Impact on learning – designing assessment

Romy Lawson & Raymond Lister
Assurance of Learning

I've taught Snoopy to whistle

I can't hear him whistle

I said that I'd taught him, not that he'd learned
Assurance of Learning

It can be seen as the answers to the following questions:
1. What will our students learn in our program? What are our expectations?
2. How will they learn it?
3. How will we know they have learned it or not?
4. What will we do if they have not learned it?
5. If they have not learned it, how will we try to fix this?
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How do we assure learning?

- Write CLOS
- Map CLOS
- Collect Evidence
- Use Evidence
- Benchmark
The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded and informed by national and/or international comparators. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and grades awarded reflect the level of student attainment.
How do we assure learning?
Whole of Course Approach
Whole of Course Approach

Critical Thinking

Ethical Awareness
Whole of Course Process – How?

- Writing **Course** Learning Outcomes
- Understanding Criteria and Standards needed to achieve the CLOs (*whole of course* rubrics)
- Designing Authentic *Scaffolded* Assessment of CLOS
- Teaching CLOs with Effective Feedback/*Feedforward* Mechanisms
- Leading the Process – Facilitating Change
Designing learning

- Learning Outcomes
- Learning Activities
- Evaluation
- Assessment

• How will you/students know if they can do it?
Streamlined Approach

External – Govt, Prof Bodies

Internal – University GA

Degree Level – CLO
Streamlined Approach

- CLO
- SLO
- Assessment

[Diagram: CLO → SLO → Assessment]
Streamlined Approach
Streamlined Approach

CLO + SLO → Assessment (Context/Level)
## Step 1 - Rubric Development

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>STANDARD</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of inter-relationships between differing business related</td>
<td>Z</td>
<td>Limited demonstration of integration between disciplines.</td>
<td>Sound demonstration of integration between disciplines.</td>
<td>Comprehensive demonstration of integration between disciplines.</td>
</tr>
<tr>
<td>disciplines</td>
<td></td>
<td>e.g. identification or description only.</td>
<td>e.g. examination, explanation, interpretation, application or analysis of interrelationships.</td>
<td>e.g. detailed examination, insightful analysis or interpretation, synthesis, extrapolation, evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and/or recommendations.</td>
</tr>
<tr>
<td>Application of critical understandings of theoretical concepts underpinning</td>
<td></td>
<td>No / little application of critical understandings demonstrated.</td>
<td>Application of critical understandings demonstrated.</td>
<td>Convincing application of critical understandings demonstrated.</td>
</tr>
<tr>
<td>perspectives in industry based scenarios.</td>
<td></td>
<td>e.g. Only one perspective drawn on to demonstrate concepts.</td>
<td>e.g. 2-3 perspectives drawn on to demonstrate concepts.</td>
<td>e.g. Relevant and innovative application drawn from multiple / global perspectives.</td>
</tr>
</tbody>
</table>
# Whole of Course Rubric

CLO1 Demonstrate essential knowledge necessary for a career in business related professions

<table>
<thead>
<tr>
<th>A</th>
<th>Year 1: Foundation</th>
<th>Year 2: Intermediate</th>
<th>Year 3: Competent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Year 1: Foundation</th>
<th>Year 2: Intermediate</th>
<th>Year 3: Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical analysis and evaluation of essential concepts.</td>
<td>Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.</td>
<td>Demonstrates sound critical analysis / evaluation of essential concepts. e.g. Analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.</td>
<td>Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. Involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Year 1: Foundation</th>
<th>Year 2: Intermediate</th>
<th>Year 3: Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration of the economic, social and cultural environments within which international businesses operate.</td>
<td>Demonstrates some consideration of the economic, social and cultural aspects of international business context.</td>
<td>Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates.</td>
<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. Accurate explanation of relevant actions and prediction of responses.</td>
</tr>
<tr>
<td>K1 Demonstrate essential knowledge necessary for a career in business related professions</td>
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</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td><strong>Year 1: Foundation</strong></td>
<td><strong>Year 2: Intermediate</strong></td>
<td></td>
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<td>B Critical analysis and evaluation of essential concepts.</td>
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<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. Accurate explanation of relevant actions and prediction of responses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below F</td>
<td>Meets P</td>
<td>C</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
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<tr>
<td>CLO</td>
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<tr>
<td>CLO</td>
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<tr>
<td>CLO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLO1</td>
<td>Describes essential concepts of business</td>
<td>Explains essential concepts of business, demonstrating application of concepts.</td>
<td>Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.</td>
</tr>
<tr>
<td>CLO1</td>
<td>Demonstrates some consideration of the economic, social and cultural aspects of international business context.</td>
<td>Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates</td>
<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.</td>
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</tbody>
</table>
### CLO 1

