

Effective Assessment in Business Studies

EBE Professional Development Workshop
Presented by Andrew Athavle
11th March 2016

“what are we to make of a lesson in which the quality of teaching was good but the quality of learning was poor? It is a bit like saying the operation was a complete success but the patient died”

Planning the Assessment

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

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

Design an assessment program

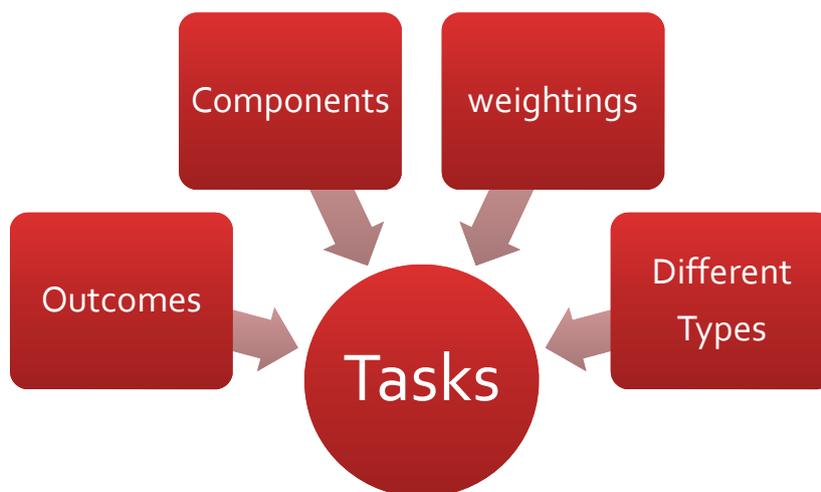
- How many tasks?
- What types of tasks?
- When will I do them?

- **NB: Design with the HSC exam in mind**

Design an assessment program

| Assessment Components for Subject | | | | | | | | | |
|--|--|--------|------|-------------|--|------------|------------|------------|--|
| 1 | Knowledge and understanding of course content | | | | | | | | |
| 2 | Stimulus-based skills | | | | | | | | |
| 3 | Inquiry and research | | | | | | | | |
| 4 | Communication of business information, ideas and issues in appropriate forms | | | | | | | | |
| Units: 2 | | Timing | | Weight | Board's Mandatory Component Weightings | | | | |
| Task Description | Outcomes assessed | Term | Week | % | 1 | 2 | 3 | 4 | |
| Business Research Task <ul style="list-style-type: none"> • 5 business ideas • Business Plan • Market Day • SWOT/Financial | P7, P8, P9, P10 | 1 | 3 | 25% | | | 20 | 5 | |
| | | 1 | 6 | | | | | | |
| | | 1 | 9 | | | | | | |
| | | 1 | 10 | | | | | | |
| Half Yearly Exam | P1, P2, P6, P8, P9, P10 | 2 | 3/4 | 25% | 15 | 5 | | 5 | |
| Business Report (in class) | P5, P8, P9 | 3 | 3 | 20% | 10 | 5 | | 5 | |
| Preliminary Final Exam | P1, P2, P3, P4, P5, P6, P8, P9, P10 | 3 | 8/9 | 30% | 15 | 10 | | 5 | |
| Totals | | | | 100% | 40% | 20% | 20% | 20% | |

Designing Assessment Tasks



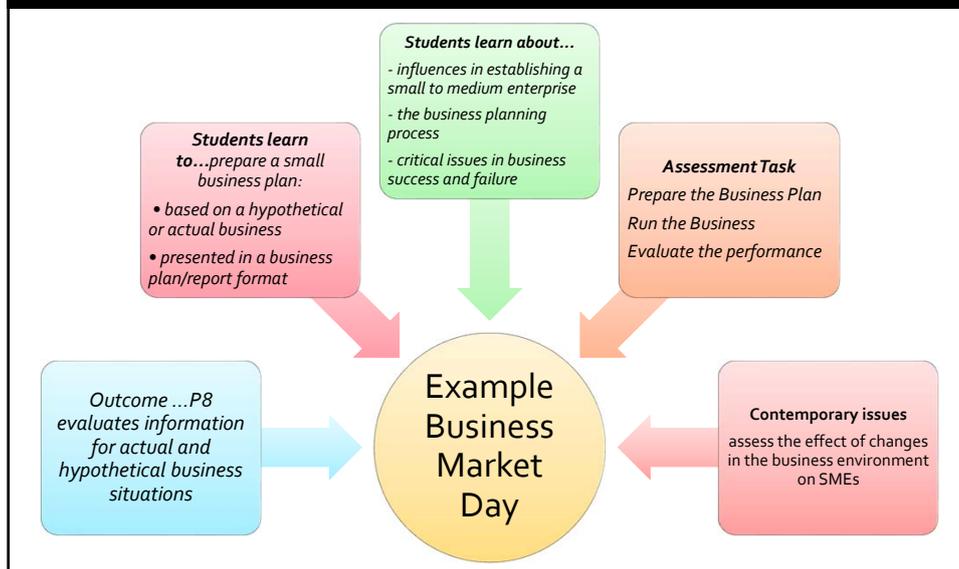
BOS assessment principles

- assessment tasks are designed to **focus on outcomes**
- the **types of assessment tasks are appropriate for the outcomes** being assessed

