



CENTER FOR TEACHING EXCELLENCE
Haas School of Business | University of California, Berkeley

Assessment and Grading

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Overview

- ▶ **Assessment Basics**
- ▶ **Aligning Assessments with Learning Objectives**
- ▶ **Assessment Techniques**
- ▶ **Choosing an Assessment**
- ▶ **Grading vs. Assessment**
- ▶ **Grading Practices**



Assessment Basics





Assessment basics – why we assess

Formative assessments

- ▶ Knowledge about the topic
- ▶ Motivation level
- ▶ Understanding of main points
- ▶ Class preparation
- ▶ Problems students may have with material

Summative assessments

- ▶ Measures student achievement and proficiency
- ▶ Usually implemented at the end of unit or course
- ▶ If used to inform future teaching, considered *formative*, too.





Assessment basics

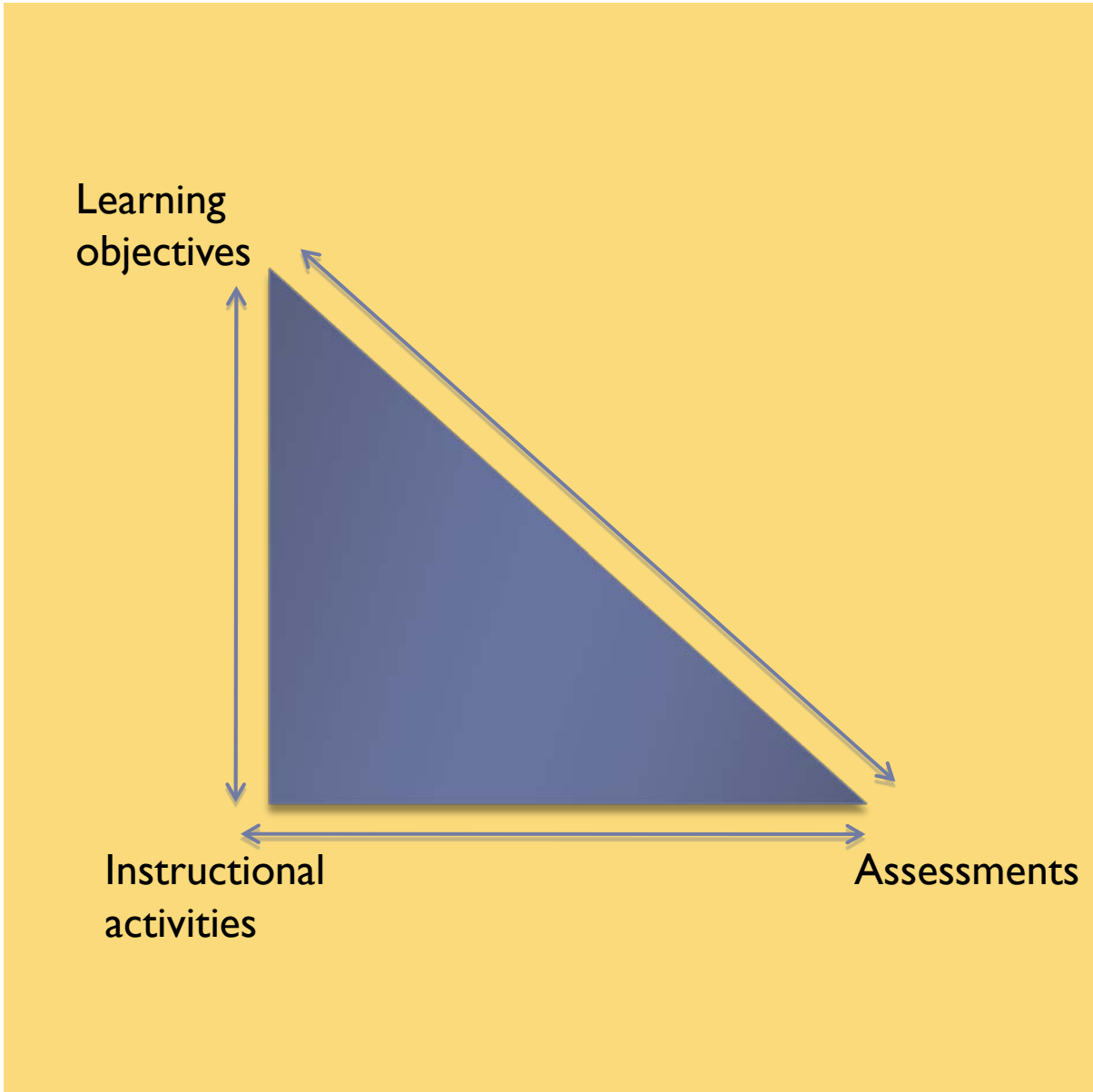
▶ **Examples of Formative assessment....**

▶ **Examples of Summative assessment....**



Aligning Assessments with Learning Objectives





Alignment

Learning objectives should guide the selection and design of assessments

When assessments and learning objectives are aligned, good grades will likely represent good learning





