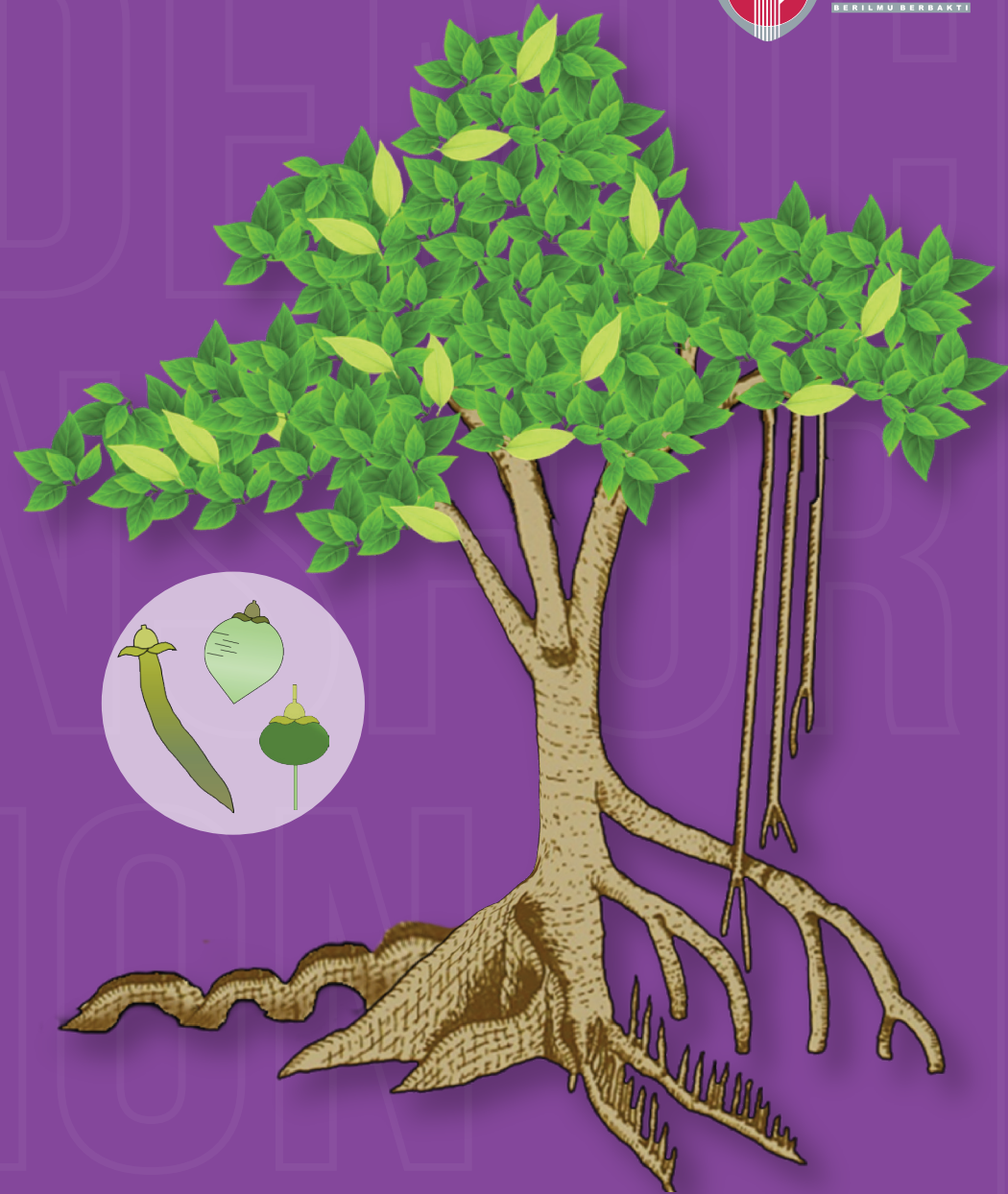


PrAise: Putra Alternative Assessment



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***Putra Alternative Assessment
(PrAise)***

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Strategies &
Implementation
of Alternative Assessment

Introduction

to Assessment



Introduction
to Assessment



Alternative
vs **Traditional**



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Advantages
and **Limitations**



**Strategies &
Implementation**
of Alternative Assessment

Philosophy of *Alternative Assessment* in UPM

A variety of assessment measures challenge learners to understand themselves better and empower them to have better control over their learning. Such measures also inform educators towards meaningful instructional methods and provide opportunities to assess learners with diverse learning abilities in a holistic manner. This ultimately leads to future proof graduates.

Current Scenario

Grade Driven Assessment



Grades: **A**, **A-**, **B+**,

Way Forward

Student driven assessment through alternative assessment strategies

Students have better control of their learning

Empowerment

Students gauge their performance

Inform educators of meaningful & innovative delivery methods

Students improve their performance

Educators assess students holistically

Digital Assessment
+
Grade Free Assessment
+
Competency Based Assessment

ASSESSMENT

”

Making our *expectations*
explicit and
public

”

Systematically **gathering**,
analysing and **interpreting**
evidence to determine how
well *performance matches*
those *expectations* and
standards

“

”

Setting appropriate
criteria and high
expectation for
learning quality



“

Using the **resulting**
information
to **document**,
explain and *improve*
performance

“

(Angelo, 1995)

ASSESSMENT LITERACY

1 *Definition*

- "Assessment literacy encompasses the knowledge and skills educators need to: (1) Identify, select or create assessments optimally designed for various purposes...and (2) Analyze, evaluate, and use the quantitative and qualitative evidence ...to make appropriate decisions...to advance student learning."

(Kahl, Hofman, & Bryant, 2013, p.5)

Attributes of Assessment-literate Educators

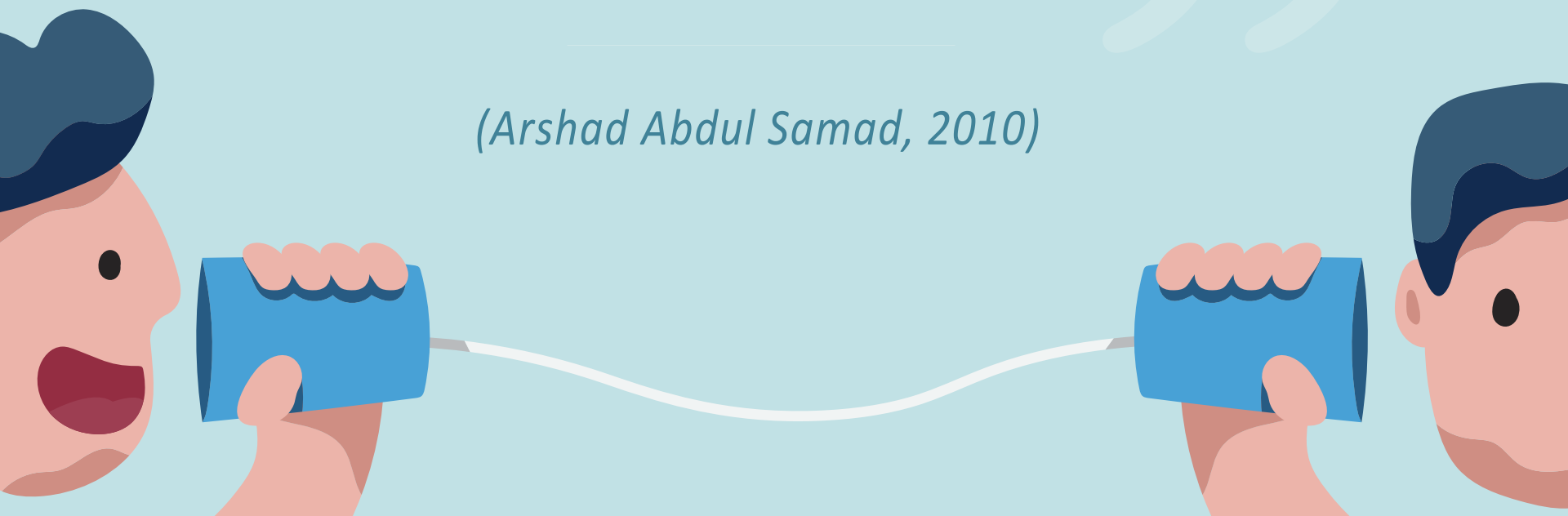
- Understand the purpose for specific assessments.
- Establish learning outcomes based on course contents and assessment data.
- Identify, select, and/or create appropriate assessments.
- Implement multiple levels of assessments.
- Gather accurate, relevant student performance information.
- Analyze, interpret, and evaluate student performance data.
- Use assessment results to make decisions to advance student learning.
- Plan, differentiate, and modify instruction based on assessment data.
- Continuously monitor student progress.
- Provide feedback to students about student learning.
- Involve students in the use of their own assessment data.

(Adapted and adopted from Digital Chalkboard, 2018)

TRADITIONAL ASSESSMENT

Traditional assessments involving one-shot and indirect tests with no feedback provided to students, and decontextualized test tasks, cannot test the whole spectrum of knowledge, skills, and cognitive operations learned by the students.

(Arshad Abdul Samad, 2010)



TRADITIONAL ASSESSMENT

1 Objective test

- A test consisting of factual questions which requires a single correct answer; eliminate subjective judgments since the scoring is through an answer key.
- Present a question or problem along with several options from which students select answer (selected-response items).

Objective test include

01



Multiple-choice items

Consist of stem, options, and distractors.

02



Alternate-choice items

Consist of a statement with only two options.

03



Matching items

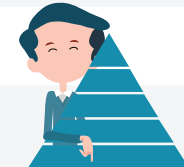
Two lists of terms (stimuli and responses).

Items strengths and limitations

Highly practical and reliable



Appropriate for assessing lower-order skills



Very efficient to score



Subject to guessing



Sometimes difficult for teachers to write high-quality items that are clearly understood by students



TRADITIONAL ASSESSMENT

2 Subjective test

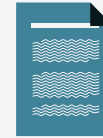
- Teachers' subjective judgments enter into the scoring process; more than one possible correct answer.
- Students are required to construct a response to a question or prompt (constructed response or supply items).

Subjective test include

01

*Short Answers*

02

*Essay*

03

*Fill in the blank*

Items strengths and limitations

Typically easy to construct



Reduce chances of guessing



Students' abilities to write can affect their scores



STUDENT ?

Spelling can also be an issue



WHY ALTERNATIVE ASSESSMENT?



”

As a response to
dissatisfaction with
multiple-choice and other
selected- response *test*

“

”

As an element in a
systemic strategy
to improve
student outcomes

“

(Herman, Aschbacher, & Winters, 1992)

ALTERNATIVE ASSESSMENT

1 Definition

- “Any classroom assessment that is alternative to traditional forms of testing or standardized test (multiple-choice tests) to measure students’ overall achievement or continuous progress”
- “Multi-assessment methods, rather than sticking to traditional paper-and-pencil tests”
- “Alternative assessment is also known as Authentic Assessment and Performance-based Assessment”

Characteristics

- Using various approaches for student to demonstrate their competencies.
- Use real-world situations or simulations.
- Assess students on what they do in class every day.
- Assessment criteria are made known to students.
- Focus on processes as well as products.
- Higher-level thinking & problem-solving skills.
- Provide information about students strengths & weaknesses.
- Use human judgment in scoring.
- Encourages life-long learning.
- Able to make assessment at the individual and group level.

Distinguishing aspects

Flexible



Show development



Increases communication



Promotes reflection



Provides feedback



Attributes that define traditional and alternative assessment

Traditional Assessment

Selecting a response

Contrived

Recall/Recognition

Teacher-structured

Indirect evidence

Alternative Assessment

Performing a task

Real-life

Construction/Application

Student-structured

Direct evidence

(Mueller, 2014)

Attributes that define traditional and alternative assessment

Traditional Assessment

One-shot tests

Indirect tests

Inauthentic tests

Individual projects

No feedback provided to learners

Speeded exams

Decontextualized test tasks

Norm-referenced score interpretation

Standardized tests

Alternative Assessment

Continuous, longitudinal assessment

Direct assessment

Authentic assessment

Group projects

Feedback provided to learners

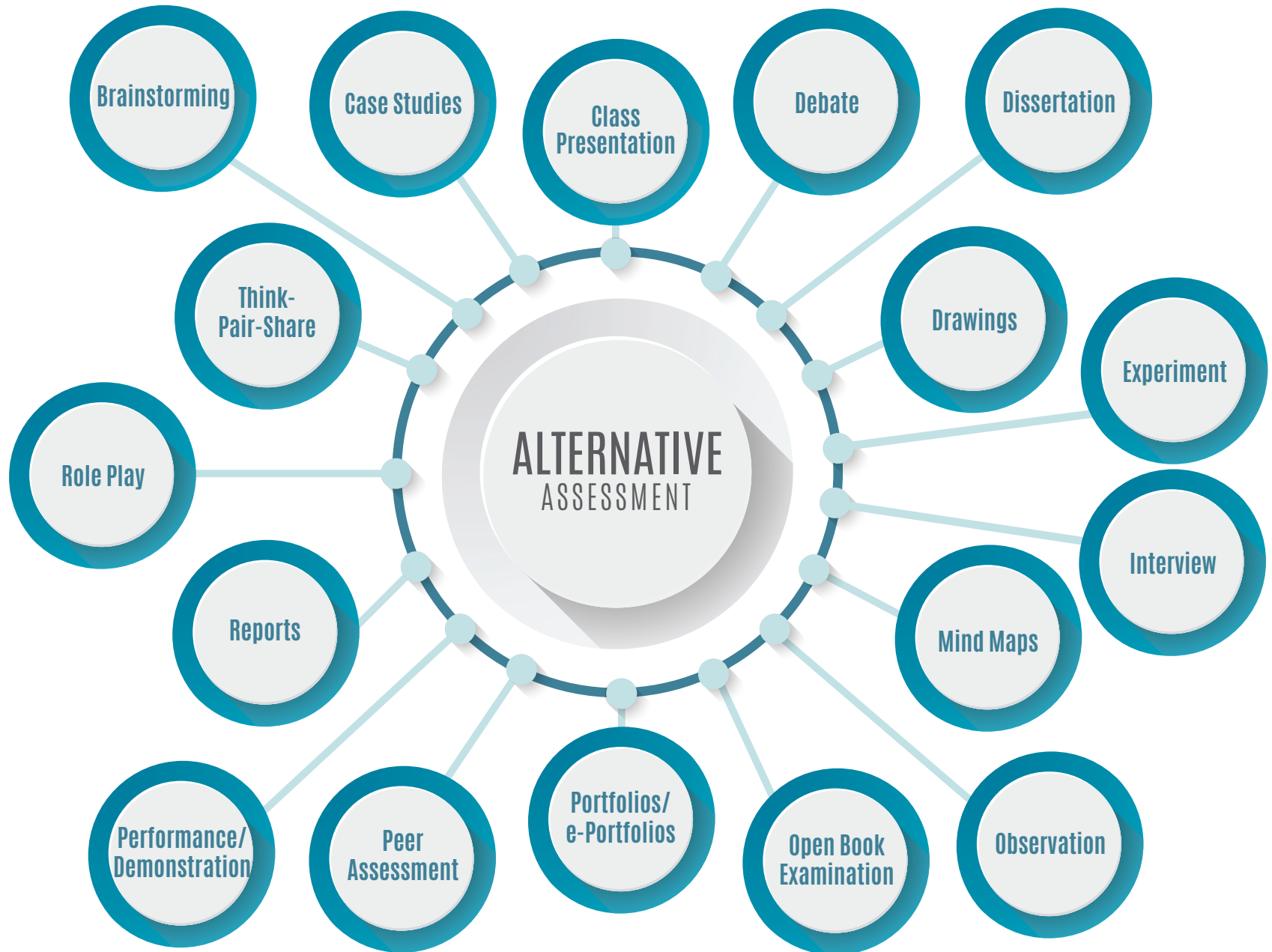
Untimed exams

Contextualized test tasks

Criterion-referenced score interpretation

Classroom-based tests

(Bailey, 1998, p.207)



Alternative vs Traditional

Assessment



Introduction
to Assessment



**Alternative
vs Traditional**



Challenges
of Alternative Assessment



**Advantages
and Limitations**



**Strategies &
Implementation**
of Alternative Assessment

COMPARISON

1 General Characteristics

- comparison between traditional and alternative assessment in terms of their general, instructional and assessment nature. The aforesaid comparison is a synthesis of the works of Bailey (1998), Boud et al. (2018), Dikli (2003), Ellis (2013), Kiraly (2014), Metzler (2017), and Mueller (2014).

ALTERNATIVE ASSESSMENT		TRADITIONAL ASSESSMENT
Multiple steps progression, experiential and hands-on	LEARNING NATURE	One step progression, time and space predetermined
Performs a task and facilitates learning	PURPOSE	Selects a response and documents learning
Enhances meaningful skills development	GOAL	Measures knowledge acquisition
Knowledge has multiple meanings	ASSUMPTION	Knowledge has single meaning and compartmentalized
Learning is an active process	BELIEF SYSTEM	Learning is a passive process
Focuses on mastering information	EMPHASIS	Focuses on mastering inquiry

COMPARISON

1 *General Characteristics*

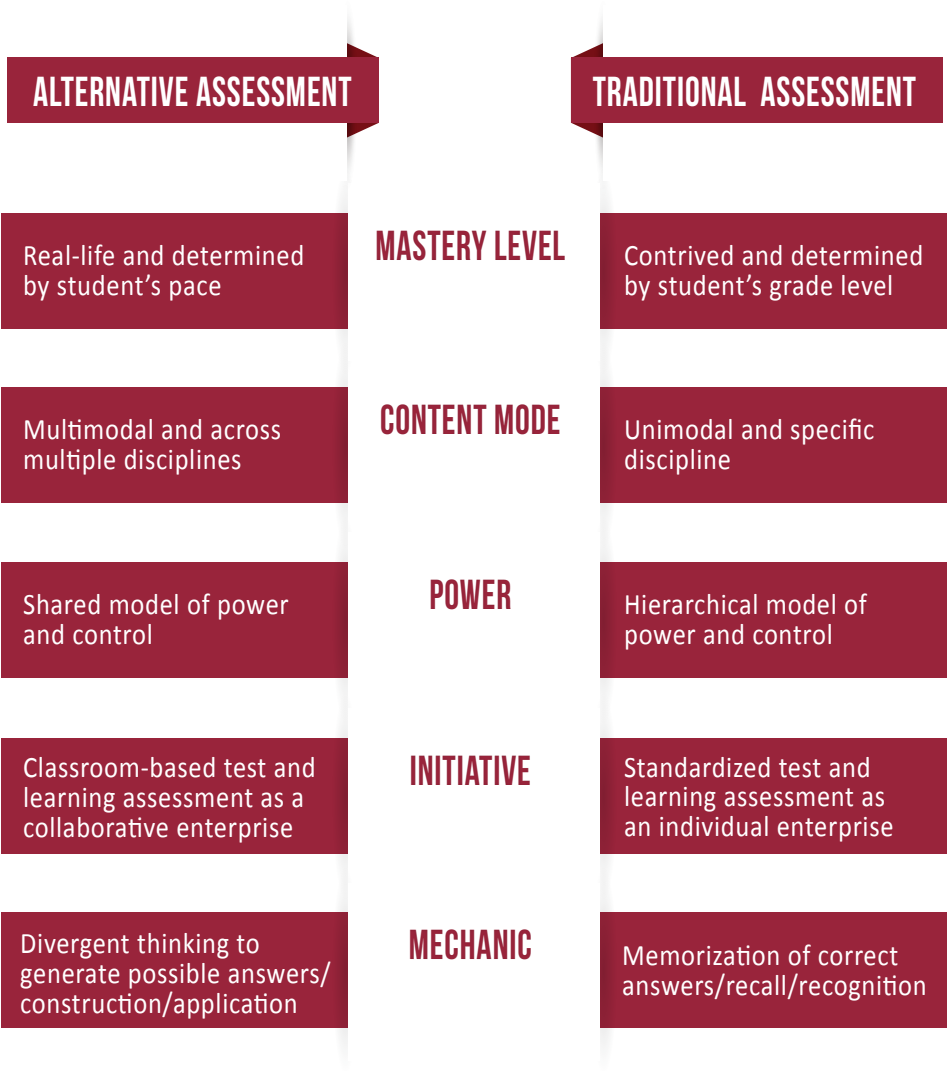
- comparison between traditional and alternative assessment in terms of their general, instructional and assessment nature. The aforesaid comparison is a synthesis of the works of Bailey (1998), Boud et al. (2018), Dikli (2003), Ellis (2013), Kiraly (2014), Metzler (2017), and Mueller (2014).

ALTERNATIVE ASSESSMENT		TRADITIONAL ASSESSMENT
Qualitative and process oriented	ORIENTATION	Quantitative and product oriented
Promotes “how” knowledge	PROMOTION	Promotes “what” knowledge
Intrinsic	MOTIVATION	Extrinsic
Assessment directs curriculum	CURRICULUM	Curriculum directs assessment
Cognitive, affective and conative abilities are integrated	RECOGNITION	Cognitive, affective and conative abilities are separated
Student-structured/centredness	DIRECTION	Teacher-structured/centredness

COMPARISON

1 General Characteristics

- comparison between traditional and alternative assessment in terms of their general, instructional and assessment nature. The aforesaid comparison is a synthesis of the works of Bailey (1998), Boud et al. (2018), Dikli (2003), Ellis (2013), Kiraly (2014), Metzler (2017), and Mueller (2014).



COMPARISON

2

Assessment Characteristics

- comparison between traditional and alternative assessment in terms of their general, instructional and assessment nature. The aforesaid comparison is a synthesis of the works of Bailey (1998), Boud et al. (2018), Dikli (2003), Ellis (2013), Kiraly (2014), Metzler (2017), and Mueller (2014).

ALTERNATIVE ASSESSMENT		TRADITIONAL ASSESSMENT
Formative and free response answers	ASSESSMENT	Summative and multiple choice answers
Direct measures to student's learning of target skills	MEASURE	Indirect measures to student's learning of target skills
Integration of various written and performance measures	MEASURE TOOL	Forced choice and paper written measures
Authentic tests, untimed and at own pace	MEASUREMENT	Inauthentic tests, timed and speeded
Group project, interactive and more holistic	PERFORMANCE	Individual project, noninteractive and segmented
Assessment as subjective, superficial and value-laden	VIEW	Assessment as objective, natural and value-free

COMPARISON

2 *Assessment Characteristics*

- comparison between traditional and alternative assessment in terms of their general, instructional and assessment nature. The aforesaid comparison is a synthesis of the works of Bailey (1998), Boud et al. (2018), Dikli (2003), Ellis (2013), Kiraly (2014), Metzler (2017), and Mueller (2014).

ALTERNATIVE ASSESSMENT		TRADITIONAL ASSESSMENT
Focuses on creative and open ended answers	ANSWER TYPE	Focuses on one right answer
Contextualized, continuous and longitudinal	TEST	Decontextualized, one shot and standardized
Focuses on reflecting, critical thinking and problem solving	TEST SCOPE	Focuses on academic achievement
Free response and criterion referenced	SCORING	Multiple choice and norm referenced
Observation, reflection, journal and portfolio	TEST METHOD	Paper and pencil
Feedback provided to learners	TEST FEEDBACK	No feedback provided to learners

Challenges

of Alternative Assessment



Introduction
to Assessment



Alternative
vs Traditional



Challenges
of Alternative Assessment



Advantages
and Limitations



**Strategies &
Implementation**
of Alternative Assessment

“Educators focusing too much
on **CLASSROOM ACTIVITIES**
rather than **STUDENT OUTCOMES**.“

(Aschbacher, 1993)



“Educators were **not comfortable**
with **judging** in a **challenging behaviour**
or **take responsible** for those judgments.“

(Aschbacher, 1993)



“Assessment involves **judging** and **being judged**,
So educators tend to **avoid** it because it is **terrifying**
for them and their students“

(Aschbacher, 1993)



Assessment
Anxiety

*Lack of time
(and money to
compensate for
that time)*

To learn and comfortable with new assessments

To develop or select them

To apply them in the classroom

To be trained to assess

To synthesize the results of more complex evaluations to construct instructional and program conclusion.

The need for

training

on how to develop and implement alternative assessments in the schools.

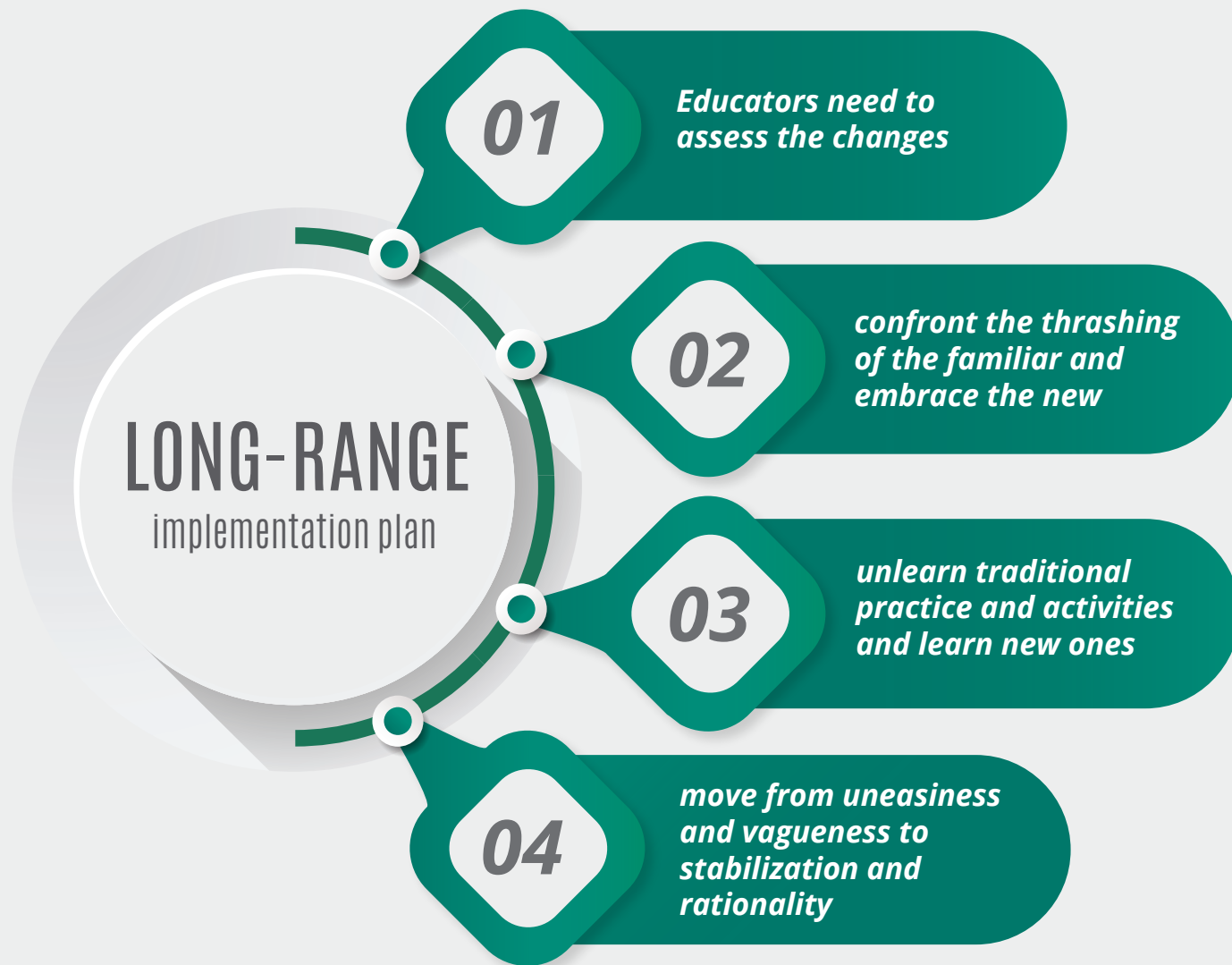
(Aschbacher, 1993)



Reluctance

more inclined to rely on well-known techniques than to implement new approaches.

(Aschbacher, 1993)



(Aschbacher, 1993)

CONCLUSION

The alternative-assessment techniques should be able to stand up to the same intense inspection as traditional tests

01



Issues of competence, fairness and indication must be addressed evenly

02



Alternative assessments must be acceptable to educators, parents, students, legislators, school boards and professional educational organizations, each of whom must be influenced that non-traditional assessment can provide them with accurate, meaningful knowledge.

03



Advantages vs Limitations



Introduction
to Assessment



Alternative
vs **Traditional**



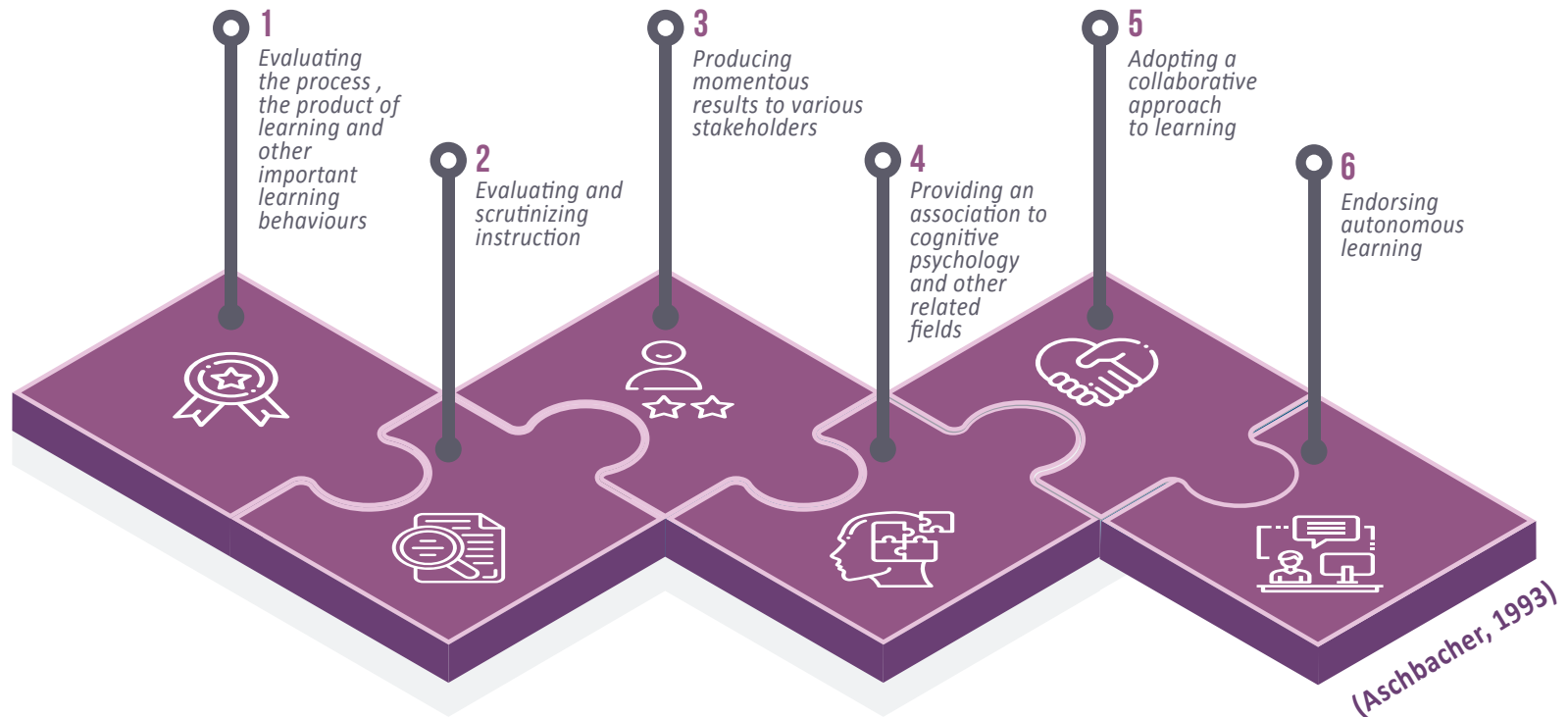
Challenges
of Alternative Assessment



Advantages
and **Limitations**



**Strategies &
Implementation**
of Alternative Assessment



ABILITY

Evaluations of students are based on ability in finding creative/innovative solutions and formulate their own ideas and opinions



MONITOR

allows continuous monitoring and modification of instructions based on how students relate what they learned and understand



SCORE

the score are more informative and transparent to the students, parents, administrators and teachers



PSYCHOLOGY

said to be similar with the cognitive psychology framework in that it regards learning to progress in an uneven pace rather directly



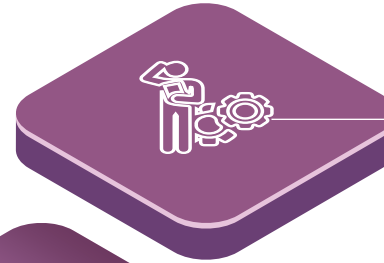
COLLABORATE

Trained the students to work in "real world" where it involves dealing and compromising with people of different personalities



CONTROL

Students will have greater control over their own learning by being aware of the approaches that they already use or could potentially use



IMPLEMENTATION ISSUES

Time consuming, costly, and involve a lot of processes due to the difficulty to set up and administer

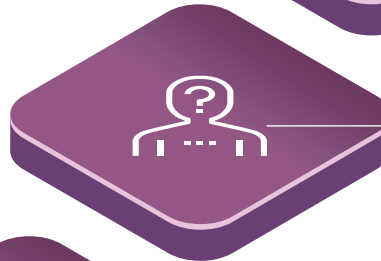
(<https://ctl.byu.edu/using-alternative-assessments>)



ETHICAL ISSUES—BIAS, ANIMOSITY, HURTING FEELINGS

Can become disastrous, disturb students confidence and make students feel demoralized if assessment process is not carried out and understood correctly

(Brown & Hudson, 1998)



DIFFICULT TO UNDERSTAND THE CRITERIA

Difficulty in determining reliable criteria due to no predefine answers and solutions

(<http://archive.pbl-online.org/PlanTheAssessment/explore/pla-nexplore1Charts/assessmentmethods.html>)



INACCURACY

Difficult to assess individual contributions when the product is a group product

<http://archive.pbl-online.org/PlanTheAssessment/explore/pla-nexplore1Charts/assessmentmethods.html>



RELIABILITY, VALIDITY, AND OBJECTIVITY ISSUES

Open to criticism in terms of psychometric qualities of validity, reliability and practicality

(Brown & Hudson, 1998)

Strategies & Implementation

of Alternative Assessment



Introduction
to Assessment



Alternative
vs **Traditional**



Challenges
of Alternative Assessment



Advantages
and **Limitations**



Strategies & Implementation
of Alternative Assessment

Suggested Mode

- W

Written
- O

Oral
- P

Practical

Strategies & Implementation

STRATEGY
01

W O

BRAINSTORMING

Students generate ideas around specific questions, issues or problems. All ideas are carefully considered and respected

(Lu, n.d.)



STRATEGY
02

W O P

CASE STUDIES

Students work on a case study depicting real-life situations to identify problems and provide possible solutions. Useful where situations are complex with uncertain solutions.

(Centre for the Development of Teaching and Learning, n.d.)
(Booth, Barry, & Walker, 2018)



STRATEGY
03

O

CLASS PRESENTATION

Students demonstrate understanding of a topic and explain to an audience. Students receive constructive feedback from the audience.



STRATEGY
04

O

DEBATE

Students are grouped into two opposing teams where they are involved in a series of oral presentation of standpoints and arguments after being assigned a controversial topic.

(Chan, 2009a)



STRATEGY
05

W

DISSERTATION

Students prepare a document to demonstrate practical, analytical and interpretative skills.



Suggested Mode

W

Written

O

Oral

P

Practical

Strategies & Implementation

STRATEGY

06

P

DRAWINGS

Students translate their ideas by creating a drawing or a series of drawing. The drawings demonstrate students' own personalised representation of their knowledge and perceptions.

(Eisner, 1999)



STRATEGY

07

W O P

EXPERIMENT

Students are given the experimental design and procedures where they carry out the experiments individually or in groups.

(Chan, 2009c)



STRATEGY

08

W O

INTERVIEW

Students are asked a sequence of questions pertaining to a topic. The answers elicited will provide an indication how much the students understand concepts and how they use procedures acquired from the course.

(Chan, 2009b)



STRATEGY

09

W O

MIND MAPS

Students draw a diagram to represent their understanding of words, ideas, tasks or topics being studied. The diagram connects information around a central subject. It offers a deeper and more meaningful learning experience to students.



Suggested Mode

- W

Written
- O

Oral
- P

Practical

Strategies & Implementation

STRATEGY

10

W O P

OBSERVATION

Students are observed whilst being performing a task. Direct observation is commonly used to assess practical skills such as during teaching classroom practice and laboratory work.



STRATEGY

11

W

OPEN BOOK EXAMINATION

Students are allowed to refer to notes, textbooks or other related approved materials during an examination. The examination questions could either be given during a formal examination or allowed to take home with a time restriction.

(Center for Teaching and Learning, n.d.)



STRATEGY

12

W P

PORTFOLIOS/ E-PORTFOLIOS

Students make a collection of their work to show progress of mastery or to showcase samples of their best work. Additionally, students are given opportunity to reflect on their work included in the portfolio.

(SUNY Geneseo, n.d.)



STRATEGY

13

W O P

PEER ASSESSMENT

Students assess each other for a given task where they learn by listening, analysing and problem solving. Students are allowed to critique and judge one another.

(Chan, 2010)



Suggested Mode

- W

Written
- O

Oral
- P

Practical

Strategies & Implementation

STRATEGY

14

O P

PERFORMANCE / DEMONSTRATION

Students are asked to do some kind of performance/demonstration that reflects their knowledge, understanding and proficiency, e.g. play, dance, musical performance

(McTighe, 2015; Sweet, 1993)



STRATEGY

15

W P

REPORTS

Students write a report during practical sessions. Students are either required to prepare a particular section or the entire report which are assessed periodically.



STRATEGY

16

W O P

ROLE PLAY

Students are given an exercise where they pretend to be in a particular situation or assume a profile of character/personality. They write/present taking on a role assigned (eg: teachers, engineers, doctors and others)



STRATEGY

17

W O

THINK-PAIR-SHARE

Students are given some time to think individually after being given questions/problems. Pair students with partners to discuss their thoughts. All students join a bigger group to share their answers/solutions.



WHAT IS A RUBRIC?

A rubric is a set of criteria developed to assess student's work that includes descriptions of levels of performance quality on the criteria (Brookhart, 2013).

Rubric for Written Report

Criteria	Exemplary 3	Accomplished 2	Developing 1	Beginning 0
Topic	<input type="checkbox"/> Highly relevant to the report contents	<input type="checkbox"/> Somewhat relevant to the report contents	<input type="checkbox"/> Quite relevant to the report contents	<input type="checkbox"/> Totally not relevant to the report contents
Introduction	<input type="checkbox"/> overview of the current context, challenges and issues are clearly articulated with recent evidence	<input type="checkbox"/> overview of the current context, challenges and issues are clearly articulated with some evidence	<input type="checkbox"/> overview of the current context, challenges and issues are articulated with	<input type="checkbox"/> overview of the current context, challenges and issues are poorly articulated with no evidence
Organization of information	<input type="checkbox"/> Points are structured in a clear, succinct and logical manner	<input type="checkbox"/> Points are structured in a clear, succinct but not so logical manner	<input type="checkbox"/> Points are structured in a clear but not so logical manner	<input type="checkbox"/> Points are not structured in a clear manner and logical manner
Information gathering	<input type="checkbox"/> Relevant information gathered from multiple sources (electronic and non electronic) with proper citation format	<input type="checkbox"/> Relevant information gathered from multiple sources (electronic and non electronic)	<input type="checkbox"/> Quite relevant information gathered from limited sources (electronic or non electronic)	<input type="checkbox"/> No relevant information gathered
Contents	<input type="checkbox"/> Contents are accurate, relevant and supported by proper evidence	<input type="checkbox"/> Contents are accurate but not so relevant but still supported by proper evidence	<input type="checkbox"/> Contents are accurate but not relevant but supported by some evidence	<input type="checkbox"/> Inaccurate and irrelevant contents and not supported by any evidence
Conclusion	<input type="checkbox"/> Conclusions are reached based on recent findings and evidence	<input type="checkbox"/> Conclusions are reached based on several findings and evidence	<input type="checkbox"/> Conclusions are reached based on limited findings and evidence	<input type="checkbox"/> Conclusions are vague and are not based on any findings and evidence
Grammar, Usage, Mechanics, Spelling	<input type="checkbox"/> No errors	<input type="checkbox"/> Less than 20% errors	<input type="checkbox"/> More than 20% but less than 50% errors	<input type="checkbox"/> More than 50% errors

(adapted from Secretariat of the Convention on Biological Diversity, n.d.)

