SBE WORKSHOP 17-18
TEST BLUEPRINTS

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LOOKING FURTHER

PROGRAM

Time	Topic
12.00	Introduction to the SBE test blueprint as part of assessment file
12.30	Making a course and exam blueprint
13.30	Evaluating the exam blueprint
13.45	Final remarks and questions

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COURSE ASSESSMENT FILE – CONTEXT

- The attention of the Dutch accreditation organization NVAO is shifted more and more towards assessment.

- Secondly, it is very helpful for (insight in) assessing the program learning objectives (AACSB).

- Thirdly: the legal task of the Examination Board to ascertain assessment quality and meeting the program learning objectives.

For your convenience we developed a standard test blueprint

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COURSE ASSESSMENT FILE - CONTENT

- Course blueprint (overview) plus exam blueprint for each assessment type

- Exam and/or assignment (including instruction page).
  → Specify first test or resit.

- Answer model + scoring guide or assessment criteria and forms (rubric)

- Student results

- Test and item analysis (including overview scores, success rate, cut-off score and conclusions)

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COURSE ASSESSMENT FILE - USERS

The course assessment file provides information for:

- You: course coordinator and lecturers
- Program director
- Examination board
- AACSB AoL officer
- Students (only part of the file)

SBE TEST BLUEPRINT - PURPOSE

A test blueprint (toetsmatrijs) assures that:

- Course content and course assessment are aligned

- Course learning objectives are aligned with program learning objectives

- Assessment content is comparable to previous assessments

- Provides insight into course assessment for various users

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SBE FORMAT COURSE TEST BLUEPRINT

Only for selected AoL courses, visible in assessment plan

Will soon be available in ACS and on VUnet

Copy from study guide/course manual

PROGRAM LEARNING OBJECTIVES	COURSE LEARNING OBJECTIVES	AoL measure (y/n)	Weighting (%)	Assessment types			
[add program learning objectives, example below from MSc BA - DBI]	[link course objectives to program objectives, add lines if course has multiple objectives per program objective]	[only relevant for selected AACSB AoL courses, see footnote*]		[add or delete assessment types to match your course]	Written exam	Case/assignment	Team Presentation
Demonstrate a command of all the academic research skills necessary to make relevant contributions to the domain of digital innovation and the disciplines of information systems and innovation management.		n		[add weighting % per exam type]			
Show a critical understanding of state-of-the-art theory and methods in the domain of digital innovation and the disciplines of information systems and innovation management, as published in top journals.		n					
Examine complex real-life case problems from different (theoretical) perspectives and design well-founded, substantiated solutions based on the appropriate methods and techniques commonly used in the domain of digital innovation (academic and business).		n					
Work well in a team and reflect on all roles and contributions within teams, interact effectively with stakeholders, and present convincingly in English (orally and in writing) to both academics and professionals.		n					
Formulate their own opinion on Master's related issues within society, their outlook including both economic interests and environmental, societal and ethical concerns.		n					
Take responsibility for their own learning and knowledge		n					
			0%	0%	0%	0%	0%
						0%	

SBE FORMAT EXAM BLUEPRINT

COURSE LEARNING OBJECTIVES		AoL measure (v/n)	Weighting (%/pts)	Questions*																Total	
				Q1a	Q1b	Q1c	Q1d	Q2a	Q2b	Q2c	Q2d	Q3a	Q3b	Q3c	Q4a	Q4b	Q5a	Q5b	Q5c	points	%
[add ONLY course objectives assessed in exam, copy from previous sheet, make sure the colors match the program objective colors, delete other rows]	[add this level if a course objective is divided in multiple topics]																				
		n																		0	#DIV/0!
		n																		0	#DIV/0!
		n																		0	#DIV/0!
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		n																		0	#DIV/0!
		n																		0	#DIV/0!
Total			0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!

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SBE FORMAT CASE/ASSIGNMENT BLUEPRINT

COURSE LEARNING OBJECTIVES	ASSSESSMENT CRITERIA	AoL measure (y/n)	Weighting (%/pts)
[add ONLY course objectives assessed in case / assignment, copy from first sheet, make sure the colours match the program objective colours]	[add assessment criteria that correspond with learning objective]		
		n	
		n	
		n	
		n	
		n	
		n	
	Total		0%

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SBE EXAMPLE THESIS BLUEPRINT