Assessment Techniques





Assessment Techniques

- ▶ Choose an assignment where student responses will influence your teaching *and* provide feedback for their learning
- ▶ Test the assessment task on yourself (or a colleague)
- ▶ Plan your evaluation and feedback, e.g. groups of GAMN
- ▶ Communicate to students so that they can learn from the assessment, e.g. summary of class answers or examples of best answers





Assessment Techniques

Written assessments	Analysis and critical thinking skills	Recall and understanding of topics	Synthesis and creative thinking
Concept Maps	✓	✓	✓
Word Journal		✓	✓
Analytic Memos	✓		✓
Empty Outline		✓	
What's the Principle	✓	✓	✓
Applications Cards		✓	✓



Assessment Techniques

Informal assessments	Analysis and critical thinking skills	Recall and understanding of topics	Synthesis and creative thinking
Polling		✓	
Think-Pair-Share		✓	
Dynamic list of Questions	✓	✓	✓
Online Reactions		✓	
Muddiest Point		✓	
I Minute Paper		✓	

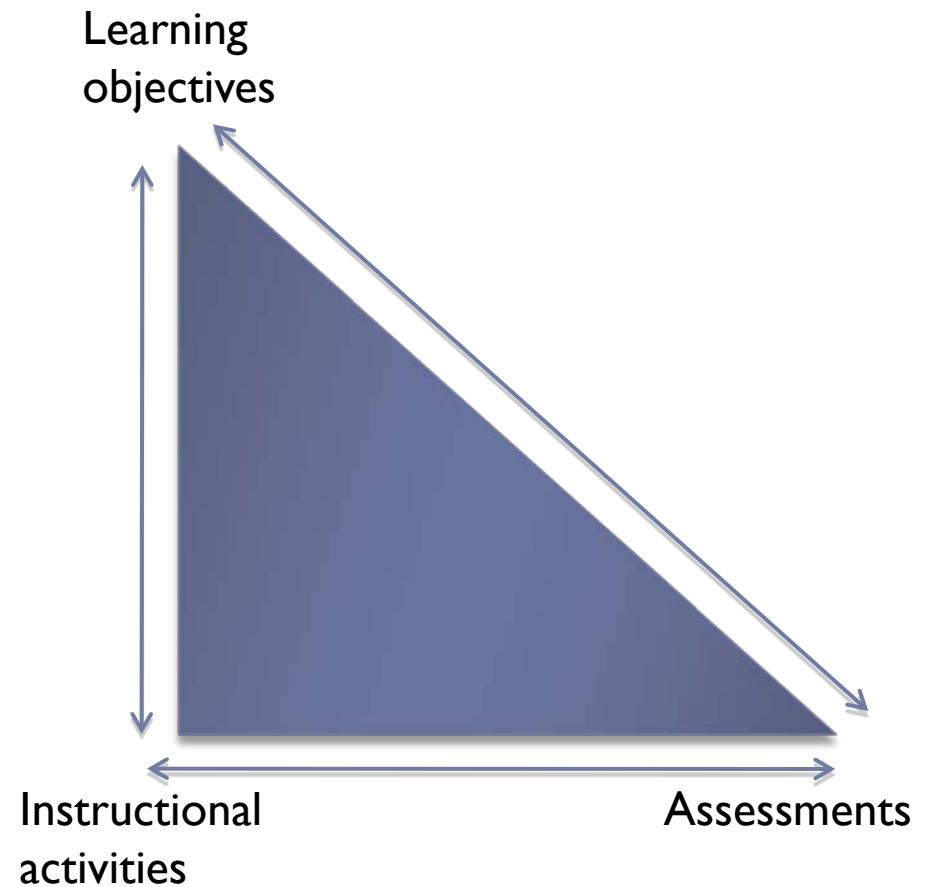


Choosing Assessments



Choosing Assessments

- ▶ Identify the learning objective
- ▶ Consider the students (background, level)
- ▶ Constraints workload for faculty/GSI, class size)
- ▶ Can your students demonstrate learning through one assessment?
- ▶ Can multiple goals be included in a single, more complex assessment?



