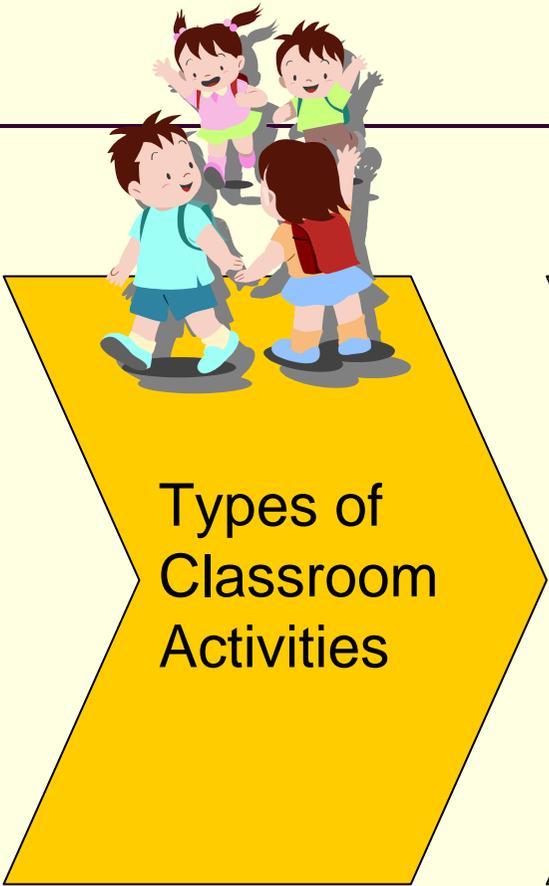

Effective Internal Assessment to Enhance Student Learning

Part II Assessing Student Learning

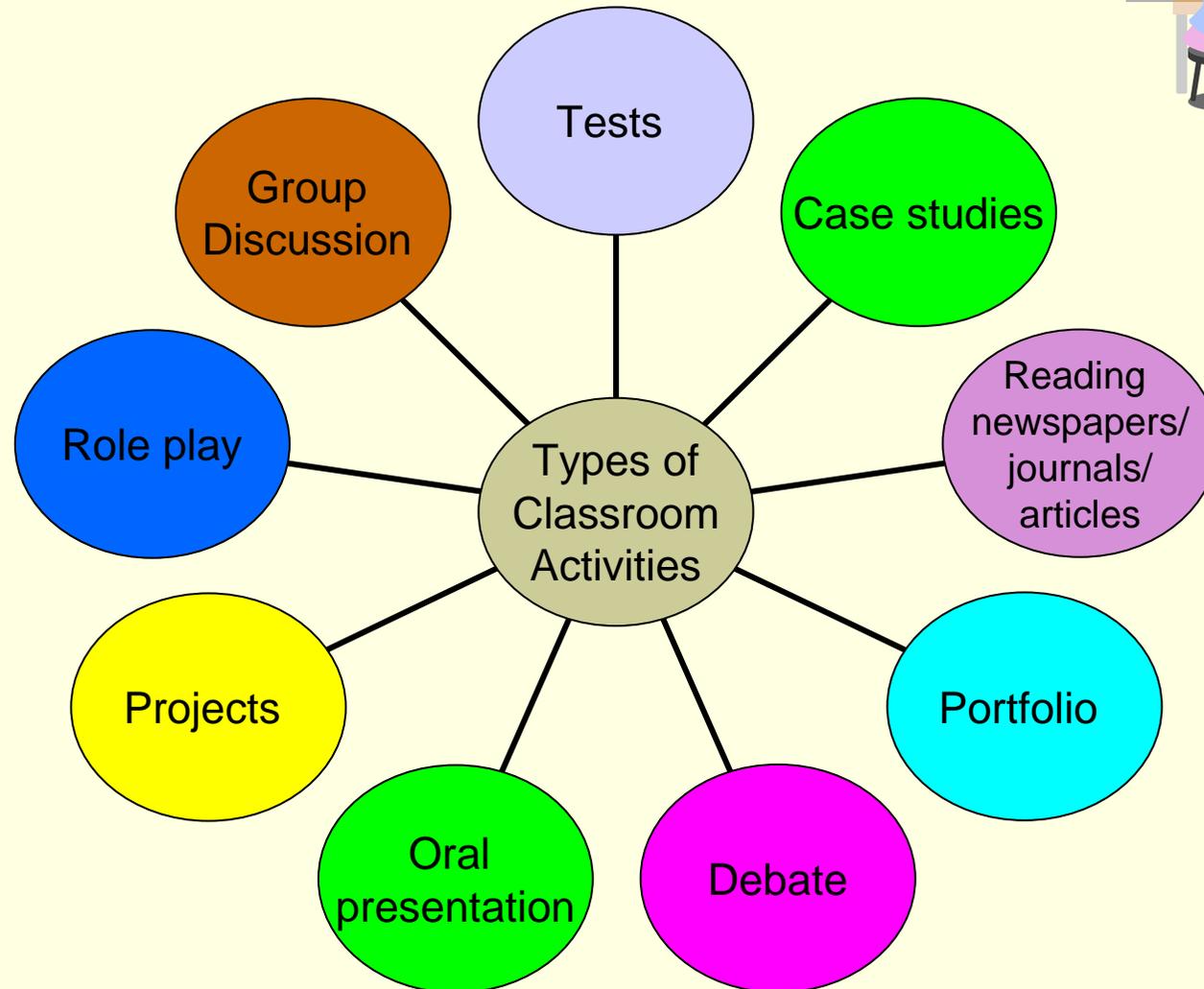


Assessment



By involving us in the assessment process, we can develop a sense of internal responsibility for our achievement.