		ASSESSMENT FORM - SUPERVISOR					Subgrade	Additional comment
Criterion	Weight	5 or lower – fail	6 – Sufficient	7 – Good	8 – Very Good	9 – Excellent	10 – Exceptional	
Research question	0,10	Question is unclear or illogical. Question is not functional (does not cover actual content of thesis/is not guiding in structuring the research). Question is too simple or too limited for the programme or the study load. Lacking interestingness/creativity/innovativeness.	Adequate and functional research question, but lacking originality (e.g. mainly a replication of earlier work), does not fully clarify how this question addresses a real-life problem relevant to marketers and/or society, and/or set at a minimum level of ambition.	Adequate and functional research question including one or more elements with the potential to add marginally to the existing literature; addresses a real-life problem relevant to marketers and/or society; set at a level of ambition broadly appropriate for programme and study load.	Well-formulated and clearly functional research question, with the potential to add significantly to the existing literature, addresses a real-life problem relevant to marketers and/or society; set at a level of ambition which is clearly more than adequate for the programme and study load.	Original research question, displaying unusual insight and skill to translate relevant issues into well-formulated and researchable questions. Highly interesting/ creative/ innovative. Very clear and persuasive articulation of how own research contributes significantly to previous research and addresses a real-life problem highly relevant to marketers and/or society.	9,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,9
Literature review / Conceptual Model	0,15	Literature review is unfocused, or not functional. No or hardly any academic literature used. Reveals significant lack of understanding of the literature reviewed. Failure to relate research question to existing literature. The discussion of theory is purely descriptive in nature and lacks integration of concepts and ideas. The conceptual model is missing /lacks consistency and cohesiveness.	Literature review is adequate, but not original, stays close to textbook levels or relies heavily on existing reviews. Includes at least some of the key references that may be expected for this question. Reveals some problems of understanding and difficulties in selecting and ordering relevant materials. The discussion of theory is highly descriptive in nature and illustrates a minimum level of integration of concepts and ideas. Individual relationships in the conceptual model may be plausible, but it lacks consistency and cohesiveness.	Research question is adequately positioned in the existing literature. May rely on existing reviews, but also provides evidence of student's own reflection. The literature review is broadly functional in guiding own research, and shows a reasonable understanding of the issues. A fair number of the relevant key references are discussed. The discussion of theory attempts to integrate concepts and ideas, but is still somewhat descriptive in nature. Individual relationships in the conceptual model are plausible and parts of the model are consistent and cohesive.	Extensive and well-organized literature review. A degree of originality in bringing together several strands of literature, and/or evidence of clear determination to find less obvious but relevant materials. Review clearly focused on own research. The discussion of theory is mostly integrative and demonstrates critical skills in analysing and synthesizing concepts and ideas. Individual relationships in the conceptual model are plausible and the model is mostly consistent and cohesive in nature.	Exhaustive review of complex literature, without benefit of earlier reviews. Insightful analysis that strongly drives own research. The discussion of theory is clearly integrative and demonstrates excellent critical skills through insightful analysis and synthesis of concepts and ideas, with a high degree of originality in bringing together several strands of literature. Individual relationships in the conceptual model are plausible and the model as a whole is consistent and cohesive in nature.	7,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 1,05
Research design	0,15	Research design is not appropriate to address research question. Design contains evident logical errors or omissions that prevent reliable conclusions. Research design is too simple or too limited for programme or study load.	Research design is basically sufficient to yield marginally persuasive results. Design is based on well-established and routinely used approaches in the literature. Does not reflect the state of the art but includes considerable simplifications or shortcuts. Data collection efforts at a minimum level of adequacy for study load.	Research design is clearly appropriate to address research question. Does not reach state of the art, but shows awareness of important design issues and some reflection on own design choices. May be based on well-established approaches, but contains a modicum of originality. Data collection efforts are broadly appropriate for study load.	Well-considered and well-explained design. Clear evidence of reflection on design issues. May not fully reflect state of the art, but reflects a good understanding of the current state of research and a clear understanding of the significance of own research design choices. Data collection efforts show a willingness to go an extra mile.	Research design that fully reflects the state of the literature. Addresses methodological issues that are well beyond what is covered in this programme. Very extensive efforts in data collection.	8,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 1,2
Description and analysis of results	0,15	Poorly organized. Contains important errors of interpretation or logic; reveals lack of understanding of own research approach.	Standardized and/or mechanical presentation of results. Broadly effective, but inefficient or somewhat clumsy presentation of results. Contains minor errors of interpretation. Minimal critical ability regarding robustness or reliability of findings. Considerable unused potential for further analysis.	Adequate and generally readable presentation, broadly in line with standard academic practice. Largely correct analysis of findings. Showing reasonable awareness of key issues in analysis and interpretation of the data, with some attention paid to alternative interpretations or robustness of findings.	Well-organized and thoughtful presentation of results, showing a good understanding of the nature of the data and many of the issues in interpretation. Chosen research approach has been correctly followed in all aspects. Potential of the data has been fully utilized.	Very thorough analysis, showing a deep understanding of the research question, the research design, and the data. Presentation is highly effective in conveying a clear view of the nature and limitation of the data, and of the precise nature and degree of reliability of the findings.		[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,9
Conclusion and discussion of theoretical implications	0,10	No clear answer to research question or an answer that does not follow from the research findings. No reflection on contribution to literature. No or trivial suggestions for further research (e.g. "collect more data").	Research question is answered by simple summary of findings. Minimal attempt to relate to existing literature. Perfunctory discussion of limitations and suggestions for further research.	Functional summary of findings, leading to discussion of extent to which research question is or is not answered. Contribution to existing literature articulated. Meaningful reflection on limitations of own research. Some suggestions for further research that could be useful.	A well-considered review of the findings in the light of the research question and the literature review. Shows a clear understanding of limitations of own research. Several suggestions for further research that are properly explained and that are clearly meaningful and practical.	Succeeds in putting the findings and the research question in the widest possible context, drawing out significant implications for theory development, research methodology and practice.	7,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,7
Managerial and/or policy relevance (both thesis / management summary)	0,10	Relevance for practice is either not mentioned or completely unclear. Understanding managerial issues and providing managerial solutions really poor.	Relevance for practice is mentioned but should be clearer. Implications for marketers, policy makers and/or other stakeholders are not explicitly clear.	Relevance for practice is mostly ok. Some implications for marketers, policy makers and/or other stakeholders are presented.	Relevance for practice is clear. Specific implications for marketers, policy makers and/or other stakeholders that are convincingly argued for and follow logically from research question and presented findings.	Relevance for practice is completely evident. Original and creative way to tackle a managerial problem. Clear and specific implications that may aid marketers, policy makers and/or other stakeholders to change their way of thinking and/or the actions they take; these implications are convincingly argued for and follow logically from research question and presented findings.	9,5	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,95
Editorial quality (readability and copy editing)	0,05	Would be unacceptable in a professional setting, unfit for publication on VU website. Very frequent errors in spelling or syntax; sloppiness in references; Extremely poorly conceived structure of paragraphs and sections. Incohesive, unclear, and disorganized throughout. Argumentation quality and consistency across sections really poor. No real arguments are given, or all arguments given had significant problems	Would be not be to the author's credit in a professional setting, but might be acceptable for internal use in an organization. Fairly frequent errors in spelling or syntax, poorly conceived structure of paragraphs and sections. Some sloppiness in references. Argumentation quality and consistency across sections is weak. Very few real arguments given, and some arguments given had problems	Generally adequate in the light of academic standards. Notwithstanding occasional slips, it is evident that reasonable care has been bestowed on spelling, syntax, structure, tables, figures and references. Argumentation quality and consistency across sections sufficient. There were some decent arguments, yet a few had minor problems.	A document of good quality, thoughtfully written, readable, cohesive structure and carefully edited to high academic standards. Argumentation quality and consistency across sections good. Many good arguments are given, with only minor problems.	Very rigorous editing to high academic standards. A high-quality document, an engrossing read, a powerfully expressed and persuasive argument. Argumentation quality and consistency across sections excellent. Consistently cohesive structure; Completely clear and orderly presentation.	6,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,3
Degree of independence	0,10	Student has been unable or unwilling to take meaningful initiative or to advance own ideas, yet has largely ignored suggestions for improvement. Evidence of extensive reliance on assistance from third parties which student has not volunteered to disclose.	Has required extensive coaching regarding all aspects of the thesis, but has shown a general willingness to work, to accept guidance and suggestions, and to learn. There may have been some help from third parties with aspects of the thesis, but this has been discussed with the supervisor.	Has required a normal level of coaching, but student has also displayed own initiatives. Student has been willing to accept advice and suggestions, but has during discussions also been willing and able to defend own choices.	Student has worked largely independently. Although the thesis shows clear influence from the supervisor, it is also a large proportion of the thesis reflects the student's own thinking and initiatives. Has kept supervisor well informed of plans and progress. Has taken the initiative to raise specific questions for discussion.	Student can fairly take (almost) all credit for an original and high-quality thesis.	6,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,6
Video Pitch	0,10	Unclear and disorganized throughout. No real arguments given, or all arguments given had significant problems. No style features (i.e., tone of voice, clarity of expression, precision of arguments) were used.	Mostly disorganized presentation. Very few real arguments given and some arguments given had major problems. Very few style features (i.e., tone of voice, clarity of expression, precision of arguments) were used, none of them convincingly.	Clear presentation in some parts but not overall. Some decent arguments, but some arguments given had minor problems. Few style features (i.e., tone of voice, clarity of expression, precision of arguments) were used convincingly.	Organization of presentation is mostly clear and orderly in all parts. Many good arguments given, with only minor problems. Most style features (i.e., tone of voice, clarity of expression, precision of arguments) were used convincingly.	Completely clear and orderly presentation. Very strong and persuasive arguments given throughout. All style features were used convincingly (i.e., tone of voice, clarity of expression, precision of arguments). The student keeps audience's attention and persuades his/her case.	9,0	[add comment here = automatically transferred to student summary. In case of no comments, delete this text] 0,9
GRADE								7,50