8 – Synthesize complex conflict and related theories and standards for professional practice in CMR.
9 – Evaluate complex conflict and related theories and standards for professional practice in CMR.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grad Cert Fail</th>
<th>Grad Cert Pass MCMR Fail</th>
<th>Grad Cert Exceeds MCMR Pass</th>
<th>MCMR Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1(a) Understands the theories and standards for the purpose of applying</strong></td>
<td>Does not identify key concepts of theories/standards and/or does not explain their relevance to practice.</td>
<td>Explain the key concepts of complex theories/standards in the field and their relevance to practice.</td>
<td>Comprehensively explains complex theories/standards in the field and their relevance to practice.</td>
<td>Comprehensively explains and critically analyses complex theories/standards in the field and their relevance to practice.</td>
</tr>
<tr>
<td><strong>theories for them in practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1(b) Demonstrate interrelationships between complex conflict and related</strong></td>
<td>Does not draw any links between theories and/or standards.</td>
<td>Explain the relationships between key concepts of complex conflict and related theories and standards</td>
<td>Comprehensively explains the relationships between complex conflict and related theories and standards.</td>
<td>Comprehensively explains and critically analyses the relationships between complex conflict and related theories and standards.</td>
</tr>
<tr>
<td><strong>theories and standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1(c) Draw conclusions</strong></td>
<td>Conclusions not logically linked to theories and standards.</td>
<td>Draws logical conclusions from theories and/or standards.</td>
<td>Draws and explains logical conclusions from theories and/or standards.</td>
<td>Draws and critically justifies conclusions from theories and/or standards.</td>
</tr>
<tr>
<td><strong>1(d) Apply theory/standards to practice.</strong></td>
<td>Incomplete application of theories/standards to practice.</td>
<td>Applies theory/standards to practice, utilising the main elements of the theory/standards</td>
<td>Effectively applies theory/standards to practice utilising relevant elements of the theory/standards.</td>
<td>Produces a comprehensive application of theory/standards to practice utilising relevant elements of the theory or shows innovation in application.</td>
</tr>
</tbody>
</table>
Step 2 – Design Authentic Assessment

- Select a CLO
  - How would students demonstrate the competence in industry/profession/real life?
  - Where would it take place?
  - How would you judge if it was good?

- Translate this into an **authentic** assessment tasks
Now look at this collection of assessment tasks and ask
- How can you build throughout the course (increase complexity)? This is *scaffolded* assessment

<table>
<thead>
<tr>
<th>CLO</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memo to manager</td>
<td>Letter to client</td>
<td>Executive Summary</td>
<td>Full report</td>
</tr>
<tr>
<td>2</td>
<td>Case study (one issue)</td>
<td>Case study (multiple issues)</td>
<td>Current News Analysis</td>
<td>Real Wicked Problem</td>
</tr>
</tbody>
</table>
### Step 4 – Map to embed into the curriculum

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Task</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO 1 – Assess 1</td>
<td>Memo to manager</td>
<td>HR 101</td>
</tr>
<tr>
<td>CLO 1 – Assess 2</td>
<td>Letter to client</td>
<td>Mgt 201</td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hi achiever in 1st yr subject

- 1st year student achieved at 2nd year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 2nd year level. Obviously their mark on this criteria would be constrained to 100% for this actual task.