Classroom Activities



Group Discussion



Share and compare ideas, views and knowledge with peers

Think from wider perspectives to generate business solutions



Group Discussion



Design an activity
for discussion

E.g. An activity for
problem solving

After finishing
the activity

Instrument, such as checklist, for
students' evaluation and assessment

Activity 1: Group Discussion (Problem Solving)

Problem 1: Future Value of an Annuity

You plan to travel to Japan after your secondary school graduation, and you are expected to save up \$2,000 a year for the next 3 years. If you can earn 3.5% interest per year from your savings, how much would you have at the end of the third year?



Problem 3: Present Value of an Annuity

Kitty, a rising pop music artist is negotiating with EBI Music Company for the terms of her new 3-year contract. EBI offers two alternatives for her remuneration:

- (a) An upfront payment of \$6,000,000; or
- (b) Payment of \$2,200,000 at the end of each year for the next three years.

Suppose the appropriate interest rate is 5%, advise Kitty which package to take.



Problem 2: Rule of 72

Two young people, Marco and Nat have started their new jobs with quite different salaries 12 years ago. Marco started at \$5,000 while Nat at \$10,000 per month. Marco's salary grew at 18% a year whereas Nat's salary increased at 6% a year.

They are still working in the same job now, who is making a higher salary?



Instead of providing the answer directly, teacher can

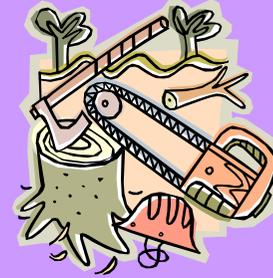


How can a teacher assess students' understanding and know that they are going through the process of problem solving?



Checklist

What students have accomplished and what is left to complete

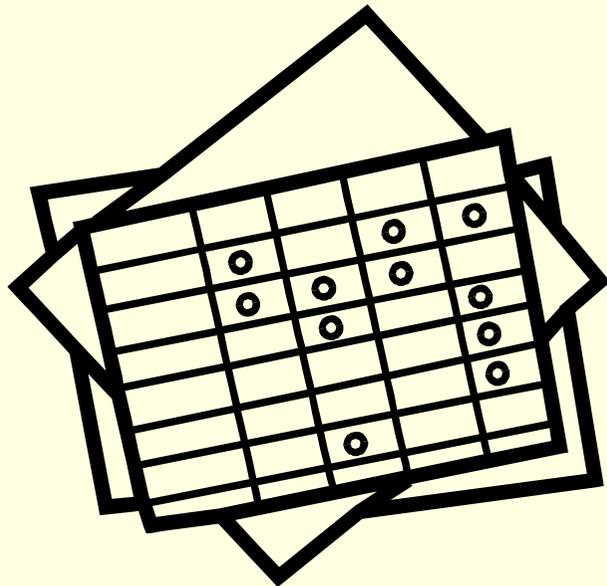


Know progress of each student

Check off items as they are completed



Samples of Checklist



Using Checklist



Advantages

- Act as an organizer
- Tool to guide students' progress
- Reliable



ACTIVITY 2: DEBATE

Critical and analytic thinking

Problem solving skills

Collaboration

Communication skills

Presentation skills

Commitment



A good debate topic should be...

Related to the topics covered in lessons

Controversial



Allow application of
knowledge and skills
acquired



Business people are moral people?!

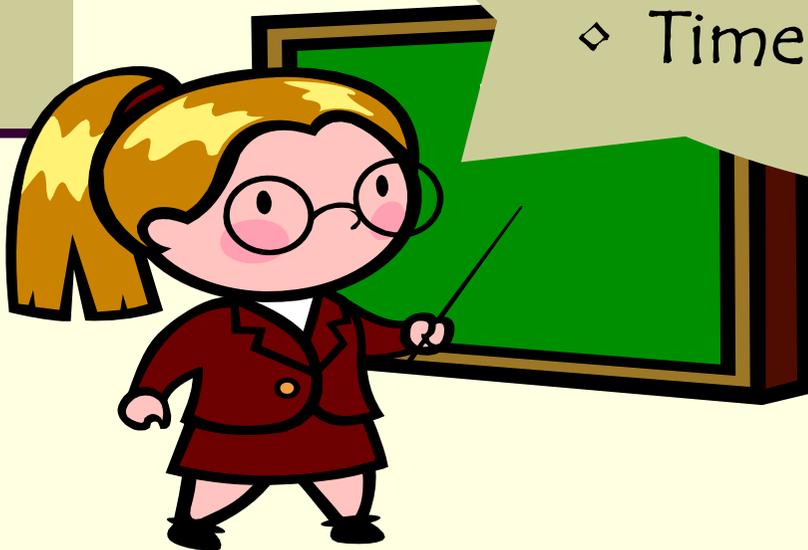


Globalization has a positive impact on the business environment & business relationships.

The Prime objective of running a business is to max profit.

How to hold a class debate?

- ◇ Introducing the assessment criteria (→ rubrics)
- ◇ Giving the debate topic(s)
- ◇ Forming groups
- ◇ Time for preparation



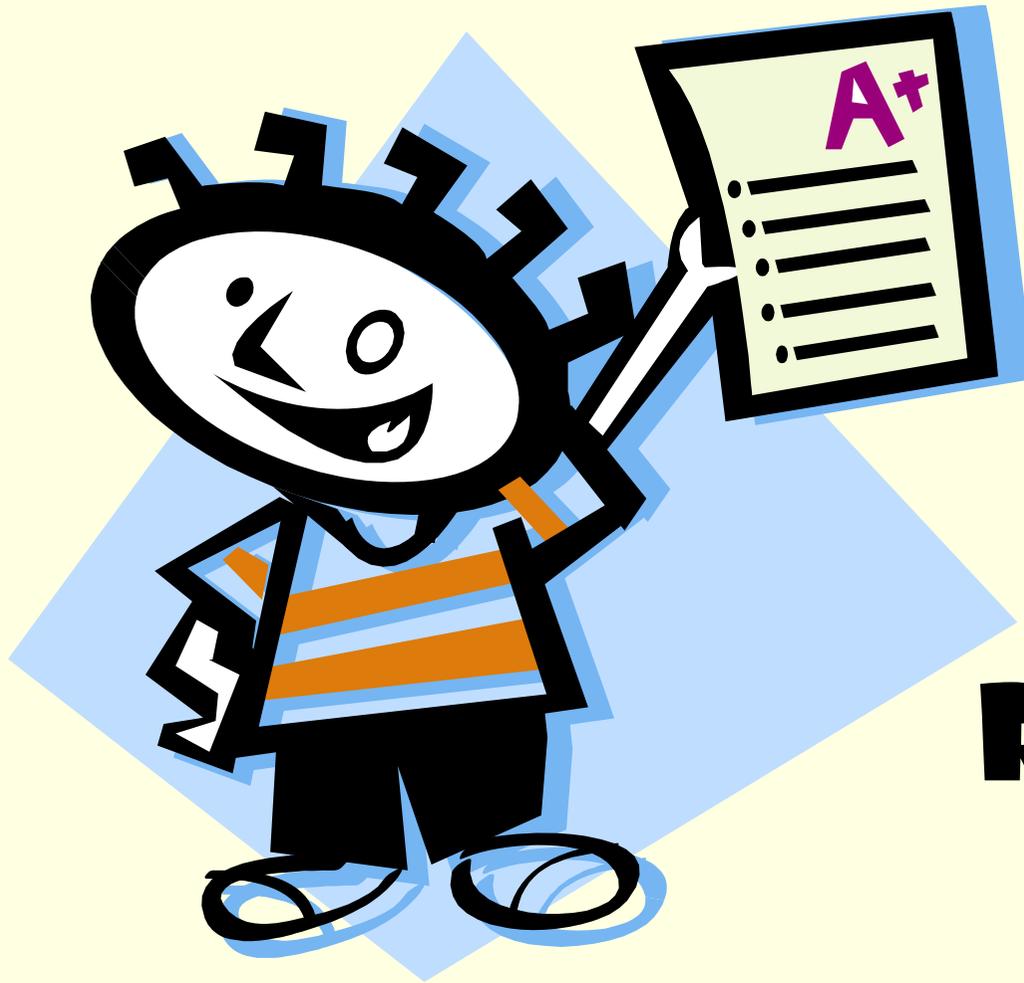
On the day of debate



- 6 min – Position (pro & con) presentation
- 4 min – Rebuttal
- 3 min – Responses
- 5 min – Questioning from audience
- 2 min – Position summary

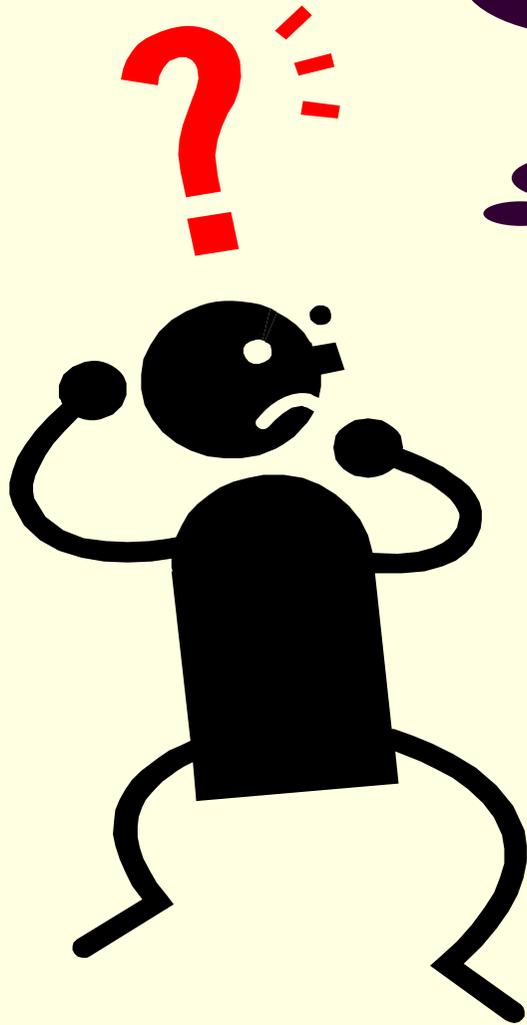


How to assess students' performance?



