intentions - ideas

- **Explain learning intentions**
 - eg. scope of the task, Marking Criteria
- **Decode the criteria** in students' language
- **Posters** of key words eg describe, explain
- **Planning/writing frames – templates**
- **Annotated examples**
 - BOS standards packages,
 - HSC sample answers

Example



Task Process



Feedback and reporting:

- students get **meaningful feedback** of achievement & how to improve
- **Marks and ranks** show **differences** in student achievement of standards
- **Marks are spread** to reflect differences in student performance.

Practical techniques: feedback

- **Key idea:** feedback should
 - cause thinking
 - provide guidance on how to improve
- **Comment-only** grading – give marks later
- **Focused marking** – look for 1 thing only (eg looking for reference to current statistics)
- **Explicit reference to marking guidelines** eg. HSC exam answers, Standards packages

Example: Teacher / Peer feedback

Section III checklist

- Syllabus dot points
- Applied stimulus
- Terms / concepts



Section IV Checklist

- Syllabus Dot points
- Current Issues
- Terms / concepts

Example: peer feedback

Think Pair Share

- Students have to come up with something
- Pairing shows gaps in understanding



2 Stars and a wish

- Students understand the success criteria
- Recognise where it's met
- Recognise where it's missing



What is the standard?

The typical performance in this band:

Band 6	<ul style="list-style-type: none"> integrates economic terms, concepts, relationships and theory in a variety of economic contexts displays superior analysis of the role of economic participants and markets in a variety of economic contexts uses extensive economic vocabulary and illustrative examples in exposition of problems and policies in a variety of contexts demonstrates critical judgment and sound reasoning to select, organise, synthesise and evaluate relevant information from a variety of sources presents excellent explanation and evaluation of the impact of government economic policies in contemporary and hypothetical economic contexts presents comprehensive application of appropriate mathematical concepts in a variety of economic contexts produces comprehensive economic arguments to evaluate the consequences of economic problems and issues on economic participants
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