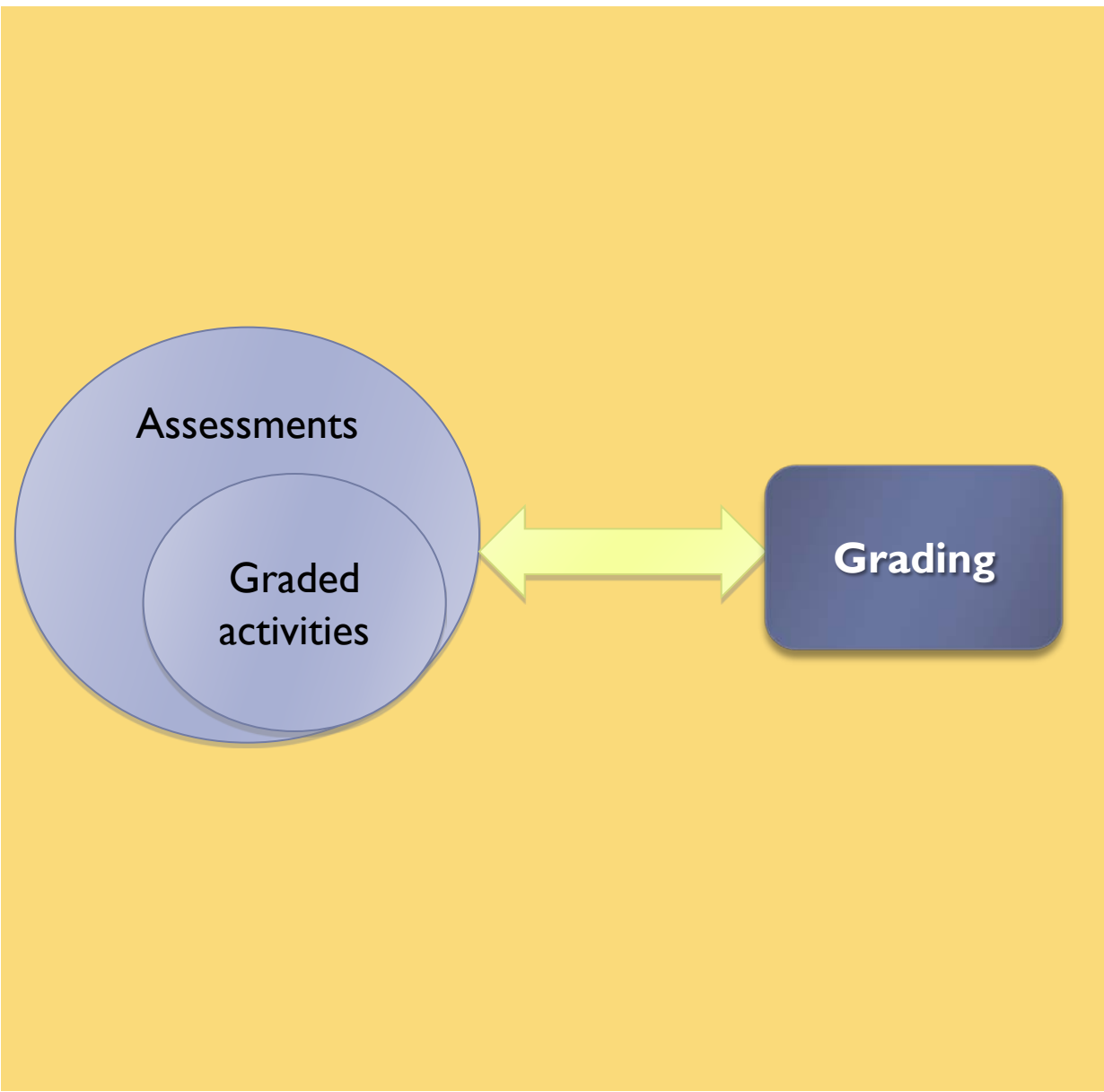


Learning Goal	Instructional Strategy	Assessment
Apply Porter's Five Forces model for Industry Analysis	<ul style="list-style-type: none">• In-class demonstration• Group homework	???
Critique how managers make decisions under conditions of uncertainty	<ul style="list-style-type: none">• Case discussion• Homework questions	???
Articulate the economic principle of Supply and Demand	<ul style="list-style-type: none">• Lecture• Reading in text	???



Grading vs. Assessment





Grading vs. Assessment

- Assessment is a broader term that includes graded and ungraded activities
- Assessment evaluates learning and/or teaching outcomes
- The grade could include evaluation of behaviors or activities that do not explicitly measure learning, (e.g. attendance)
- Assessment/Learning should be highly correlated



Grading practices





Grading practices

Types of graded assignments contribute different weights toward course grade:

- ▶ Homework
- ▶ Multiple choice and matching exams
- ▶ Problem set tests
- ▶ Short answer and essay tests
- ▶ Papers (including written case analyses)
- ▶ Presentations (individual and group)
- ▶ Research projects (individual and group)





Grading practices

General strategies

- ▶ Begin by focusing on learning objectives
- ▶ Use a variety of testing formats
- ▶ Decide what to assess
- ▶ Test HOT skills other than recall
- ▶ Provide students with useful feedback (not just the grade)





Grading practices

Grading and performance rubrics

- ▶ Scoring tool that explicitly states performance expectations
- ▶ Divides assignment into component parts
- ▶ Can be used both for scoring and to provide feedback
- ▶ Used for paper assignments, projects, oral presentations, class participation





Berkeley - Haas Grading Guidelines

Grade	Undergraduate Core	MBA Core
A	5%	15%
A-	10	20
B+	20	30
B	30	20
B-	20	15% (B- or below)
C+	10	
C	4	
C- or below	1	