RUBRICS

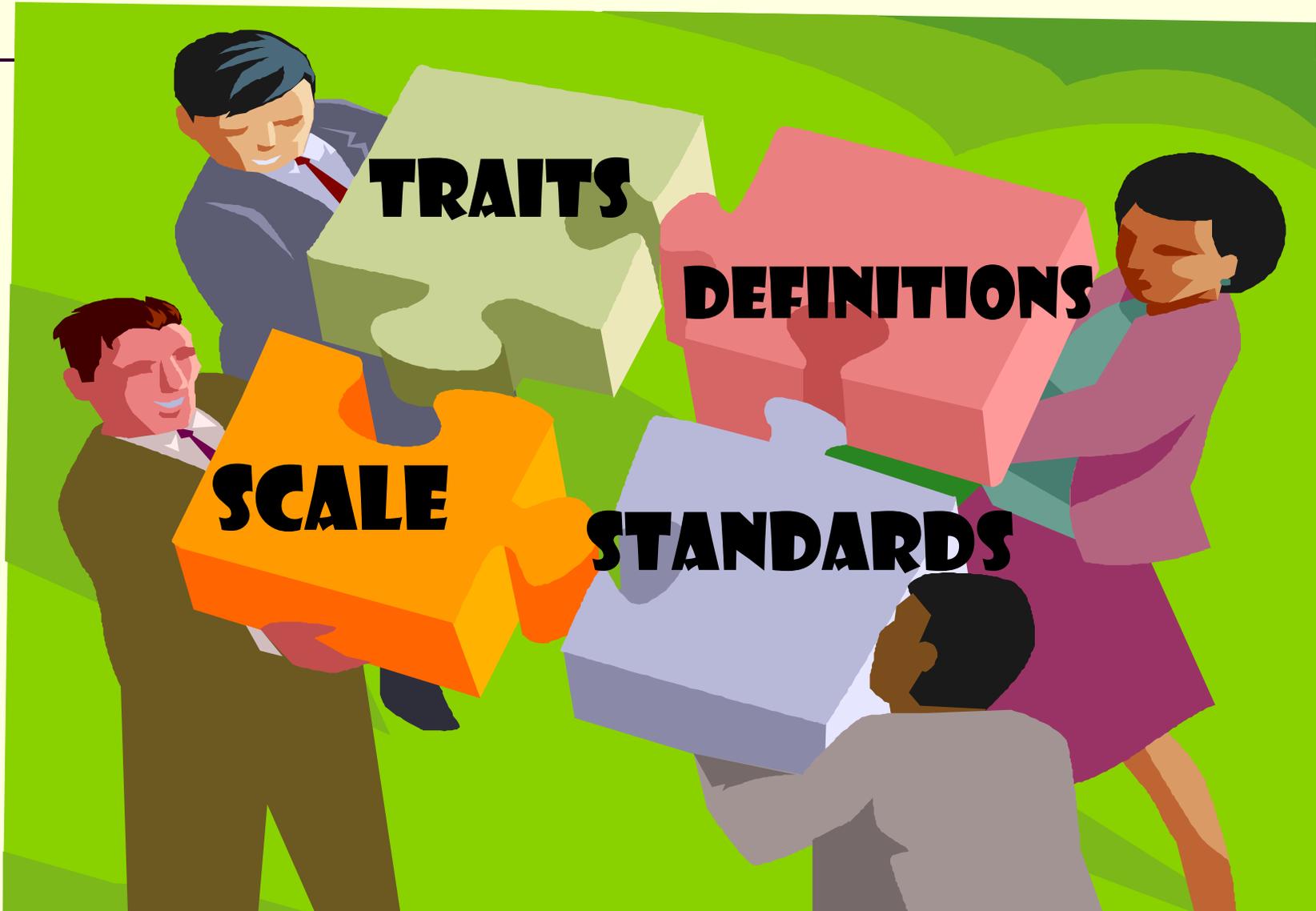
What are rubrics?



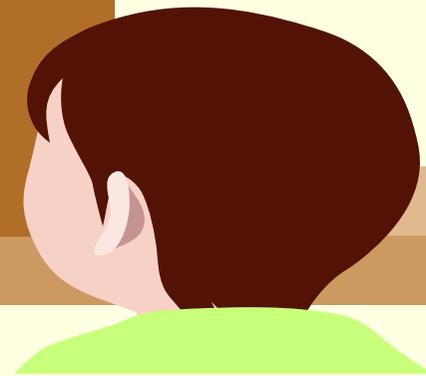
A scoring guide

- can assess more complex & subjective criteria
- differentiates students' levels of development in a specific area of performance

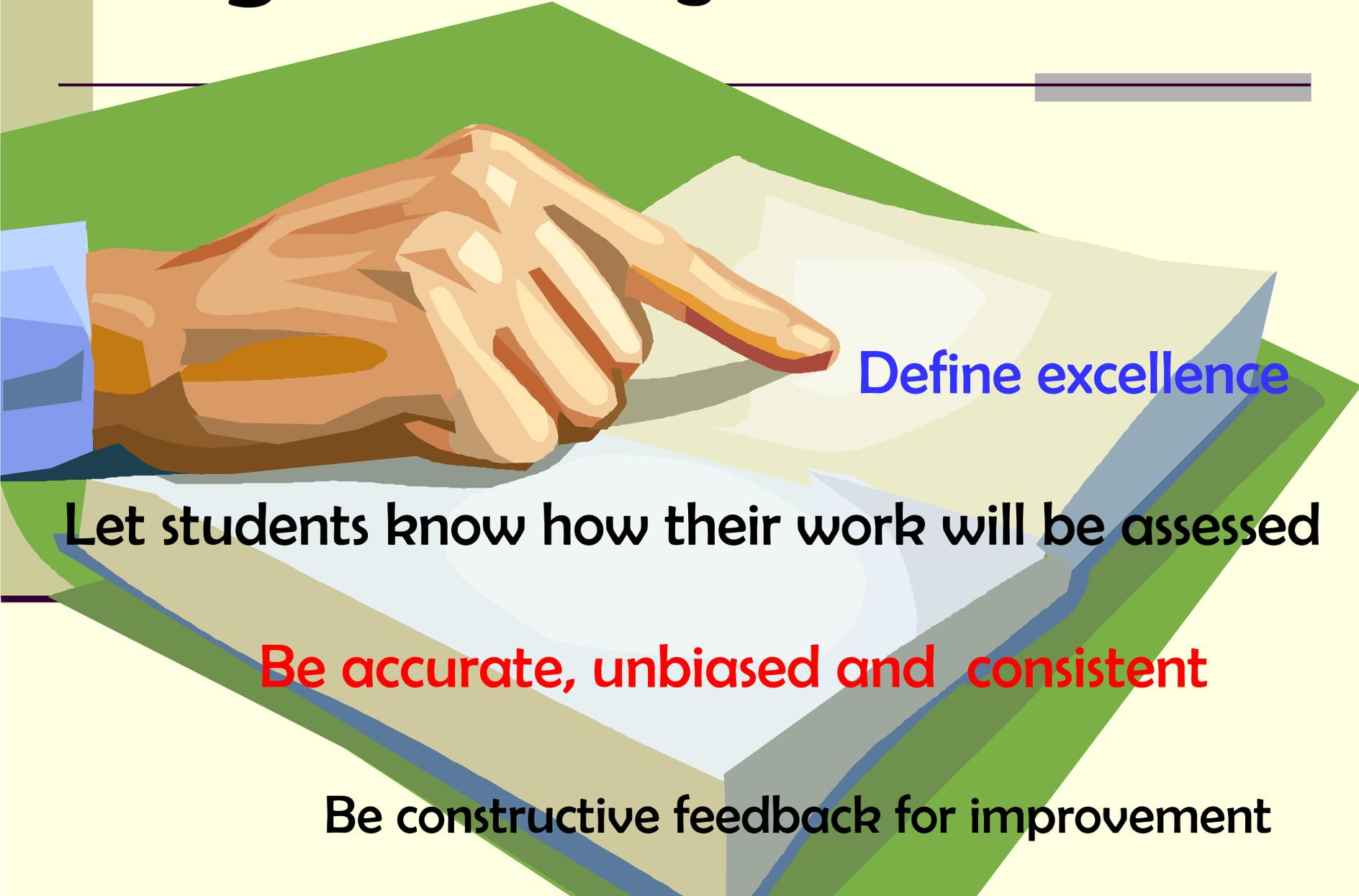
Elements of a Scoring Rubric



*Why using
rubric?*



A **good** scoring rubric will.....

An illustration of a hand in a blue sleeve pointing to a document. The background is a stylized green and blue geometric shape. The text 'Define excellence' is written in blue next to the hand.

Define excellence

Let students know how their work will be assessed

Be accurate, unbiased and consistent

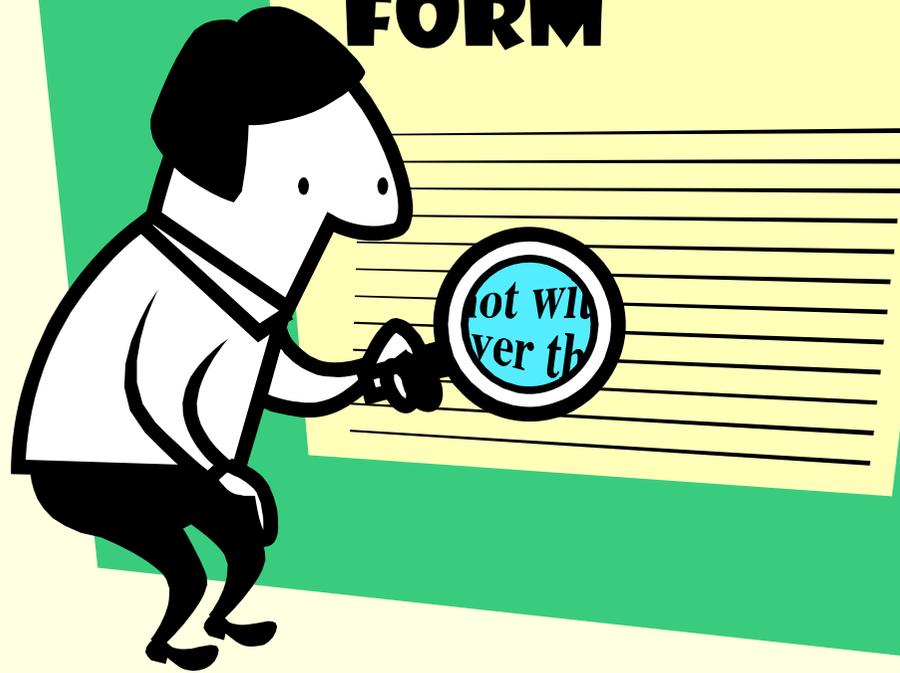
Be constructive feedback for improvement

How to develop a scoring rubric?



1. Draft criteria to be assessed
2. Check with sample work
3. Refine and consolidate the criteria
4. Define the criteria
5. Develop a rating scale
6. Evaluate the preliminary rubric
7. Pilot test your rubric
8. Revise the rubric
9. Explain the rubric to students

SAMPLES OF ASSESSMENT FORM



Activity 3: Essay Writing

- Easy to set
- Test a wide range of abilities
 - Knowledge
 - Synthesize
 - Identify recurrent themes



Samples of Essay



Investigate the business opportunities arising from economic development in the Pearl River Delta region.

Comp part - Introduction to mgmt

Explain why a country's entrepreneurial activities are so important for its economic growth.

Comp part - Introduction to mgmt



Marking an essay

- Criteria are simple → marking can be fast
- Share the marking scheme with students before

Assessment Criteria

Name of student: _____ Mark:

Activity: _____

Criteria/Marks	Excellent (20 points)	Satisfactory (15 points)	Acceptable (10 points)	Limited (5 points)
Comprehension	Excellent understanding of the question.	Fair understanding of the question.	Limited understanding of the question.	No real understanding of the question.
Content	Shows application of business knowledge. Provides relevant support for ideas.	Show satisfactory application of business knowledge and develop ideas with examples or personal experiences.	Show some application of business knowledge. Information may be copied from the text without attribution.	Identifies knowledge relevant to the issues. Failure to include proper attribution.
Analytical Skills	Collect sufficient information and evaluate alternatives. Innovative conclusion was given after an evaluation.	Collect necessary information, evaluate and prioritize issues. A conclusion was given.	Shows evidence of collecting information. Analysis of information to develop ideas.	Minimal information was collected with limited analysis.
Conventions	Writing is free of errors. Reader can read is easily.	Writing shows a few errors. The writer shows reasonable control over writing conventions.	Writing shows some mechanical problems.	Writing shows high frequency of mechanical errors, like spelling, punctuation, capitalization, etc, and problems in

**Can peer assessment
be used here?**



Process of Peer Assessment

A practice session (teacher)

Before assessment

What should be assessed (student)

Checklists or rubrics to comment on the content and organization of the essay (student)

During assessment

Supportive environment (teacher)

Activity 4: Role Play

- ✓ allows §s to put themselves in the position of participants in **real-life situation**
- ✓ encourages **reflective thinking & creativity**
- ✓ involves **applying knowledge & skills** in business scenarios
- ✓ interesting → **motivate learning**



An international conference on **GLOBALIZATION**



- Setting of scene
- Students' role
 - 4 pro- globalists
 - 4 anti-globalists
 - a reporter
 - a group of protestors



How to **ASSESS**?



- Self – Evaluation Rating Scale



- Group Work Rating Scale

- Rubric for Teacher's giving feedback



Portfolio

Written work

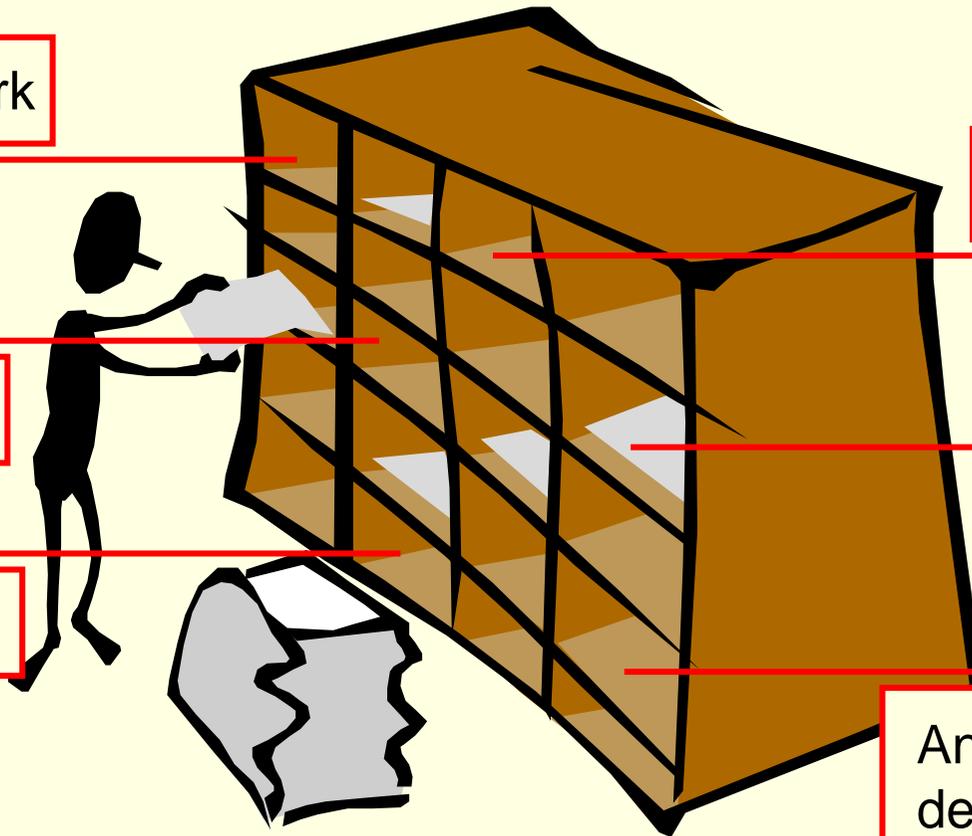
Graphs/diagrams

Peer comments

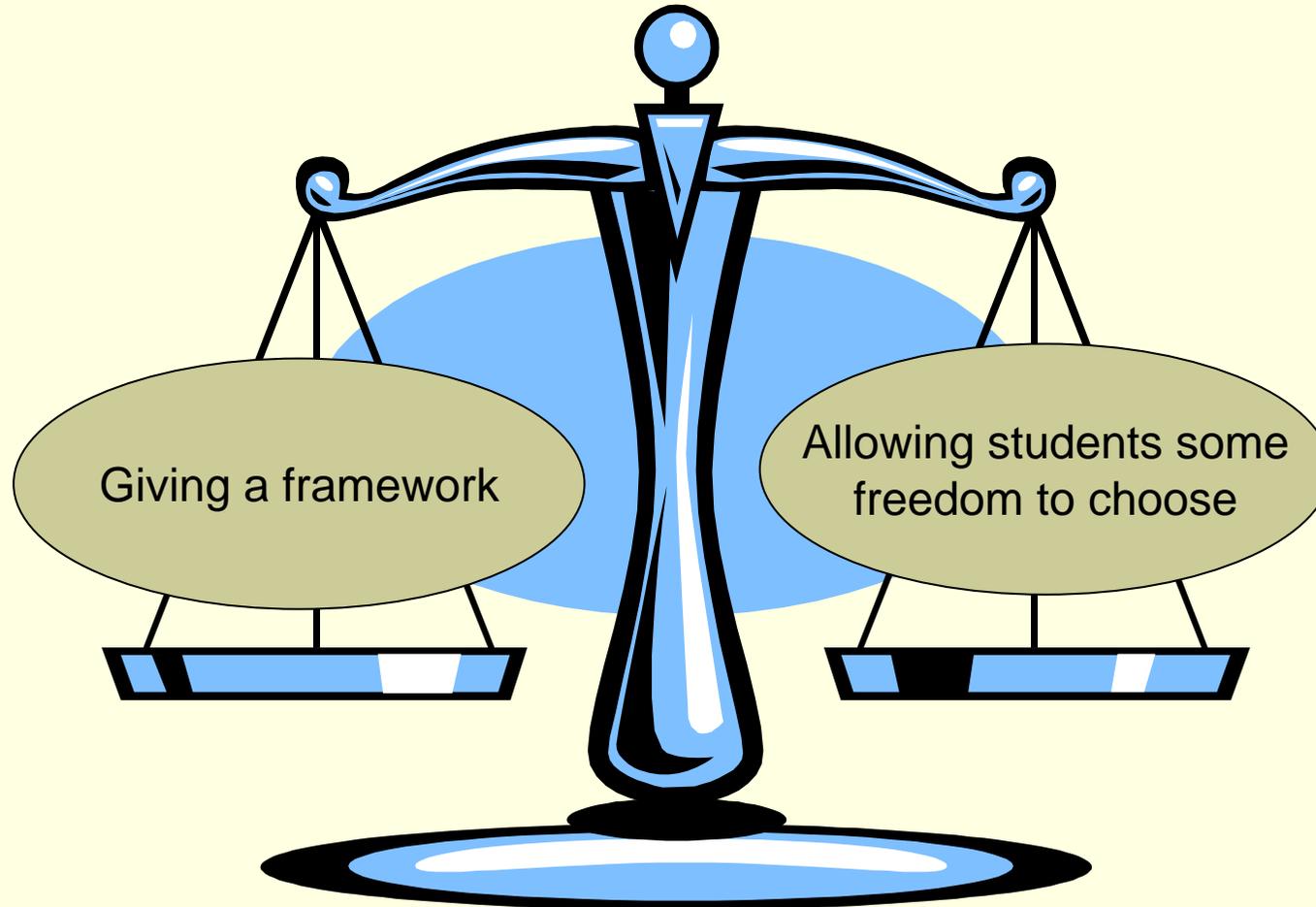
Snapshots
of displays

Audio/videotapes

Anything that
demonstrates
learning

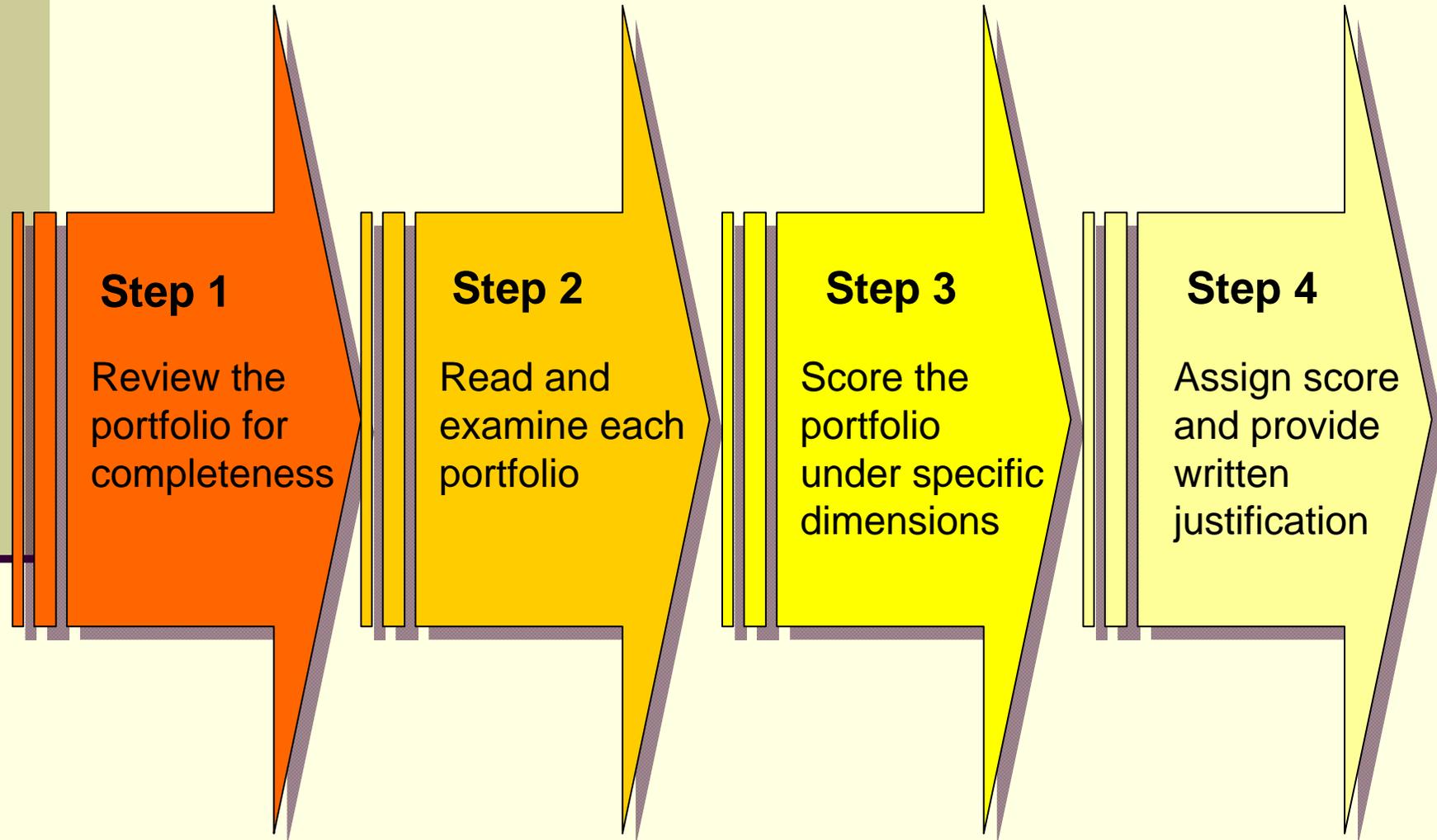


Portfolio



Four-step process for scoring portfolio

(Source: Career-Technical Assessment Program at WestEd in San Francisco, California)



Assessment tools

Portfolio Rubric (For teacher use)

Element	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)	Total
Introduction				
Table of Contents				
Skills or knowledge				
Samples of Homework				
Dates on all entries				
Self-reflection on entries				
Quality (neatness, clarity, and overall design)				
...				

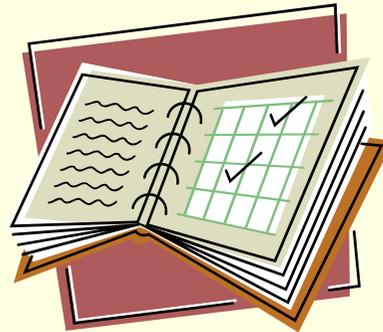
Assessment tools

Item	Possible Points	Student Assessment	Teacher Assessment
Table of Contents	10		
Completed Projects	10		
Self-directed learning activities	10		
Examples of reflective practice	10		
Research activities	10		
...	...		
Total Points	100		

Using portfolios for assessment



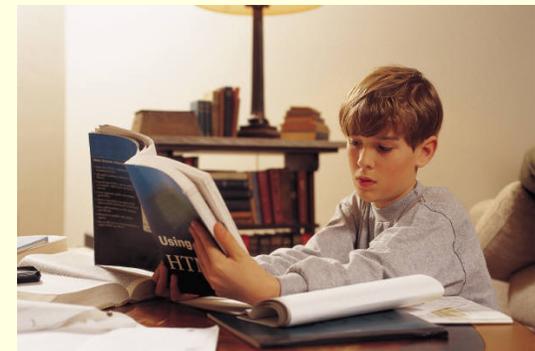
Alignment with the curriculum



Student Interest

Flexibility

Real tasks/issues



FEEDBACK SHOULD ...

- aim at enabling students to improve their future efforts

SPECIFIC

Constructive

**Supportive of
learning**

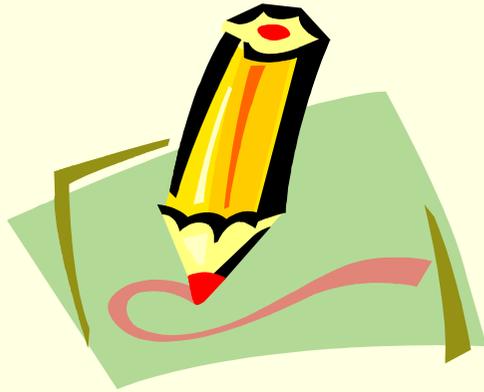
PROMPT

Efficient to use

**Fostering of
independence**



Providing feedback to **LARGE GROUPS**

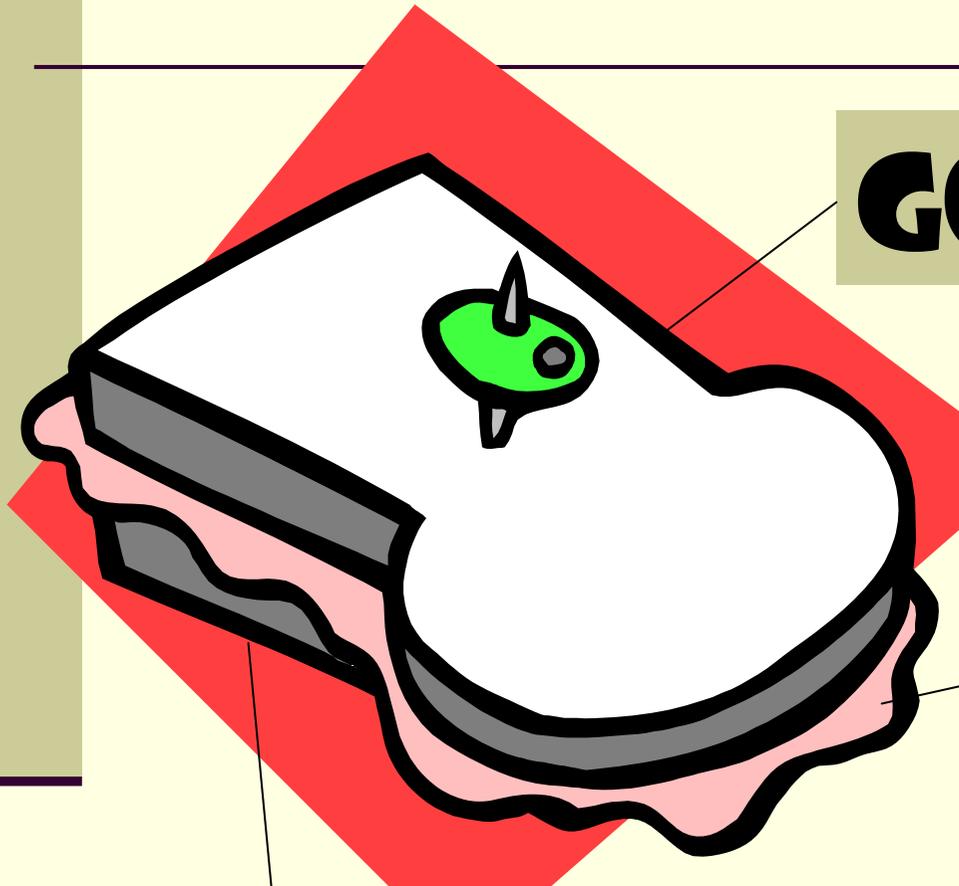


- A brief writing task
 - e.g. One-minute paper, Five Main Points, Concept map
- In the next lesson, teacher can spend first 5 minutes ...



The feedback **SANDWICH** ...

Source: Oxford Brookes University



GOOD NEWS



BAD NEWS

▀ BUT CONSTRUCTIVE



A HIGH NOTE OF **ENCOURAGEMENT**



Conclusion



Integral part of effective teaching and quality student learning.

More actively engaged in the learning process.



Aware of present situation → more comfortable making transition to the next level