

DEVELOPING RUBRICS FOR PERFORMANCE BASED ASSESSMENT THROUGH COLLABORATIVE EFFORT

Souba Rethinasamy¹

Joseph Ramanair¹

Freddy Yeo²

¹Faculty of Language and Communication

² Faculty of Resource Science and Technology

Universiti Malaysia Sarawak

DAY 1: ROOM 2

#12. Is the Cascading Training Model Effective for Continuous Professional Development? A Review of Teachers' Experiences

Hugh John Leong & Souba Rethinasamay <hjleong@swinburne.edu.my>

Universiti Malaysia Sarawak

Continuous professional development (CPD) plays an integral role in educational reform and in the development and enhancement of teachers' pedagogical skills and knowledge. In Malaysia, the cascade training model is often preferred for CPD programmes in public secondary schools. This may be due to cost effectiveness and reach, where many teachers can be trained in a short timeframe. Critics of the cascade model of training tend however, point to a risk of knowledge being diluted as it is transferred from the trainers to the attendees and then to teachers in schools. This paper focuses on documenting the experiences of Malaysian secondary school English teachers attending school-based assessment (SBA) CPD training courses using the cascade training model. Data was collected from 16 English teachers from 16 public secondary schools through in-depth semi-structured interviews. The findings indicate that there were mixed experiences of teachers attending cascade training programs and that of subsequent trainings that were conducted by attendees of the programmes. These experiences were affected largely by the quality of the training programme (i.e. design of program curriculum and materials), trainer quality, participants selected, and follow up support afforded to participants. This paper will culminate with recommendations for further CPD improvements.

#13. Developing Rubrics For Performance Based Assessment Through Collaborative Effort

Souba Rethinasamy, Joseph Ramanair & Freddy Yeo <rsouba@unimas.my>

Universiti Malaysia Sarawak

Despite the multiple benefits of performance-based assessment, the biggest challenge is the subjectivity in scoring. Rubrics are recommended to reduce its subjectivity and make scoring more reliable. However, educators tend to shy away from utilizing performance-based assessment due to the challenges faced in designing good rubrics. Collaborative efforts have often been advocated in developing good quality rubrics especially for tertiary level, however how academics from various disciplines can work together have not been dealt sufficiently. This qualitative study was carried out to collaboratively develop oral presentation and written report assessment rubrics that can be used as a guideline for developing task specific rubrics by lecturers across disciplines of study. The first stage involved seven experienced lecturers who met regularly to develop the initial drafts. This was followed by a survey utilising open ended questionnaire items conducted with 60 lecturers to gather their feedback on the rubrics developed in the first stage. While highlighting the comprehensiveness of the criteria included in the rubrics and its value as a useful point of reference, the respondents suggested improvements on the performance descriptors. The initial draft was further improved based on the feedback and shared at the university level digital platform.