Hi achiever in 2nd yr subject

- 2nd year student achieved at 3rd year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 3rd year level. Obviously their mark on this criteria would be constrained to 100% for this actual task.

Poor achiever in 3rd yr subject

- 3rd year student achieved at 1st year level. This version allows markers to grade using a 100% scale but still reveal to the student that their work is really at a 1st year level. Obviously their mark on this criteria would be constrained to 0% for this actual task.
Sadler (2012) discusses commonly used options in assuring achievement including:

- overall results,
- external examiner systems,
- threshold standards and
- standardised testing,

but stresses problems with each of these methods unless a

- moderation and calibration process is included.
Calibration

Calibrating and grading to the standard

Pre-F2F

F2F

Post-F2F

Assess  Enter  Compare

Consensus  Agree

Apply
- to assignment if student
- to marking if faculty

Freeman, Hancock et al
Assessment – How do we make judgements?

- Yorke (2008) has also raised concern about adopting overall percentages as the indicator of quality.
- What does a percentage or grade point average or degree classification actually tell us;
  - which capabilities were actually assessed
  - at what level;
  - how grading was decided.
Whole of Course ePortfolios

- Yorke (2008) proposed that evidence can (some might say 'should') be created by students.
- Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999).
BBus WIL

BBus Course Learning Outcomes

BBUS Course Learning Outcomes:
JCU graduates are committed to lifelong learning, intellectual development and to deploying exemplary personal, professional and ethical standards. They have an understanding of First Nations peoples, reconciliation, diversity and sustainability (in its broadest sense). They also have a sense of their place in the Tropics and are charged with professional, community and environmental responsibility. They exhibit a willingness to lead and to contribute to the intellectual, cultural and social challenges of regional, national and international communities.

In the context of a JCU graduate on successful completion of the Bachelor of Business graduates will be able to:

Knowledge:
K1 Demonstrate essential knowledge necessary for a career in business related professions
K2 Synthesise underlying principles and concepts for making business decisions
K3 Critically analyse the core professional obligations, values and operations of organisations including sustainability

Skills:
S1 Critically evaluate data &amp; resources in the context of relevant academic literature
S2 Apply critical thinking to address issues in business
S3 Convey information clearly and fluently, in high quality written form appropriate for their audience
S4 Demonstrate effective oral presentation skills for academic and professional audiences
S5 Demonstrate the ability to work collaboratively

Application
Mapping of Course Learning Outcomes

This page gives you a guide to see which skills and knowledge you will be developing in which subject as you progress through your degree. Below are rough guides to which CLOs are developed in each major (but these are subject to change as the degree progresses). For accurate details please check which CLOs are included in your subject guide/outline.

Core Map

Accounting

Economics Major

Marketing Major
S1 Rubric

S1  Critically evaluate data & resources in the context of relevant academic literature

**Locate and select**

*Year 1: Foundation*
Select relevant information/data to enable a basic analysis

*Year 2: Intermediate*
Selects data and resources that are appropriate in number and considered for their relevance, usefulness, currency, credibility.

*Year 3: Competent*
Demonstrates informed location / selection of relevant data and resources. E.g. optimum number of selected data and resources, based on recognition of their relative worth: usefulness; currency; credibility. E.g. identification of primary sources (of a theory).

**Analysis of relevant data and resources**

*Year 1: Foundation*
Demonstrates basic analysis of evidence using basic analytical techniques.

*Year 2: Intermediate*
Analyses evidence using appropriate analytical techniques to reveal important patterns, differences or similarities.

*Year 3: Competent*
Demonstrates application of appropriate analytical techniques to relevant criteria; questioning, logic; identification of bias.
Assessment . . .

“Students can escape bad teaching: they can’t avoid bad assessment”

“Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor”