

# Assessing Enterprise Handbook



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# ASSESSING ENTERPRISE

One of the key concerns and perceived weaknesses that OFSTED highlight in their document, *Learning to be enterprising*, is that of effective assessment and monitoring of student achievement. "...where it existed, [it] tended to focus too much on the implementation of enterprise activities, rather than what pupils were gaining from them in terms of skills, understanding and knowledge".

To this end, the following document has been compiled to gather together some of the various types and examples of assessment that have been designed to assist schools in devising a process and set of documentation that may suit their circumstances and requirements or which may form a basis from which to devise appropriate documentation to meet their own needs and the requirements of OFSTED.

A large element of the assessment is through student self-assessment. Students are usually honest about themselves –actually over-harsh at times. However, the attainment levels and related achievement sheets are intended to assist teachers in achieving observational assessment based on practical tasks and written and orally presented work. It is intended that the assessment tools be used incrementally rather than as 'one-off hits', especially the self-assessment reflection tools. Tutorial time may be the best time to implement these, although different contexts may demand different application.

Attainment levels:

## Enterprise Capabilities

### ENTRY LEVEL

Persistently puts self down. Is disorganised. Avoids new activities, seeking safe known territory. Finds change challenging. Avoids trying different things. Is scared of failure. Tends to disrupt a group or becomes invisible and takes no effective role within a group. Relies on other people's judgements and skills.

### LEVEL 1

Lacks belief in self and own abilities and is never prepared to take initiative. Rarely contributes in groups and always plays a subordinate role within a group. Has difficulty in organising self and own equipment. Avoids group assessments of risk especially when planning to undertake new activities. Finds change challenging. Rarely considers other evidence. Expects to rely on other people's judgements and skills. Avoids trying different things. Is scared of failure.

### LEVEL 2

Often lacks belief in self and own abilities and is rarely prepared to take initiative. Occasionally contributes to group decisions and usually plays a subordinate role within a group rather than acting alone. Shows some understanding of how to organise self and own equipment. Shows lack of understanding in group assessments of risk especially when planning to undertake new activities. Finds unexpected change challenging. Wary of the ideas of others and rarely considers other evidence. Prefers to rely on other people's judgements and skills where own ideas are lacking. Avoids trying different things, appears scared of failure.

### LEVEL 3

Sometimes shows belief in self and own abilities and is occasionally prepared to take initiative. Contributes to group decisions and prefers to play a subordinate role within a group rather than acting alone. Shows some understanding of how to organise self and events when the need arises. Has participated in group assessments of risk to help plan and undertake new activities. Shows an awareness that some things cannot be changed. Finds unexpected change challenging. Sometimes shows respect for the ideas of others and for evidence, and sometimes is able to rely on own judgements and skills where other ideas or evidence is lacking. Reluctant to test things out, try different things or make necessary changes in the light of experience, learning from failure.

# Financial Literacy Questionnaire

The purpose of this questionnaire is threefold:

- To assist students in self reflection
- To assist students and tutors to set personal goals related to financial literacy (i.e. life) skills that will impact on their futures
- To enable information to be aggregated across the school to demonstrate the difference that the school is making in 'value-added' terms

This information could and should be collected and aggregated once at the beginning of the year of entry and once at the end, initially, and then at the end of each succeeding year of the students' school life. For statistical purposes, a random selection of 100 students could be aggregated at any one time to ease % scoring related to the Financial Capability Attainment Levels.

**For individual goal setting and personal development purposes it could/should be reviewed and re-done each term.**

It is hoped that the students will understand the wording of each of the questions. Some may need the question to be read to them. A few may need the question to be read and explained to them. Hopefully the latter will be a tiny minority. Perhaps these students might have assistance from specialist support staff.

