



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

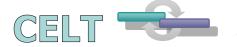
- Stage 1. Identify Desired Results
- Stage 2. Determine Acceptable Evidence of Learning
- Stage 3. Plan Learning Experiences Instruction and Assessment



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

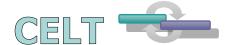




Applying

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

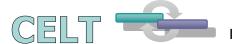




Evaluating

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	2.0	3.0	4.0
	Not acceptable	Below expectations	Good, meets expectations	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.