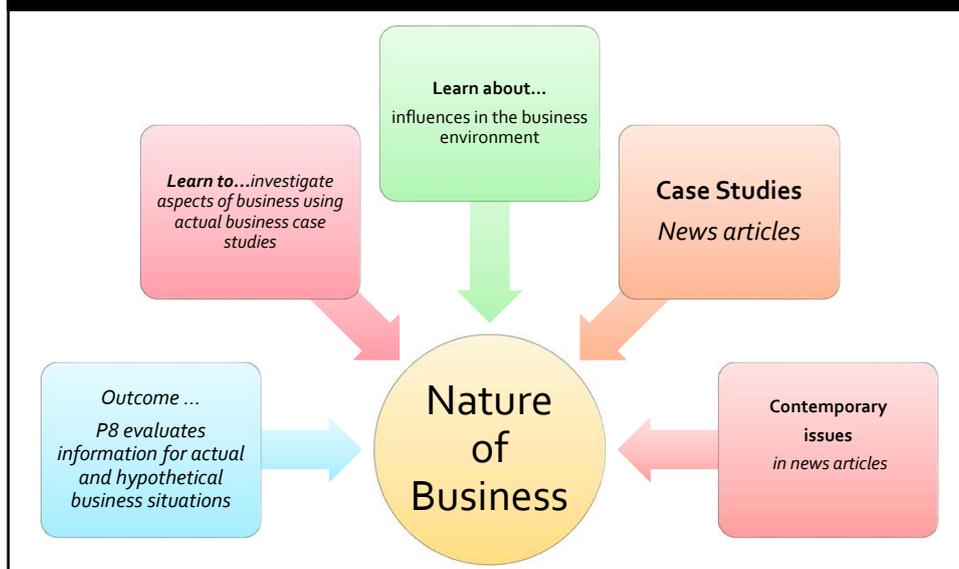
Questions to ask

- **What do I want the students to learn?**
 - Outcomes
 - Learn to statements
- **What type of task?**
 - In class or take home?
- **What is the best time to do it?**
 - Assessment “for learning” or “of learning”
- **How will I mark it?**
 - Marking guidelines
- **What feedback will I give?**

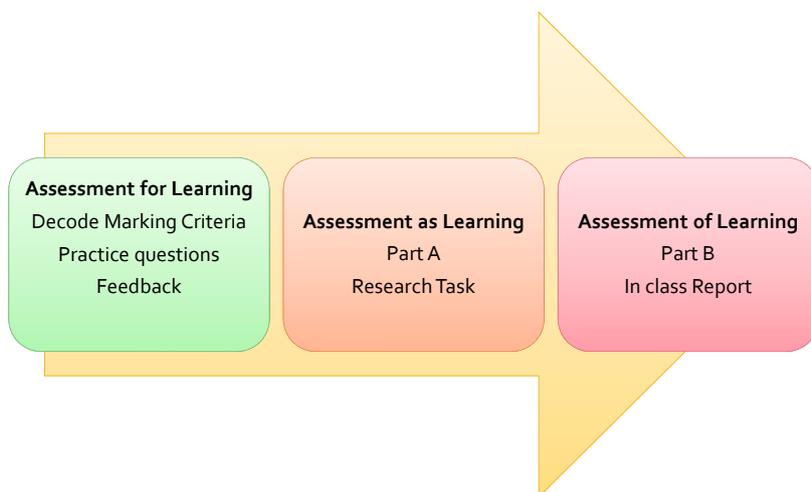
An example



Another example



Role of Assessment



BOS assessment principles

- students know the assessment criteria **before** they begin a task



Practical techniques

- Explain the learning intentions **when issuing the task** - or at the beginning of the unit of work.
- State the intentions/criteria **in students' language** (or decode BOS speak)
- **Posters of key words** to talk about learning eg describe, explain, evaluate

Practical techniques

- **Scaffolds** for planning/writing eg. Mindmaps,
- **Annotated examples of different standards** to 'flesh out' assessment rubrics e.g. BOS standards packages, HSC exam answers
- Give opportunities for students to **design their own questions** from the syllabus

Features of Marking Guidelines



BOS assessment principles

- marking guidelines for each task are linked to the standards by **including the wording of syllabus outcomes** and relevant performance descriptions

- See Task sample



Sample Marking Guidelines

Marking guidelines – Business report

| Criteria | Mark |
|---|---------|
| <ul style="list-style-type: none"> Makes clearly evident how internal and external influences may impact on business opportunities in NSW Communicates clearly in a business report using contemporary business issues from their articles Presents a sustained, logical and cohesive response | 17 – 20 |
| <ul style="list-style-type: none"> Makes evident how internal and external influences may impact on businesses in NSW answer Communicates in a business report using contemporary business issues from their articles Presents a logical and cohesive response | 13 – 16 |

BOS assessment principles

- students get **meaningful feedback** about what they are able to do and what they need to do in order to improve their level of 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 references to case studies)
- **Explicit reference to marking guidelines** eg. HSC exam answers, Standards packages

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



BOSTES principles of assessment

“Assessment reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark”