Objectives-Based Assessment and Grading

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Assessment

- How do you know if they know what you want them to know?
- You cannot know if they know what you want them to know if **you** don't know what you want them to know.

Backward Course Design

Stage 1. Identify Desired Results

Stage 2. Determine Acceptable Evidence of Learning

Stage 3. Plan Learning Experiences Instruction and Assessment

Stage 1. Identify Desired Results

Writing your Learning Objectives:

- Objectives should be *directly observable.*
- By the end of this (course, section of the course, week, lecture) the student will be able to….
- Begin with an action word, e.g. *list, explain, apply, classify, determine, design.*
- Words such as *know, learn, understand*, and *appreciate* are not directly observable.

Bloom's Taxonomy of Cognitive Objectives

Levels Of Thinking	Objectives
Remembering	Recall facts & definitions, replicate known solution procedures
Understanding	Explain, interpret, classify, compare terms, observations, & concepts.
Applying	Apply know procedures to novel problems
Analyzing	Explain, interpret, predict the behavior of a system
Evaluating	Make criteria-based judgments (choose, prioritize, rate, critique)
Creating	Design, plan, create, formulate

Remembering

Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

- *List*
- *Identify* the economic foundations that form the basis for accounting systems
- *Outline*

Understanding

Constructing meaning from oral, written and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

- *Explain* the economics of environmental decisions
- *Describe* the fundamentals of management of human resources in businesses and other organizations
- *Interpret*
- *Distinguish*

Applying

Carrying out or using a procedure through executing or implementing.

- *Apply* business ethics to problems in the areas of accounting, finance, marketing, and management information systems
- *Calculate*
- *Solve* unstructured economic problems using formal, mathematical analysis

Analyzing

Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through executing or implementing.

- *Classify*
- *Derive*
- *Explain* the uses of specific types of data for evaluating performance, budgeting, and financial statement analysis

Evaluating

Making judgments based on criteria and standards through checking and critiquing.

- *Determine* risk in a variety of business cases
- *Optimize*
- *Evaluate*
- *Select* an effective proactive response to potential environmental issues in a given case and
- *Justify* the decision

Creating

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning or producing.

- *Formulate*
- *Design* a marketing strategy for a given product that addresses the implications of product life cycle
- *Create*

Stage 2. Determine Acceptable Evidence of learning

Learning Objective

By the end of this course the student will be able to select effective proactive responses to potential environmental issues in a given case and justify the decision.

What is the best observable evidence?

When presented with a challenging case, the student will be able to:

- identify all the potential environmental issues,
- determine proactive responses that build on strengths and mitigate potential environmental problems,
- explain the basis of those responses, and
- back-up all decisions with appropriate documentation and data.

Grading (Evaluation) Criteria

Criteria	1.0 Not acceptable	2.0 Below expectations	3.0 Good, meets expectations	4.0 Exemplary, exceeds expectations
Extent to which potential environmental issues are identified, described, and prioritized				
Extent to which proposed responses are warranted, justified, and explanatory documentation is provided				

How do you know if they know what you want them to know?

- Write clear learning objectives.
- Determine best (observable) evidence.
- Design assessments that result in best evidence.
- Write clear evaluation criteria.