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Alternative Assessment Strategies

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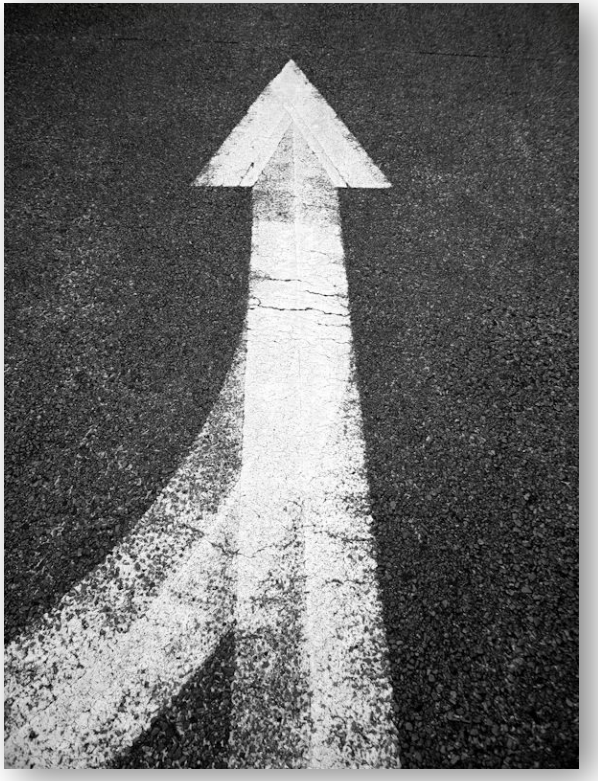

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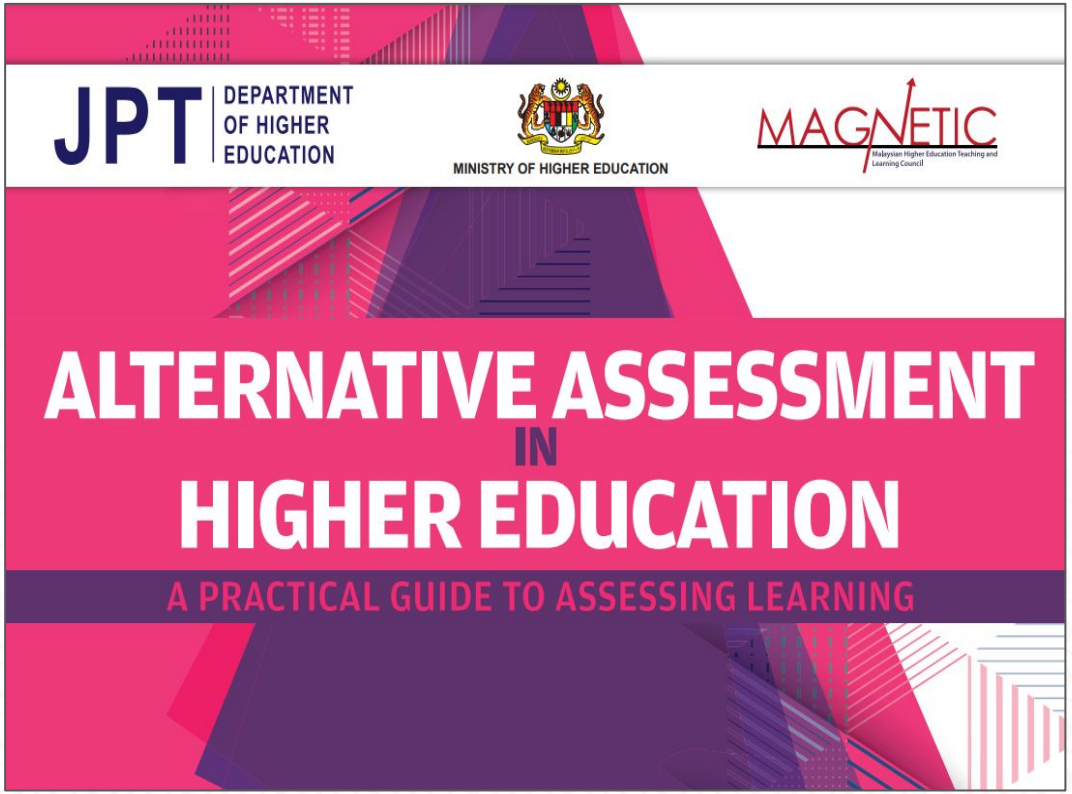
MAIN REFERENCE



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02

PART 2: SUPPORTING LEARNERS' PERFORMANCE

Alternative Assessment

Alternative assessment is indirect contrast to what is known as conventional assessment. It refers to all sort of assessments that are used to measure learner's ability and proficiency in performing complex tasks that are related to the intended learning outcomes (Yusop, 2018)

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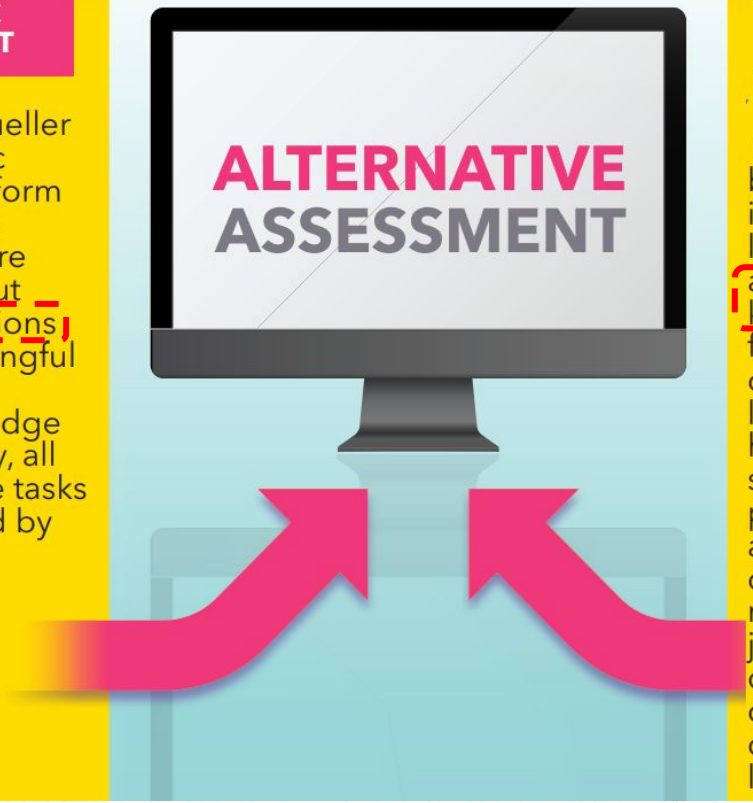
AUTHENTIC ASSESSMENT

According to Mueller (2005), authentic assessment is a form of assessment in which learners are asked to carry out real-world situations that show meaningful application of essential knowledge and skill. Usually, all the performance tasks will be evaluated by using rubric.



PERFORMANCE-BASED ASSESSMENT

According to Chun (2010), performance-based assessment is used to measure learners' ability to apply the skills and knowledge learned from a unit or units of study. Usually, the learners use their higher-order thinking skills to create a product or complete a process as the task challenge. It requires more subjective judgement on the part of the evaluator based on criteria and rubric development prior to learners' assignment.

Unpacking the key concept

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Outline

	Content	Learning Outcomes
1	**8 Elements of Alternative Assessment**	Map the elements of alternative assessment with the correct descriptors. (C2)
2	**Alternative Assessment Strategies**	Interpret various assessment strategies and tools accurately. (C3)
3	**Assessment Tools**	

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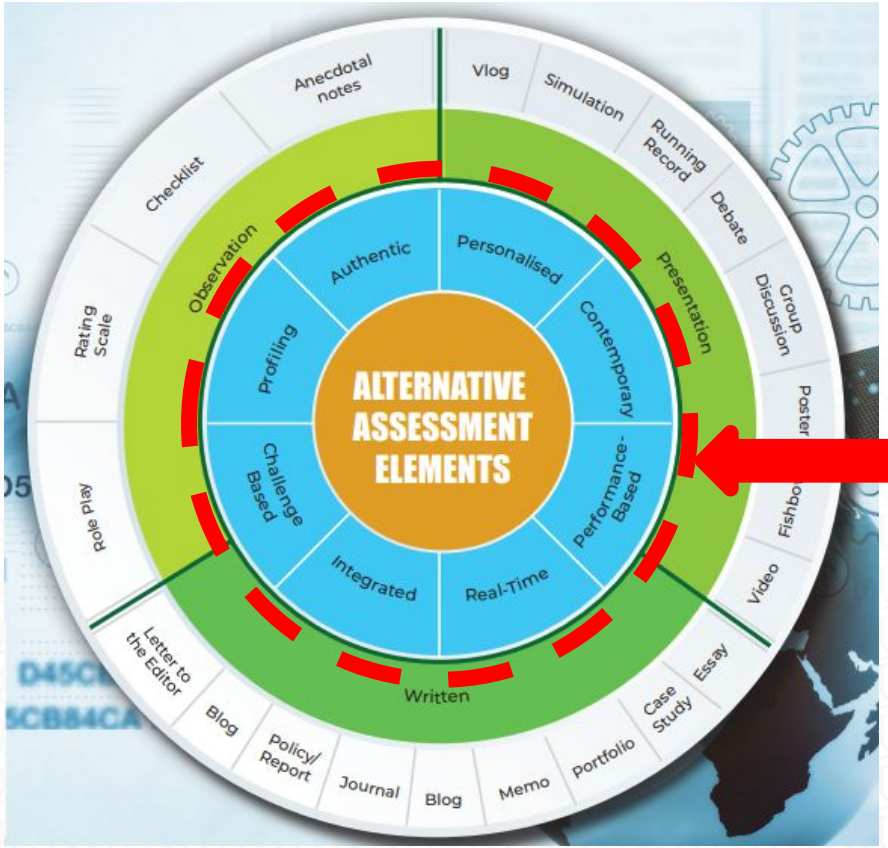
Elements of AA



8 elements of Alternative Assessment

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1. An interdisciplinary and integration of ongoing assessment among courses.

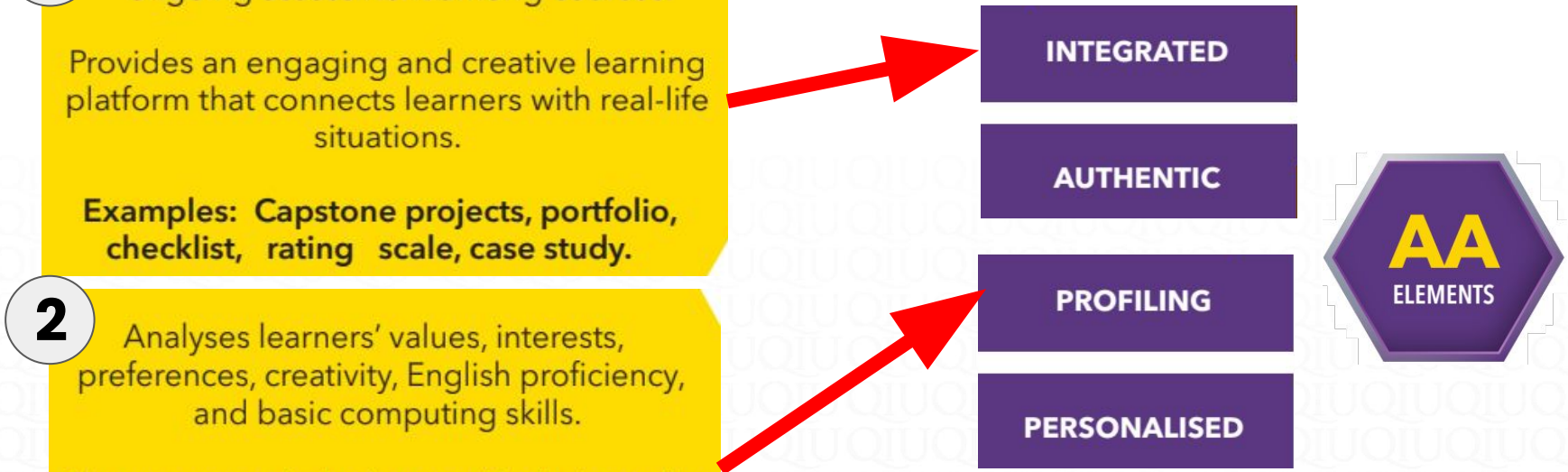
Provides an engaging and creative learning platform that connects learners with real-life situations.

Examples: Capstone projects, portfolio, checklist, rating scale, case study.

2. Analyses learners' values, interests, preferences, creativity, English proficiency, and basic computing skills.

The outcome - is the learners' holistic profile, including their academic motivations.

Examples: portfolio, blog, running record.



3 Measures the learners' readiness to be assessed - flexibly and adaptively.

On-demand assessment - the assessment materials are accessible by demand.

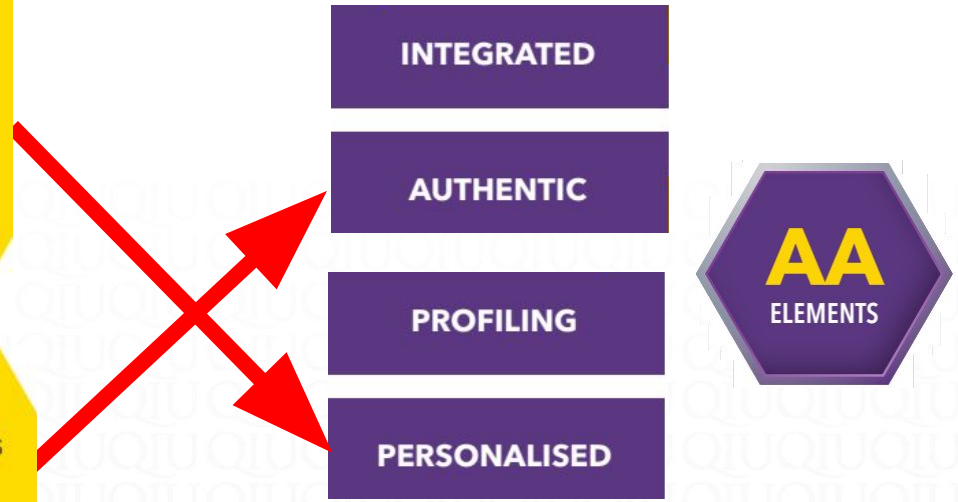
Measures based on learners' level.

Examples: checklist, rating scale, running record, anecdotal notes, rubric.

4

Contextualised tasks, which requires learners to exhibit their competency in a more authentic environment.

Examples: portfolio, anecdotal notes, blog.



5

To analyse learners' mastery of contents and skills during the learning process.

To adjust the teaching approaches, appropriate to the learners' level of understanding.

