ALTERNATIVE ASSESSMENT

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UNIVERSITI TEKNOLOGI MALAYSIA
Topics

• Assessment vs Evaluation
• The concept of Assessment
• Alternative assessment
Assessment vs Evaluation

• Assessment system should lead educators to help students attain the educational goals, values and standards.

• When learners complete a piece of work and hand it in to the teacher, they expect two responses:
  • the assessment decision (grade or mark), but more importantly,
  • feedback on their performance.
The Purpose of...

**assessment**
- is to **INCREASE** quality.

**evaluation**
- is to **JUDGE** quality.

Too short and not enough leaves. C-
Assessment vs Evaluation

**Assessment**
- is ongoing
- is positive
- is individualized
- is valuable
- provides feedback

**Both**
- require criteria
- use measures
- evidence-driven

**Evaluation**
- provides closure
- is judgmental
- is applied against standards
- shows shortfalls

http://www.itlal.org/?q=node/93
Assessment vs Evaluation

• Assessment is the systematic process of documenting and using empirical data on the knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve student learning.

• Evaluation focuses on grades and may reflect classroom components other than course content and mastery level. Evaluation is a final review on your instruction to gauge the quality. It’s product-oriented. This means that the main question is: “What’s been learned?”.
Concept of Assessment

01 Assessment for Learning
Diagnostic & Formative

02 Assessment as learning
Feedback

03 Assessment of Learning
Summative
Assessment for/as learning vs Assessment of Learning

**Assessment for/as learning**

- Check – what to do next?
- Feedback to student work
- Descriptive Feedback - Rubric
- Focus on Improvement/progress

**Assessment of Learning**

- Check – what has been learned?
- Formal format
- Marks, scores or grades
- Comparing students performance
### Assessment for/as learning

- Directly measure progress of the students
- Involve Real-world challenges
- Student-centered (self-determined)
- Allow for improvement
- Involve Alternative Assessment

### Assessment of learning

- Easy to conduct – easy to grade
- Immediate Feedback
- Fast way to identify student progress

| Need more effort to measure progress unless there is a standard rubric | No more room of improvement after the results have been given |
| Time-consuming – continual iteration | Teacher-centered |
| Involve Traditional Assessment |
Types of Feedback

• Affirmation feedback:
  • Affirmation feedback is provided as soon as possible after a performance has been observed. ‘Well done, Ben, you pay attention in my class.’

• Developmental feedback:
  • ‘Ahmad, next time you develop apps using Adobe Flash, make sure you used Actionscript 3.0.’

• Effective feedback:
  • Effective feedback is tailored to meet the needs of the individual and is directly linked to observable evidence – either a learner’s written or practical work or a performance of a given task.
  • It focuses on individual action points.
  • Effective feedback deals with one point at a time.
Types of Assessment

• Formative – Before or during instruction, guide the teacher in planning and improving instructions, help students improve learning

• Summative – End of instruction, overall performance, let teachers and students know the level of accomplishment attained

• Assessment must be seen both as an instructional tool for use while learning is occurring (formative), and as an accountability tool to determine if learning has occurred (summative).
The Nature of Assessment - Passive

- Examinations
- Essays
- Multiple Choice Questions
- Gobbet (commentary form of writing assessment)
The Nature of Assessment - Active

- Direct Observation
- Portfolio
- Presentation
- Concept Map
- Problem-based Assessment
- Project-based Assessment
Traditional Assessment

- Generally relies on forced-choice, written measures
- Relies on indirect measures of student learning to represent target skills
- Encourages memorization of correct answers
- To measure acquisition of knowledge

Alternative Assessment

- Promote integration of various written & performance measures
- Relies on direct measures of target skills
- Encourages divergent thinking in generating possible answers
- To enhance meaningful skills
Alternative assessment is a holistic assessment of the outcomes as well as the learning processes. It emphasises on what the students can and are not able to do, rather than merely focusing on the mastery of knowledge. Future Ready Curriculum assessment is part of learning to produce dynamic, balance and holistic graduates in various domains.

Assessment for/as learning
ALTERNATIVES ASSESSMENTS

PERFORMANCE-BASED ASSESSMENT

PERSONALISED ASSESSMENT

REAL-TIME ASSESSMENT

CHALLENGED-BASED ASSESSMENT

AUTHENTIC ASSESSMENT

INTEGRATED ASSESSMENT

CONTEMPORARY ASSESSMENT

PROFILING ASSESSMENT

Framing Malaysian HiEd 4.0 (MOE, 2018)
construction of knowledge, disciplined inquiry and the value of achievement beyond the classroom learning context.

contextualised tasks, in which requires students to exhibit their competency in a more authentic environment.

A working portfolio contains documents related to students’ assignments, tests and evaluations by teachers and peers.

Showcase/model portfolio showcases students’ highest level of achievements.

Portfolio-based assessment is one example of authentic assessment.
Issues on e-portfolio

• Students quite reluctant to fill in the e-portfolio system – not part of LnT culture.
• Solutions - Auto generated e-portfolio
• Portfolio from all courses – combine by the system to generate e-portfolio for the student.
PERFORMANCE-BASED ASSESSMENT

Measures students' abilities to apply the knowledge and skills which they have learned.

Evaluates students’ ability to execute certain tasks by gathering relevant feedbacks from others.

Application of knowledge and skills through meaningful and engaging tasks

Applications of real world scenarios in eliciting and strengthening students’ critical-thinking, problem-solving, self-evaluation and HOTs

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Framing Malaysian HiEd 4.0 (MOE, 2018)
Performance-based Assessment activities

EXHIBITS & FAIRS

PROJECTS

DEBATES

DRAMATIC PERFORMANCES

PRESENTATIONS

PORTFOLIOS
PERSONALISED ASSESSMENT

01 Measures the students’ readiness to be assessed - flexibly and adaptively - assessment time and questions structure

02 Students are more responsible in their own learning processes

03 Students’ competencies will be measured over time when they are ready to be assessed

04 On-demand assessment - the assessment materials to be prepared and aggregated in a unified online repository as well as accessible by demand.
Example

• Please state the list of concepts/topics in Authoring Language that you’re ready to be examined in this “Self-Determined Assessment”:

• What are the types of questions that you’re preferred? Problem-based questions vs Project-based questions?

• How many questions that you would like to solve for 10% mark of quiz 1? 2 or 3 questions?
INTEGRATED ASSESSMENT

an interdisciplinary approach to assessment.

integrates the summative & formative evaluations through the provision of meaningful data on student learning prior to the design of appropriate L&T interventions.

provides an engaging and creative learning platform that connects students with real-life situations.

e.g. Capstone projects, and portfolio-based assessments.

real problems are applied - Industry involvement is critical - great workplace experience.

Framing Malaysian HiEd 4.0 (MOE, 2018)
## Example

<table>
<thead>
<tr>
<th>Course A</th>
<th>Course B</th>
<th>Course C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Assessment</td>
<td>Ongoing Assessment</td>
<td>Ongoing Assessment</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td><em>Integrated Assessment</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integration ongoing assessment among courses</td>
<td>Integration ongoing assessment among courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integration ongoing assessment among courses</td>
</tr>
<tr>
<td></td>
<td><em>One Final Exam</em></td>
<td>(the exam questions required knowledge from 3 courses)</td>
</tr>
</tbody>
</table>
CONTEMPORARY ASSESSMENT

1. Differs significantly from traditional assessments.

2. Focus on multiple aspects – students’ mastery of knowledge, skills & values that will enable them to function in the gig economy.

3. To the digital natives - more meaningful – prefer more contemporary assessment - apprenticeship model, presentation, project-based, case-based, take-home and oral examination.

Framing Malaysian HiEd 4.0 (MOE, 2018)
Typology of Knowledge

Declarative Knowledge  
- Knowing What?

Procedural Knowledge  
- Knowing How?

Schematic Knowledge  
- Knowing Why?

Systematic Knowledge  
- Knowing When, Where, and how to apply knowledge
Contemporary Assessment – New Paradigm

Old Paradigm:
• Textbook problem
• Teacher centered
• Isolated skills
• Emphasis on product
• One answer, one-way correctness
• Tests that test

New Paradigm:
• Real-world problem
• Learner centered
• Integrated skills
• Emphasis on process
• Open-ended, multiple solutions
• Tests that also teach
Surveys can also be carried out to assess students’ competencies and deficiencies – to provide immediate feedback to both students and teachers.

1. To adjust the teaching approaches appropriate to the students’ level of understanding.
2. To analyse students’ mastery of contents and skills during the learning process.
3. To adjust the teaching approaches appropriate to the students’ level of understanding.
4. E.g. observation, thinking aloud and diagnosing students’ strengths and weaknesses.
In-class Assessment

A Concept Quiz with Clicker/Kahoot

Reflection through WA group

Student-generated test questions

In-class discussions through Chat tool

Chain Notes

One-minute paper

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Mobile participation system – e.g Kahoot

<table>
<thead>
<tr>
<th></th>
<th>Clickers</th>
<th>Kahoot</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Need the device (usually US$ 50.00 each)</td>
<td>Need a smartphone (almost all students have one) and wireless Internet connection</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>In general, use Powerpoint and can’t easily share questions, however, there is no limit to text length</td>
<td>Easily share activities in the Internet, however, there’s a limit to text length in questions and alternative answers</td>
</tr>
<tr>
<td><strong>Institution</strong></td>
<td>There isn’t necessarily a direct cost. Clickers can be bought by the students</td>
<td>Needs a good wireless Internet connection</td>
</tr>
</tbody>
</table>

(Cutrì et. al, 2016)
CHALLENGED-BASED ASSESSMENT

01 Emphasis on collaboration, cooperation and group competition.

e.g ‘Hackathon’ can be a model for a competitive and challenge-based assessment to encourage students to collaborate with each other and solve a common problem.

02 Developed primarily in the Computer Science field, with the ‘hackathons’ held for programming and coding competition.

03 Educators can imitate this type of event and adapt it into their own assessment to encourage competitiveness among students.

Framing Malaysian HiEd 4.0 (MOE, 2018)
Challenged-based Assessment-Hackathons – Project-based Learning Kickstart

<table>
<thead>
<tr>
<th>No.</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Identify a purpose</td>
</tr>
<tr>
<td>02</td>
<td>Pre-event preparations</td>
</tr>
<tr>
<td>03</td>
<td>Project pitch phase</td>
</tr>
<tr>
<td>04</td>
<td>Mixing and recruiting phase</td>
</tr>
<tr>
<td>05</td>
<td>Project development phase</td>
</tr>
<tr>
<td>06</td>
<td>Project presentations</td>
</tr>
<tr>
<td>07</td>
<td>Judging, recognition event, and closing statements</td>
</tr>
</tbody>
</table>

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# One day event - Competition

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Open doors, mingle and eat</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Kickoff and introduction of rules and structure</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Participant pitches and team formation</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Project teams start work</td>
</tr>
<tr>
<td>12:00 noon</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Team registration closes</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>30-minute warning before start of project presentations</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>Project presentations and demonstrations</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Judges confer in private, participants mingle</td>
</tr>
<tr>
<td>5:15 p.m.</td>
<td>Winners are announced, prizes awarded</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Event close</td>
</tr>
</tbody>
</table>
**PROFILING ASSESSMENT**

01. Analyses students’ values, interests, preferences, basic English proficiency test as well as basic computing test.

02. It adopts the 21st century skills and abilities in assessing the students’ competencies and state of mind.

03. The outcome - is the students’ holistic profile including their academic motivations.

04. Assists the students in appreciating and interpreting their competencies as well as helping them to uplift their employability skills.
Example

- Prepare a profile of the level of understanding on the following skills and knowledge in Adobe Dreamweaver

<table>
<thead>
<tr>
<th>Skills/Knowledge</th>
<th>Low (1-2)</th>
<th>Moderate (3)</th>
<th>High (4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating Form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Working with Radio Group Button</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Working with RecordSet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Creating MySQL connection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Issues on Assessment

• Marking new types of assignments introduces new challenges for staff, for example in terms of marking confidence and consistency
• Multi-dimensional view of a student more than just grades and standardized test results
• Publishers of curriculum and educational experiences might be able to improve their offerings based on a broad set of assessments of student outcomes — driving innovation in educational content
Issues on Assessment

• Learning-oriented assessment is one approach that has potential as an alternative to an emphasis on assessment-of-learning approaches.

• Learning-oriented assessment has three core aspects: Assessment tasks as learning tasks; Student involvement in the assessment processes; and Forward-looking feedback (Carless, Joughin, Liu, & Associates, 2006).

• Assessment tasks as learning tasks focus on creating assessment that encompasses the learning outcomes for the course.

• By involving students in the assessment process the student becomes aware of the characteristics and features of assessment.

• By providing feedback that can be acted on by the student we are providing forward-looking feedback.
Real Example

**ALTERNATIVE ASSESSMENTS**

- **20%** Innovation Competition (Challenged-based Assessment)
- **10%** In-class/computer lab activities (Real-time assessment)
- **30%** PBL’s reports – 4 cases (Authentic Assessment)

**FORMATIVE ASSESSMENTS**

- **20%** Project-based examination (Contemporary Assessment)
- **10%** Self-reflection on acquisition of competencies/knowledge (Blog)
- **10%** E-Portfolio (Blog) (Showcase Portfolio)

**SUMMATIVE ASSESSMENTS**

- **20%**
- **10%**
- **10%**

SPPM 1222: AUTHORING LANGUAGE
Tech is altering our brains...
ICT for Educational Assessment

- Online Assessment Tools
  - Multiple Choice
  - Ordering
  - Drop Down
  - Multi Select
  - Drag n Drop
  - Numerical
  - Short Answer
  - Cloze
  - Matching
- LMS
- Wiki
- WebPA
- Chat
- Forum
- Integrated Assessment
- Jigsaw
- Drag n Drop on Image
- Survey Monkey
- Polldaddy
- Padlet
- Google Form
- Lime Survey
- Glogster
- Survey
- Flow Chart
- Interactive Board
- Google Drive
- Canvas
- Blackboard
- Moodle

Advantages
- Computer Adaptive Testing
- Enhanced Question Types
- Realtime Feedback
- Complex Competencies
- Performance
- Self-Assessment
- Peer and Self Assessment
- Alternate Assessment
- Dedicated tools for assess
- Increased use of digital devices
- Adaptive use of technology
- Increased measure of assessment

Assessment Systems
- Personalized Learning
- Automated Interpretation
- Office Applications
- Embedded Assessment
- Mobile Apps
- Mobile Devices
- Performance Assessment
- Question Paper
- Analysis
- Presentation
- Performance

Assessment in
- Future
- Digital Devices
- Office Applications
- Clickers
- Word Processor
- Word Processing
- Spreadsheet
- Presentation
- Quiz

Digital Assistive Devices
- Children with special needs
- Learning Analytics
- Adaptation
- Embedded Assessment
- Augmented Reality
- Simulations
- Virtual World
- Immersive Games
- Learner Ability and Knowledge
- Enhanced Question Types
- Realtime Feedback
- Complex Competencies
- Performance
- Self-Assessment
- Peer and Self Assessment
- Alternate Assessment
- Dedicated tools for assess
- Increased use of digital devices
- Adaptive use of technology
- Increased measure of assessment

https://commons.wikimedia.org/wiki/File:A_Mind_Map_on_the_Use_of_Information_and_Communication_Technology_(ICT)_in_Educational_Assessment.jpg
Sharing my experiences