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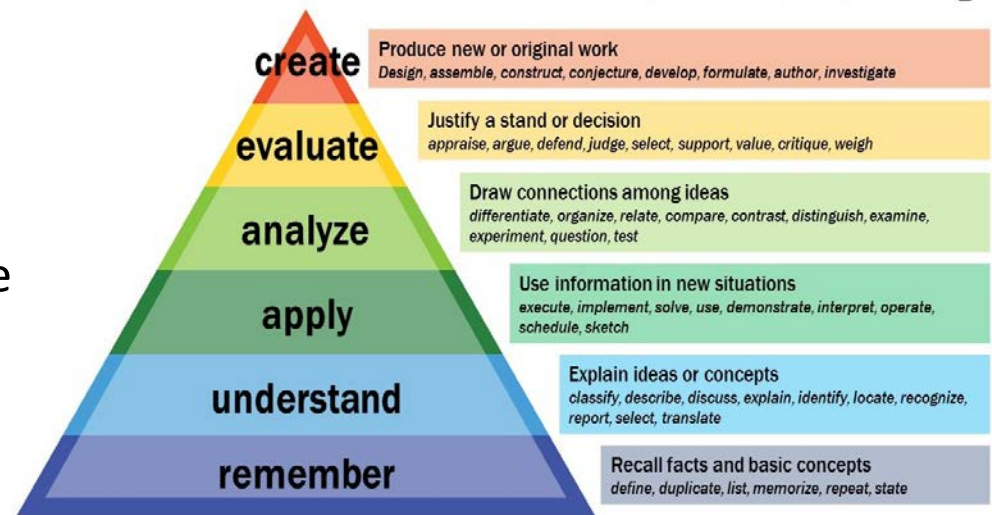VU VRIJE UNIVERSITEIT AMSTERDAM — School of Business and Economics