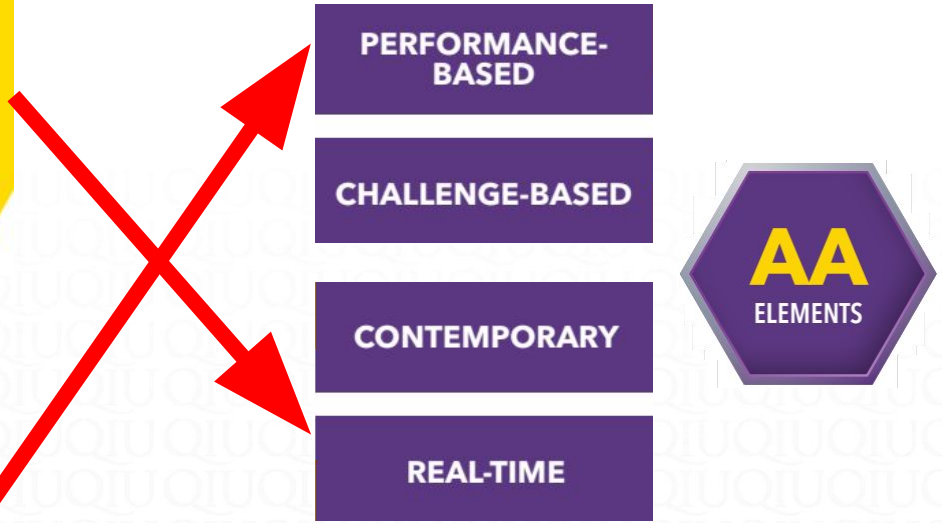
Examples: observation, thinking aloud, anecdotal notes, checklist, rating scale.

6

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

Strengthening learners' critical thinking, problem-solving, self-evaluation, and higher-order thinking skills (HOTs).

Examples: debate, performance, fishbowl, portfolio, running record, blog.



7 Differs significantly from traditional assessments.

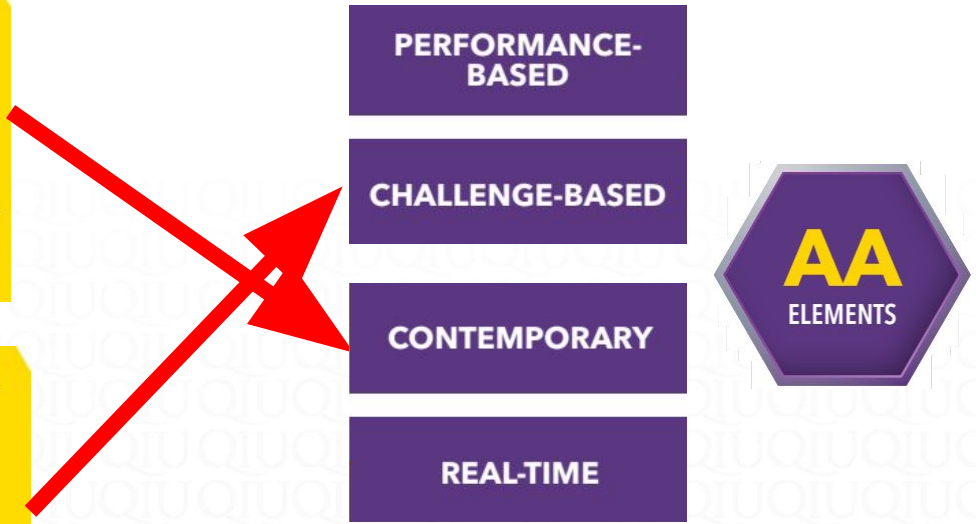
Using technology to support assessment – towards the digital natives.

Examples: blog, running record, apprenticeship model, flipgrid presentation, chat and, oral examination, e-portfolio, e-service learning project.

8 Emphasis on collaboration, cooperation and group competition.

To encourage competitiveness among learners.

Examples: Hackathon, role play, fishbowl.



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AA Strategies

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S1. Role Play

ROLE-PLAY

WHAT

Assessment activity in which learners act out an imaginary scenario that closely mirrors a situation.

WHEN

To spark brainstorming sessions, improve communication between learners, and see problems or situations from different perspectives.

WHY

To build up learner's experience and self-confidence with handling the situation in real life and develop quick and instinctively correct reactions to situations.

HOW

Takes place between two or more people, who act out roles to explore a scenario.

Identify the Situation - do ice-breaking, introduce the problem, and encourage an open discussion to uncover all the relevant issues.

Add Details - enough details for it to feel "real" situation.

Assign Roles - identify the various fictional characters involved in the scenario.

Act Out the Scenario - test and practice different approaches for handling the situations.

Discuss What Have Been Learned – after the role-play, educator and learners need to discuss what have been learned in the role play.

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S2. Fish Bowl

FISHBOWL

Image by ChatGPT

WHAT

Similar to debate. A few learners are selected to be in the "hot seat" where they respond to questions, concerns, ideas about the given topic. While other learners observe and listen carefully to the ideas presented.

WHEN

This strategy is especially useful when you want to make sure all learners participate in a discussion, when you want to help learners reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics.

WHY

Advances learner knowledge and comprehension, as well as improving skills in active listening, critical inquiry, professional communication, presentation, and group discussion.

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HOW

Select a Topic | Choose a suitable topic for a Fishbowl discussion.

Set Up the Room | Requires a circle of chairs ("the fishbowl") and enough room around the circle for the remaining learners to observe what is happening in the "fishbowl."

Prepare for the Discussion | Structure the conversations - learners have had a few minutes to prepare ideas and questions in advance.

Discuss Norms and Rules | Setting up rules for fishbowls in terms of switching roles between group learners (listener and speaker), time for each session, flow of session, activity (question and answer), and language used.

Debrief | Ask learners to reflect on the discussion and what they have learned from it. These reflections can be in writing or small or large-group discussion.

Image by ChatGPT

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S3. Portfolio

PORTFOLIO

WHAT

A portfolio is a collection of learners' work samples, self-assessments, and goal statements that reflect their progress in hardcopy or digital form.

WHEN

Formative assessment over a period of time to show evidence of deep learning, behaviour of self-directed life-long learning provision upon the learning

WHY

Allow educators to assess learners' academic progress or work evolution and evidence of learning over the course.

HOW

- Provide clear guidelines and a portfolio format (pages, structure, types, and formats of evidence) that aligns with the course learning outcomes.
- Organise work samples according to chronology, subject area, style, or learning goal that provide evidence of learners' learning over time.
- Work samples include graphic organisers, journals, conversation, stories, presentations, tests, working theories, solutions and reflections.
- Portfolio can be in written, image, audio recording, video recording and website; e.g., chatroom, blogs, wiki.
- Share assessment rubric to guide learners in designing their portfolios.

Student Portfolio

Collection of e-Portfolios:

- SEPTEMBER 2016 - JAN 2017
- MARCH 2017 - JULY 2017
- SEPTEMBER 2017 - JAN 2018
- MARCH 2018 - JULY 2018
- SEPTEMBER 2018 - JAN 2019
- PRACTICUM
- VIRTUAL GALLERY
- BACK

Source: [Ts.DR.Syamsul Nor Azlan's Blog]

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S4. Blog

BLOG

WHAT

A blog is a website where learners publish short items on a continuous basis that reflect learners' progress.

WHEN

Blogs can be written as reflective posting, journal writing about course readings, a digital diary, and generate group discussion as formative assessment that reflect on the learning as it develops throughout a course.

WHY

To facilitate learners' formative learning towards key assessable learning outcomes, including academic literacy and digital literacy skills.

Learner can construct knowledge collaboratively, engage in self and peer reflection and, freedom to write reflectively about a topic.

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S5. Case Study

CASE STUDY

WHAT

Case study depicts real-world organisational problems that need to be solved.

WHEN

- Case studies aim to develop learner reasoning, problem-solving, and decision-making skills.
- In preparing learners to move on to a professional practise *in-situ* learning situation.
- Usually used in business, law, medicine, and the other health disciplines.
- Can be used to assess individuals or teams.

WHY

Allows learners to learn by doing and apply what they have learned to a real organisational issue.

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HOW

- **Assessment–Preparation**
  - Decide the output of the case study, either a verbal presentation or written submission.
  - Decide who will take part in the assessment– the tutor, an industry specialist, a panel, peer groups, or students themselves by self-evaluation?
  - Decide whether to give a class or group mark, to assess individual performance, or to have the product assessed by peers.

- **Assessment–Strategies**
  - Assess the process of analysis, for example in term of quality of research, the feasibility of solutions presented, organisation and evidence of arguments, etc.
  - Assess learner's interaction with other members of a group by asking open-ended questions and setting tasks that require teamwork and sharing resources.
  - Assess learner's demonstration of deeper understanding and cognitive skills such as identification of a problem, hypotheses generation, construction of an enquiry plan, interpretation of findings.
  - Use of various tools such as Survey Monkey for peers, group members' contribution, and presentation assessment.

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S6. Running Record

RUNNING RECORD

WHAT

A running record requires the educator to act as a video camera, recording all significant learners' behaviours and interactions as they happen.

WHEN

Open-ended method means that educators can gather a lot of information in a relatively short period of time. Record as much raw data as possible. Usually used to capture what learners know and understand about the reading process (reading performance).

WHY

Analyse learner's behaviours, responses, competencies, initiatives taken towards learning outcomes.

HOW

- Set the proper setting and time for recording all significant behaviours and learning outcomes needed. Can conduct an interview (question and answer), retelling or storytelling or presentation.
- Discuss, analyse, and plan assessment strategies based on the running record.
- Record the learning conversations by using an audio or video recording devices or chatroom, blogs, wiki.
- When analysing a learners' reading performance, calculate the percentage of accuracy and self-correction rates (correcting errors in reading).

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Example:

Reading a-z Running Record — **Level D**

E = errors S-C = self-correction
M = meaning S = structure V = visual

page		E	S-C	E M S V	S-C M S V
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	M S (V)	M (S) V
4	✓ ✓ ✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.				
5	✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ p/✓ — ✓ It rolls past the cows. ✓R ✓ ✓ Faster and faster.	1 1		(M) (S) V	
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1 1		(M) (S) V M S V	
7	✓ ✓ ✓ ✓R ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1 1		(M) (S) V M S V	

Source: [Lori Vanden Berghe's Blog]

How to Measure?

STRATEGY

in assessment it relates to the various ways for assessment to be conducted

TECHNIQUE

in assessment it relates to a specified procedure and processes involved

TOOL

in assessment it relates to the measuring tool for example rubric, checklist

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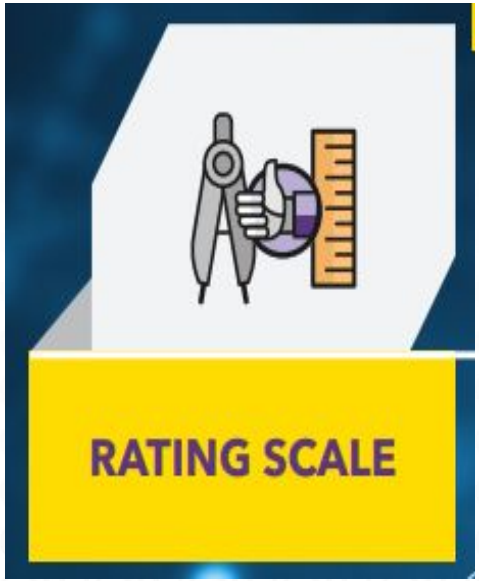
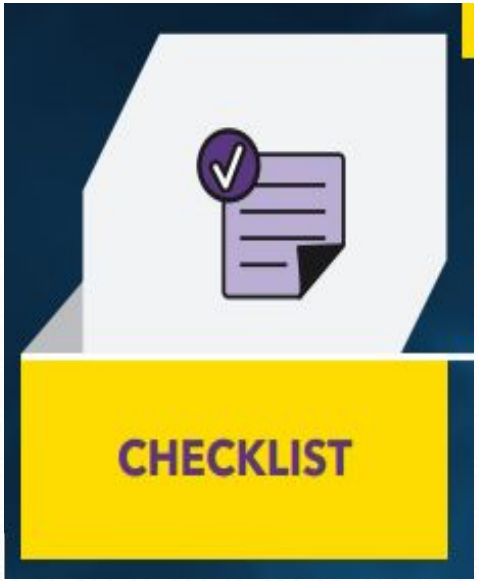
Assessment Tools





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T1. Anecdotal Notes

ANECDOTAL NOTES

WHAT

A brief, objective and focused notes to record specific or ongoing observations during the lessons of an individual learner to reflect the programme outcomes.

WHEN

Conducted during an authentic assessment, a learner's project, to observe development over a period of time, behaviours, skills, and attitudes.

WHY

Record qualitative information of learner development in terms of behaviours, skills, and attitudes in a learning process.

Educators can plan learning activities, experiences, interventions, and individual learner's instructional needs.

HOW

- Can be performed in an informal setup and simple notes to be taken (simple format).
- The process of anecdotal records in an assessment-instructional cycle is by observing, documenting anecdotal records, interpreting or understanding the observation, and improving teaching and learning of an individual student.
- Information to be recorded: Learner's name, date, time, setting, observer, curriculum area/domain, description (what you see during observation), objective comments, and follow-up questions.
- Tools that can be used: Clipboards, notepads, sticky notes, activity matrix, and mailing labels to record anecdotal notes (manually or using device).
- One can choose the skills to observe and colour coding notes according to the domain. For example, Physical (red), Cognitive (blue), Social (yellow), Emotional (green), Language and Literacy (black), and Creative Arts (white).
- There is a need to ensure one's ability to be positive, objective, and using descriptive language when writing anecdotal records.
- Use the past tense when writing anecdotal notes and be sure to have a beginning, a middle, and an end for each anecdote.

TIPS

- One note for each learner.
- Keep notes brief and focused (a few sentences or phrases).
- Plan ahead what to observe.
- Record during or as soon after the observation has been made to ensure the accuracy of notes.
- Review notes/records regularly and summarize information related to trends in learners' learning
- Can use ABC Record Antecedents (before), Behaviour and Consequences (after)

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T2. Checklist

CHECKLIST

WHAT

A clear list arranged to determine the presence or absence of conceptual knowledge, behaviours or skills related to the learning outcomes or domains.

WHEN

Allow educators to record specific information quickly from organised activities related to learner's knowledge, behaviours, or skills in relation to specific programme outcomes.

WHY

During observation, conversations, and videos assessment.

To identify whether key tasks in a procedure, process, or activity have been completed and followed.

To record the performance of an individual, a group or, a whole class.

HOW

- Design a short, clear, and simple checklist.
- Record learner information (e.g., name, date, course, examiner, and overall result.
- Have tasks chunked into logical sections or flow from start to finish.
- Highlight critical tasks/criteria for assessing a learner's achievement (criteria for success).
- The checklist should be reviewed by other instructors before being used.
- Avoid including any assumptions, interpretations, opinions, or "educated guesses" during observation.

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T3. Rating Scale

RATING SCALE

WHAT

Allow educators to indicate the quality or frequency of the behaviours, skills and performance displayed by the learner.

WHEN

A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end products, such as reports, drawings, and computer programmes.

Rating scales are similar to checklists except that they indicate the degree of accomplishment rather than just yes or no.

WHY

Educators can use rating scales to record observations, and learners can use them as self-assessment tools.

HOW

- Be short enough to be practical and include information such as learner's name, date, course, examiner, and overall results.
- Have specific and clearly distinguishable terms (e.g., excellent vs. very good) and scales in ascending or descending orders (e.g., percentage, scale 0-5).
- Have statements that are chunked into logical sections or flow sequentially (e.g., introduction, main body, conclusion).
- Consider the weightage for each row and be proportionally rated.
- Highlight critical tasks or skills based on expected outcomes.
- Consider the value for passing or failing marks on the scale.
- Be reviewed by other educators before being used.

TIPS

- Effective rating scales use descriptors with clearly understood measures, such as frequency.
- Rating scales list the performance descriptors and the range of accomplishment using either horizontal or vertical rating scales.
- The use of descriptive words, such as always, usually, sometimes, and never helps them pinpoint specific strengths and needs of learners.
- In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Table 2.4: An example of a programme assessment plan for the BCS programme.

PEO *(see also Table 2.2)*	PLO *(see also Table 2.4)* At the end of the Bachelor of Computer Science programme, the students will be able to:	Recommended Instructional Strategies and Assessment Methods	Courses Containing CLOs for Direct Measurement of PLO
PEO 1 on knowledge and skills	1. Describe advanced and comprehensive, theoretical and technical knowledge related to computer science, and information and communication technologies.	▪ **Instructional strategies:** Blended learning, direct and interactive instructions. ▪ **Assessment methods:** Written tests and case studies.	▪ Compiler Construction ▪ Network Programming ▪ Routing Concepts and Protocols ▪ Computer and Network Security ▪ WAN Technology
	2. Apply critical, analytical and evaluation skills to resolve complex applications and handle unpredictable issues with creative and innovative solutions in computer science.	▪ **Instructional strategies:** Interactive instruction, modelling, brainstorming and self-directed learning. ▪ **Assessment methods:** Culminating assignments and projects.	▪ Compiler Construction ▪ Network Programming ▪ Routing Concepts and Protocols ▪ Computer and Network Security ▪ Design and Analysis of Algorithm ▪ WAN Technology ▪ Industrial Project
	3. Perform a range of essential methods and procedures to solving a broad range of complex problems in computer science.	▪ **Instructional strategies:** Blended learning, augmented reality and experiential learning. ▪ **Assessment methods:** Laboratory tasks and projects.	▪ Network Programming ▪ Routing Concepts and Protocols ▪ Computer and Network Security ▪ Cluster and Cloud Computing ▪ Final Project ▪ Industrial Training

PEO 2 on general attributes and attitude **(Communication, leadership, interpersonal and digital skills)**	5. Practice effective communication skills in oral and written using appropriate approach, methods and strategies. (Communication)	▪ **Instructional strategies:** Interactive instruction, case study, project, group work. ▪ **Assessment methods:** Case studies, projects, presentation.	▪ Literacy / Languages ▪ Courses related to comparative, international and global education. ▪ Academic writing ▪ Final Project
	6. Demonstrate leadership with responsibility and autonomy in all educational setting. (Leadership)	▪ **Instructional strategies:** Case Study, Project, Group Work, Discussion. ▪ **Assessment methods:** Case studies and projects.	▪ Product development related courses ▪ Education Management ▪ Classroom management ▪ Event, Leadership and Recreation Management
	7. Demonstrate interpersonal skills in delivering educational services to stakeholders (Interpersonal)	▪ **Instructional strategies:** Interactive instruction, Case Study, Project, Tutorial, Group Work, simulation. ▪ **Assessment methods:** Presentation, project.	▪ Microteaching ▪ Professional practice / school practicum ▪ Project-based course
	8. Competently use a wide range of suitable digital technologies and appropriate software in different educational settings. (Digital)	▪ **Instructional strategies:** Interactive instructions, group work, case study. ▪ **Assessment methods:** Project, portfolio, presentation.	▪ Product development related courses ▪ Integrated STEM education ▪ Animation and art production ▪ Instructional technology ▪ Final Project

4.6 Innovations in Teaching, Learning and Assessment

Related COPPA Standard:

1.3.5 The department **must** encourage innovations in teaching, learning and assessment.

Related COPPA:ODL Standard:

1.3.5 The department **must** encourage innovations in teaching, learning and assessment and include tools (i.e., analytics) to monitor student learning activities.

Related COPTPA Standard:

1.4.5 TVET Providers **must** encourage innovation in TVET delivery and assessment such as work-based learning, problem-based learning, blended learning, online learning, apprenticeship, project work, and others.

