

Moving Beyond Exam-Based Assessment

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I study
↓
I take the test
↓
I pass it
↓
I forget what I learnt



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The ultimate purpose of assessment is to ensure that there is **evidence of learning** taking place.

It is not about failing learners.

It helps learners to **diagnose their problems** and **improve the quality of their subsequent learning**.



Source: [Council on Social Work Education](#)

- **Predominantly measures a student's ability to recall information** - fails to recognize the diverse talents, skills, and potential of students
- **Hinder the development of critical life skills** to thrive in the ever-evolving world and workplace
- **Immense pressure** - Anxiety, stress, and burnout



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Changing the **MINDSET**,

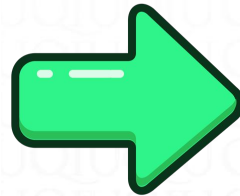
Making assessment **MEANINGFUL.**

Exam-based Assessment

I study
↓
I take the test
↓
I pass it
↓
I forget what I learnt



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Practical-Based Assessment



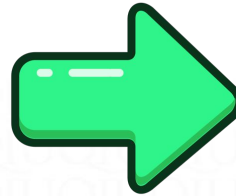
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Exam-based Assessment

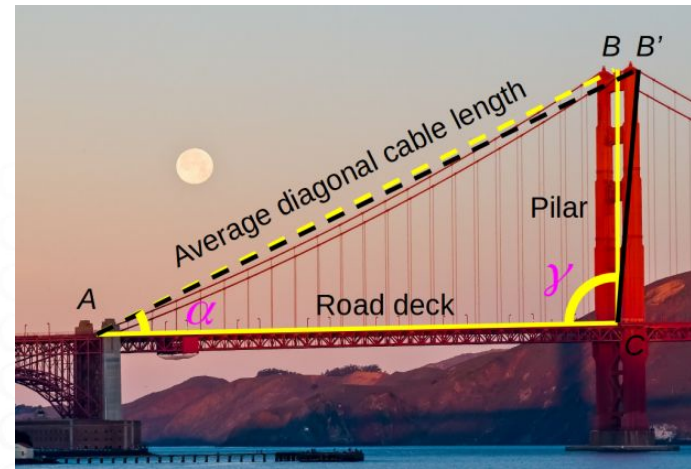
Find the length of each unknown side.

Source: [Ms. Clanton's Physical Science Page](#)

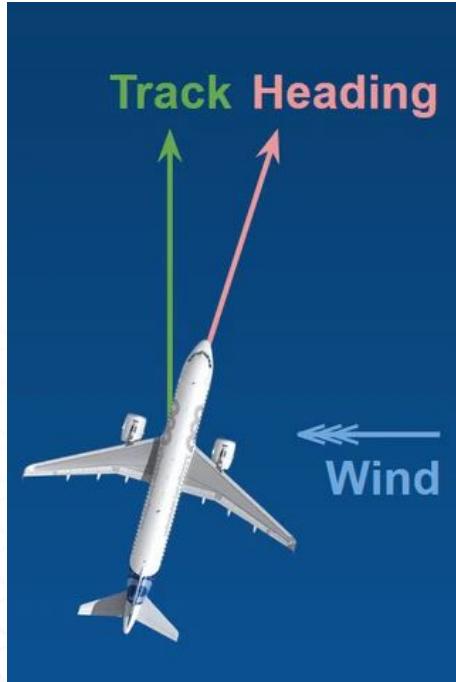
Recalling formulas without real-world application



Practical-Based Assessment



Solving problems in engineering



Source: [miniCOCKPIT](#)

Practical-Based Assessment

In aerospace engineering, a flying airplane with a (ground) forward velocity vector encountering a side wind with an orthogonal velocity vector, together give a diagonal true air velocity vector, towards which the aircraft is flying relative to the air.

Knowing the true air behavior around an aircraft is critical to allow the aerodynamic surfaces to be controlled in the proper way to guide the aeroplane to fly in the desired direction.