MAKING A COURSE TEST BLUEPRINT

- Map the course learning objectives on the program objectives
- Determine the weighting for each objective
- Determine assessment type(s) per objective, and weighting per assessment type

The result is your course blueprint.

NB. Make sure course objectives are formulated using active verbs, with the right level of mastery. You can use Bloom's taxonomy:

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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ASSIGNMENT PART 1: COURSE BLUEPRINT

Take 15 minutes to make a test blueprint on course level.
Use your own course.

Discuss the results with a colleague (10 minutes)

ASSIGNMENT PART 2: EXAM BLUEPRINT

Take 20 minutes to make your own exam blueprint, using the SBE format.

Step 1
Copy learning objectives from the course blueprint and break down the knowledge learning objectives into topics

Step 2
Document for all test items (questions and subquestions):
❑   Learning objective or topic the item relates to
❑   Maximum score

Step 3
Calculate the total score and actual weighting per topic

ASSIGNMENT PART 3: EVALUATION

Critically evaluate your exam blueprint and answer the following questions:

- Does the exam sufficiently cover the learning objectives?
- Does the scoring per item reflect the weight of the topic?
- Does the weighting per topic reflect the desired level of difficulty?

Determine the desired weight per topic and add in the weighting column in your blueprint.

Look at the blueprint of a colleague.

FINAL REMARKS

You now have the test blueprint for your course and your exam.

Questions:

- Do you feel equiped to use the blueprints?
- Can you explain it to the other lecturers in your course?

A test blueprint helps you to construct the next exam/assignment/etc.

QUESTIONS?

Check (in due course) ACS/VUnet for:

- Guidelines for assessment files
- SBE Format test blueprint
- Exam analysis tool

Or contact us:

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