1.4.7 TVET Providers must always engage with industries to enhance TVET delivery.

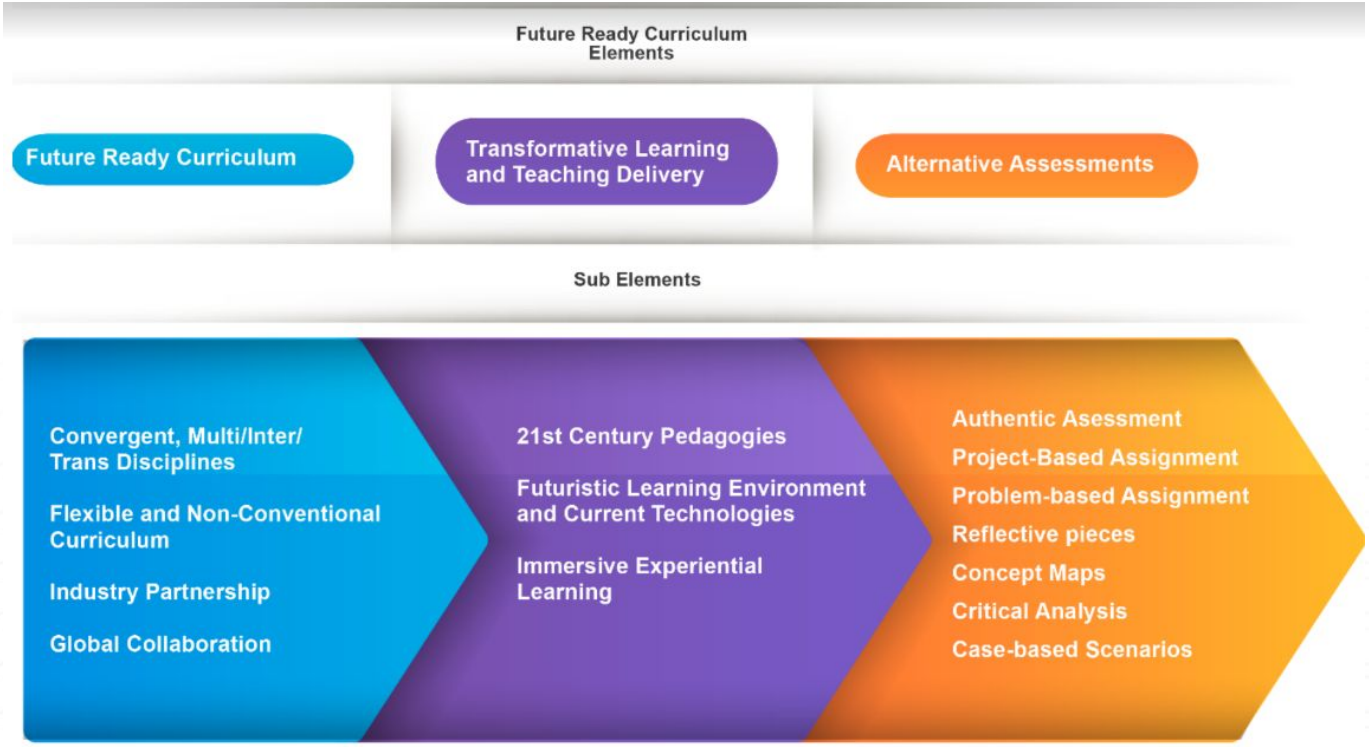
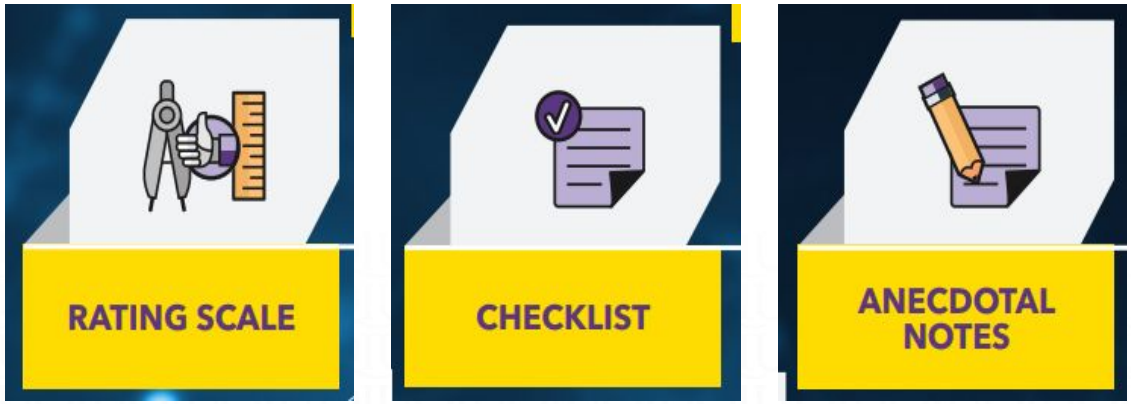


Figure A.2: Elements of Future Ready Curriculum. (Source: MOHE, 2021)

8 Elements of Alternative Assessment

- INTEGRATED
- AUTHENTIC
- PROFILING
- PERSONALISED
- PERFORMANCE-BASED
- CHALLENGE-BASED
- CONTEMPORARY
- REAL-TIME

Assessment Tools are used to measure the intended learning outcomes.



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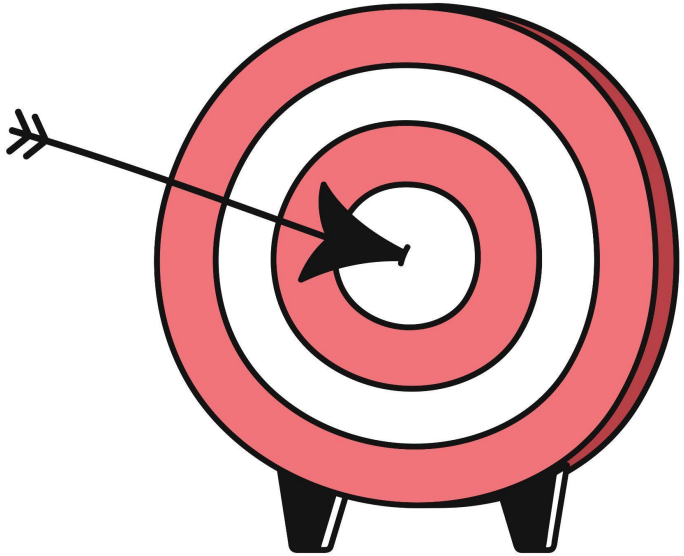
Constructive Alignment & Validity



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