• MPT 1193: Authoring System – 3 credits
• MPT 1293: Multimedia Development – 3 credits
• Assessment method – Self Reflection (15%)
• Tool: Blog – Instructor Blog and Student’s Blog
• Since 2008
• Maximum numbers of students in one class section – 52 students
BENGKEL KURIKULUM TERSEDIA MASA HADAPAN, HOTEL BANGI PUTRAJAYA

MONDAY, 26 SEPTEMBER 2011

My First Flash - Step by step

Assalamualaikum w.b.t.

Untuk membuat rumusan tentang apa yang telah dipelajari pada hari Selasa lalu, saya telah membuat flash (sudah ditambah baik) ini berdasarkannya.

Masa yang saya gunakan untuk menghasilkannya adalah lebih kurang sehari. Mungkin bagi mereka yang telah berpengalaman hanya memerlukan masa yang singkat.

Saya mula berlatih melukis dgn cara tracing dan mencari cara paling mudah untuk melakukannya. Di sini saya aka bingung teknik yang menggunakan pengguna dan memberi manfaat kepada teman-teman. Sebarang kesilapan haraplah ditengur kerana saya juga masih belajar :-)
Week 11

After 1 week holiday, it's time to work hard again. Today we learn about how to draw a picture by using Adobe Flash. We are giving a task which is want us to draw a view of the beach as in the example that Dr. give us. So the picture above is the picture that I draw....
Using Facebook Page and Group

• MPT 1193: Authoring System – 3 credits
• MPT 1293: Multimedia Development – 3 credits
• Assessment method – Online Class Discussion & Participation (15%) – Cognitive Engagement Level
• Tool: Facebook – Facebook Page & Group
• Since 2010
Using AODF in LMS

• MPPP 1223: Authoring System – 3 credits
• Assessment method – Heutagogy Class Activity – 20%
• Tool: AODF in LMS
• Since 2012
Forum with expert

Here is the name of expert that you will contact to assist you on heutagogy activity. Make sure you email her and discuss with her in this forum.

Miss Siti Zubaidah
Master of Education (Educational Technology)
Email: butiebaik@gmail.com

Assalamualaikum
Hai sitil,
I hope you can help me regarding this activity.
I want to ask, how can I view current record in local web after submit the data without using repeat region that listing the all records from the database?

Re: Heutagogy Activity
by SITI ZUBAIDAH BINTI MD SAAT MPP172016 - Sunday, 2 December 2018, 6:57 PM

you can create another page only for viewing the current result, use the recordset (just drag, no need to put the text field (input field)
hence, after the respondent click the submit button, navigate them to the viewing current result page
Finally, the most important aspect of implementing high-quality assessment and self-assessment is making the shift from an *evaluation* mind-set to an *ASSESSMENT* mindset.
**FUTURE OF ASSESSMENT**

The shift from traditional paper and pencil to next generation digital assessments enables more flexibility, responsiveness, and contextualization.

<table>
<thead>
<tr>
<th>TRADITIONAL</th>
<th>NEXT GENERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIMING</td>
<td></td>
</tr>
<tr>
<td>After learning</td>
<td>Embedded in learning</td>
</tr>
<tr>
<td>ACCESSIBILITY</td>
<td></td>
</tr>
<tr>
<td>Limited</td>
<td>Universally designed</td>
</tr>
<tr>
<td>PATHWAYS</td>
<td></td>
</tr>
<tr>
<td>A→B→C</td>
<td>Adaptive</td>
</tr>
<tr>
<td>FEEDBACK</td>
<td></td>
</tr>
<tr>
<td>Delayed</td>
<td>Real Time</td>
</tr>
<tr>
<td>ITEM TYPES</td>
<td></td>
</tr>
<tr>
<td>Generic</td>
<td>Enhanced</td>
</tr>
</tbody>
</table>