JPT DEPARTMENT
OF HIGHER
EDUCATION



MAGNETIC
Malaysian Higher Education Teaching and
Learning Council

ALTERNATIVE ASSESSMENT IN HIGHER EDUCATION

A PRACTICAL GUIDE TO ASSESSING LEARNING

Click [HERE](#)
for the link

01



INTRODUCTION
TO ALTERNATIVE
ASSESSMENT

**PART 1: INTRODUCTION
TO ALTERNATIVE ASSESSMENT**

CHAPTER 1: CHANGING THE MINDSET: MAKING MEANINGFUL
ASSESSMENT

CHAPTER 2: ALTERNATIVE ASSESSMENT

CHAPTER 3: CONSTRUCTIVE ALIGNMENT

02



REPORTING
LEARNERS'
PERFORMANCE

**PART 2: SUPPORTING LEARNERS'
PERFORMANCE**

CHAPTER 4: ALTERNATIVE ASSESSMENT STRATEGIES

CHAPTER 5: RUBRIC DEVELOPMENT

CHAPTER 6: VALIDITY AND RELIABILITY IN ALTERNATIVE
ASSESSMENT INSTRUMENTS

03



ALTERNATIVE
ASSESSMENT IN
HIGHER
EDUCATION
CONTEXT

**PART 3: ALTERNATIVE ASSESSMENT IN HIGHER
EDUCATION CONTEXT**

CHAPTER 7: PORTFOLIO AS EVIDENCE-BASED OF LEARNING

CHAPTER 8: VERBAL AND NON-VERBAL BASED











CHAPTER 9: PERFORMANCE BASED ASSESSMENT

CHAPTER 10: DEMONSTRATED PROJECTS

CHAPTER 11: ALTERNATIVE ASSESSMENT IN DIGITAL LEARNING

CHAPTER 12: DIGITAL LEARNING IN TERTIARY CONTEXT

GENERATIONS

Characteristics	Maturists (pre-1 945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	largely disengaged	Early information technology (IT) adaptors	Digital immigrants	Digital natives	Technoholics
Attitude toward careers	Jobs are for life	Organisational-careers are defined by employers	Early 'portfolio.' careers - loyal to profession, not necessarily to employer	Digital entrepreneurs - work "with" organizations not "for"	Career multitaskers
Signature product	Automobile 	Television 	Personal computer 	Smart phone 	Nano-computing, 3-D print, driveless cars 
Communication media	Formal letter 	Telephone 	E-mail and SMS 	SMS or Social media 	Hand-held communication devices 

- Conventionally, assessment in the form of tests, quizzes and final examination or better known as paper and pencil test has been used.
- Assessment has largely been used to measure what learners have been taught and (of course) remember.
- However, the millennium era has subjected learning to be disruptive, unpredictable and dynamic whilst curriculum to be developed with a futuristic, prospective orientation and with a flexible design to take into account the process of learning for the future.
- Surely there is a need to reconsider our conventional ways of assessment.

OUR
WORLD
IS
CHANGING...
HOW
WE LEARN
NEEDS
CHANGING
TOO



Assessing learners on regurgitated knowledge will not be a plausible solution to deal with the V.U.C.A. (Volatile, Uncertainty, Complexity, Ambiguity) world. A need for **prospective orientation** towards education.

SEEKING ALTERNATIVE WAYS TO DO ASSESSMENT



CONVENTIONAL ASSESSMENT **VERSUS** ALTERNATIVE ASSESSMENT

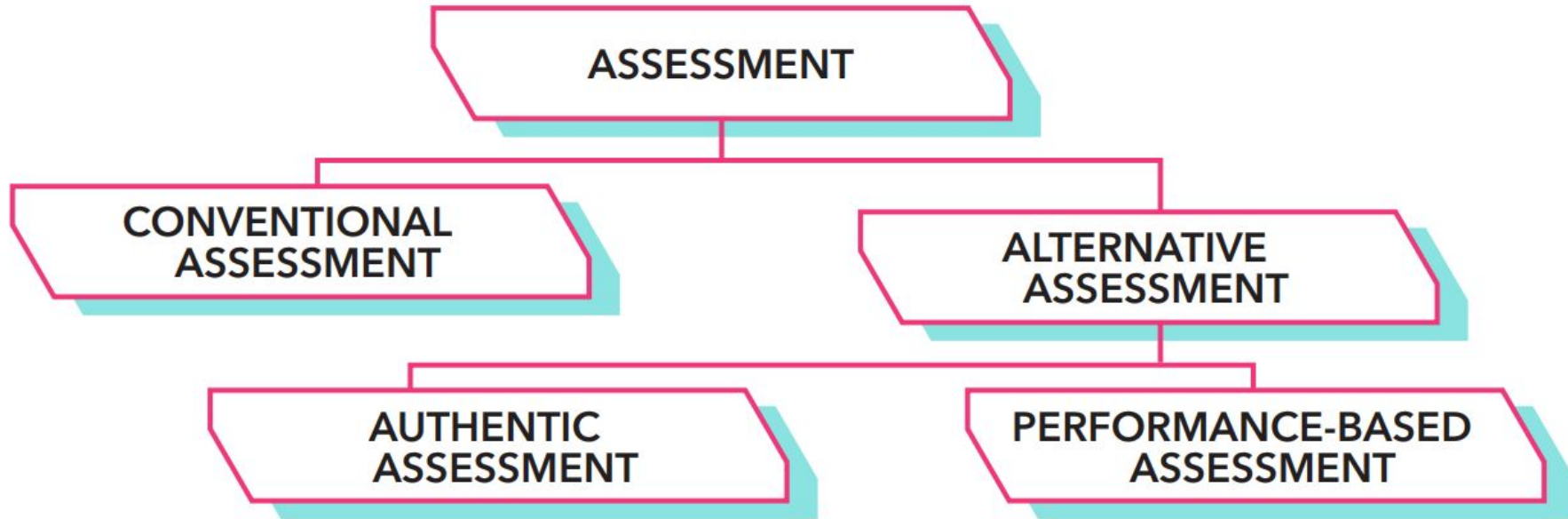
CONVENTIONAL ASSESSMENT

- ▶ Depends on learner learning proxy measures to represent target skills
- ▶ Encourages memorisation of correct answers
- ▶ Aims to measure acquisition of knowledge
- ▶ Non-interactive performance
- ▶ Foster extrinsic motivation
- ▶ Usually depends on forced-choice and written measures

ALTERNATIVE ASSESSMENT

- ▶ Depends on direct measures of the target skill
- ▶ Encourage divergent thinking in generating possible answers
- ▶ Aims to enhance the development of meaningful skills
- ▶ Interactive performance
- ▶ Foster intrinsic motivation
- ▶ Promotes integration of various written and performance measures

TYPE OF ASSESSMENT



**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.



**ALTERNATIVE
ASSESSMENT**



PEER ASSESSMENT

A process of peers giving feedback on the other learners' work in terms of the quality.



SELF- ASSESSMENT

A process of formative assessment during which learners reflect on the equality of their work, judge the degree that reflects explicitly stated goals of criteria and revise accordingly (Andrade, 2010).



GROUP ASSESSMENT

A group of learners collaborates to solve a complex problem task that needs proper planning, discussion, research, and presentation either during a class or over a certain period outside of the class. Educator will monitor learners by following the groups' progress and the contribution of individual learners within a group.



ROLE-PLAY



FISHBOWL



PORTFOLIO



BLOG



CASE STUDY



**RUNNING
RECORD**



PROJECT

Project-based assessment is a technique to test the learners when participating in learning through a more concrete way. It also enables the educators to assess learners' higher-order thinking skills when engaging in the projects related to learners' course work and the experience gained throughout the time frame of the class. A hands-on project is given to learners to apply what they have learned to an in-depth exploration of a topic.



INTERVIEW

A technique used when assessing spoken achievement of learners when engaging in the interaction between educators and learners. The interview will be conducted by educators only for assessment purposes. So, it is not about learners conducting an interview to gain information rather the purpose of the interview is to assess the learner's oral production as well as to seek to discover a learner's learning styles and preferences.



TECHNOLOGY-BASED ASSESSMENT

It involves the use of technology and modern devices incorporated in the teaching and learning to assess learners' performance and progress (Yusop, 2018). This type of assessment is used to encourage the learners to participate and collaborate in learning via online and outside the classroom.



ORAL PRESENTATION

It refers to direct means of assessing learners' learning outcomes that are conducted by questioning the learner. For this assessment, there is no structured list of questions where assessors can ask any questions and request responses depending on the situations compared to interview assessment. An oral assessment provides opportunities to the learners to develop their verbal communication skills.



PORTFOLIO

Portfolio assessment is an on-going process, which learners produced tangible evidence of their learning. It consists of learner's work collection in which it would assess their performance, ability, progress, and learning process based on a marking standard in order to decide their performance or a study programme.



RATING SCALE



CHECKLIST



**ANECDOTAL
NOTES**

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.

INTEGRATED

AUTHENTIC

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

Examples: portfolio, anecdotal notes, blog.

AA
ELEMENTS

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.

PROFILING

PERSONALISED

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.

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.

PERFORMANCE-BASED

CHALLENGE-BASED

Emphasis on collaboration, cooperation and group competition.

To encourage competitiveness among learners.

Examples: Hackathon, role play, fishbowl.

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.

CONTEMPORARY

REAL-TIME

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.

AA ELEMENTS

S

SPECIFIC



Make goals
clear and
specific.

M

MEASURABLE



Define
measurable
assets.

A

ATTAINABLE



Confirm your
goals are
attainable.

R

RELEVANT



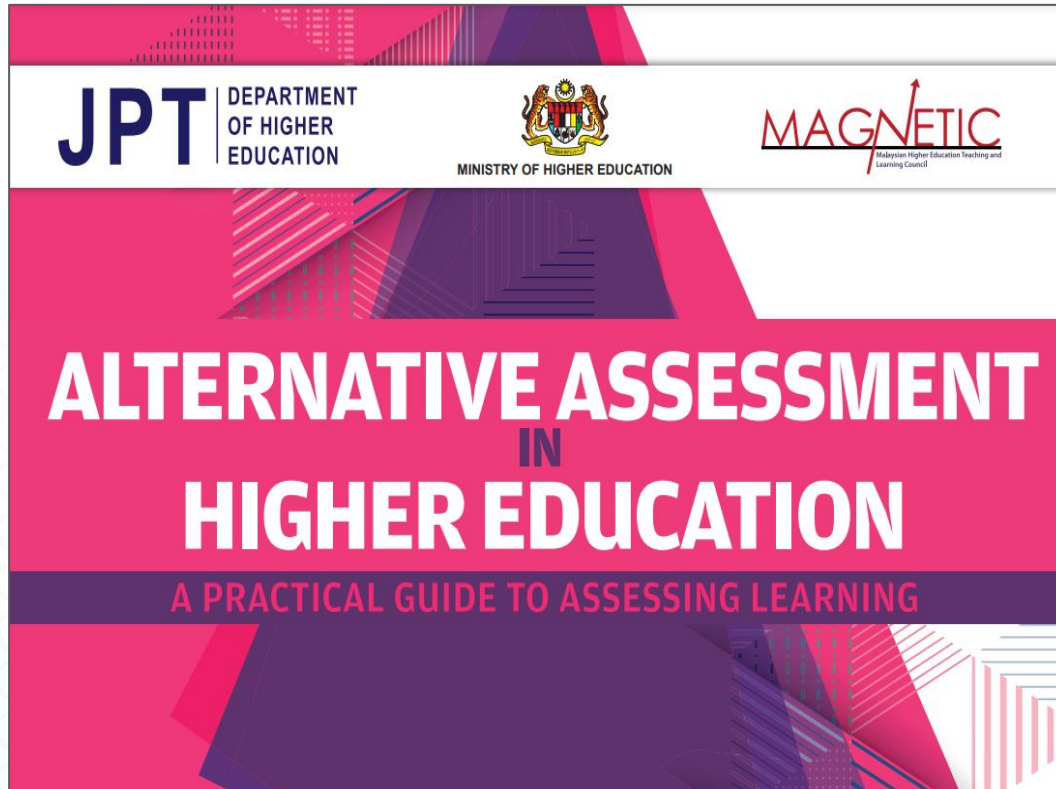
Verify your
goals are
relevant.

T

TIME-BASED



Set up a **time-**
based plan.



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