Rubric for Oral Presentation

Criteria	Exemplary 3	Accomplished 2	Developing 1	Beginning 0
Eye contact	<input type="checkbox"/> Maintains good eye contact with audience throughout presentation	<input type="checkbox"/> Consistent eye contact with audience throughout presentation	<input type="checkbox"/> Some eye contact with audience throughout presentation	<input type="checkbox"/> No eye contact with audience throughout presentation
Introduction	<input type="checkbox"/> Clear introductory that captures maximum attention of the audience	<input type="checkbox"/> Introductory that captures some attention of the audience	<input type="checkbox"/> Introductory that captures a little attention of the audience	<input type="checkbox"/> No introductory
Closure	<input type="checkbox"/> Clear and memorable closing remarks	<input type="checkbox"/> Clear closing remarks	<input type="checkbox"/> Vague closing remarks	<input type="checkbox"/> No closing remarks
Poise	<input type="checkbox"/> Presents in a natural and relax manner with no mistakes	<input type="checkbox"/> Presents in a natural and relax manner but with some mistakes	<input type="checkbox"/> Presents in a little anxious manner with some mistakes	<input type="checkbox"/> Presents in an anxious manner with many mistakes
Voice	<input type="checkbox"/> Excellent intonation throughout presentation	<input type="checkbox"/> Good intonation throughout presentation	<input type="checkbox"/> Satisfactory intonation	<input type="checkbox"/> Poor intonation
Pronunciation	<input type="checkbox"/> Clear with no errors	<input type="checkbox"/> Clear with some errors	<input type="checkbox"/> Unclear with some errors	<input type="checkbox"/> Unclear and consistently making errors

(adapted from Secretariat of the Convention on Biological Diversity, n.d.)

Rubric for Hands-on Practical

Criteria	Exemplary 3	Accomplished 2	Developing 1	Beginning 0
Participation	<input type="checkbox"/> Consistently volunteers to take part without being asked	<input type="checkbox"/> Volunteers to take part most of the time without being asked	<input type="checkbox"/> Takes part only after being asked	<input type="checkbox"/> Does not participate
Remains on tasks	<input type="checkbox"/> Stays very focus and remains on tasks	<input type="checkbox"/> Stays somewhat focus and remains on tasks	<input type="checkbox"/> Stays less focus and needs prodding to remain on tasks	<input type="checkbox"/> Exhibits no focus and shows no interest on tasks
Use of equipment	<input type="checkbox"/> Uses equipment properly without assistance	<input type="checkbox"/> Uses equipment properly with some assistance	<input type="checkbox"/> Uses equipment properly with consistence assistance	<input type="checkbox"/> Unable to use equipment without assistance
Competency	<input type="checkbox"/> Carries out task without any guidance	<input type="checkbox"/> Carries out task with some guidance	<input type="checkbox"/> Needs consistent guidance to carry out task	<input type="checkbox"/> Unable to carry out task without guidance
Data collection	<input type="checkbox"/> Independently collects data in an orderly way which accurately reflects the tasks result	<input type="checkbox"/> Independently collects data in an orderly way which somewhat reflects the tasks result	<input type="checkbox"/> Collects data in a disorganised way with some assistance	<input type="checkbox"/> Unable to collect data without assistance

(adapted from Secretariat of the Convention on Biological Diversity, n.d.)

Create your Own Rubric in Three Easy Steps

STEP

01

Align learning task with assessment
Design the learning task by aligning it to the assessment. Develop instructions to students based on the learning task that you want your students to complete. Both the learning task and assessment must lead to the course learning outcome.

Table 1: Alignment of learning task, assessment and learning outcome

Task: [Title]
Course Learning Outcome: [C, P, A]
Instruction to students: [Write clear instructions to students describing what they are required to do]

STEP 02

Choose a rubric type

An analytic rubric comprises individual criterion with corresponding descriptors of performance (Table 2). This type of rubric is used when you want to assess the task according to several criteria where students have the opportunity of improving their work. The criteria in Table 1 reflect what you want the students to learn from the task assigned while the rating scales demonstrate the extent of student's mastery of the tasks (desired performance descriptors).

Table 2: Analytic rubric

Rating scales with corresponding scores or weights

Criteria	Low (0-10%)	Moderate (11-20%)	High (21-30%)
Criterion 1			
Criterion 2			
Criterion 3			

Criteria of desired performance

Desired performance descriptors are written here

STEP 02

Holistic rubric comprises all the performance descriptors to indicate the overall performance (Table 3). It is used when you want to give an overall assessment score without focusing on each criterion.

Table 3: Holistic rubric

Scores	Descriptions
(0 - 10%)	
(11 - 20%)	
(21 - 30%)	

Rating scale with corresponding scores or weights

Combined desired performance descriptors are written here

STEP 03

Write performance descriptor

Performance descriptors must be measurable and show progression from the lowest level to the highest level. These descriptors indicate the student's mastery of the criteria to reflect achievement of the learning outcome.

Rubrics for Assessment

By applying the principle of constructive alignment, the learning activity must be aligned with the assessment to achieve the course learning outcome. The assessment is then measured through a rubric.

Example 1

Course: Diffusion of Innovations (EDT5300)

Course Task: ePortfolio

Course Learning Outcome: Practice the principles of innovation diffusion in educational technology which are appropriate to the teaching and learning needs (A5, CTPS).

Instruction to students:

ePortfolio is an individual assignment throughout the semester. In the ePortfolio, you must post updates and progress of your project and write a reflection of each of your post. You must update your ePortfolio at least once a week and may update it as often as you wish. Your ePortfolio will be evaluated on Week 15.

You must upload your ePortfolio URL on PutraBlast by Week 3.

Analytic Rubric

Standards Criteria	Adequate (1)	Developing (2)	Competent (3)	Excellent (4)
Communication of reflection	Learner is merely reporting and summarization of events and/or learning activities.	Learner translates the learning activity to his/her own knowledge construction. Includes some examples and supporting evidence like pictures.	Reflection is somewhat comprehensive and learner is able to generate some new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post.	Reflection shows originality and is comprehensive. Learner is able to generate new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post, including caption that explains the appended materials.
Content Knowledge	Learners show limited ability to connect the theories of Diffusion of Innovation to the learning activities.	Learner shows an emerging ability throughout the portfolio on how he/she connects the theories of Diffusion of Innovation to the learning activities.	Learner shows concretizing ability throughout the portfolio on his/her comprehension of the theories of Diffusion of Innovation, relate them to the learning activities, and translate to their own situation.	Learner shows evident and/or remarkable ability throughout the portfolio on his/her new knowledge construction from the interplay off the theories of Diffusion of Innovation, learning activities, own situation and real-world problem.
Effort	Portfolio has less than 14 updates.	Portfolio has at least 14 updates.	Portfolio has some additional updates that somewhat reflects the learning activity and journey.	Portfolio has several updates that elaborately reflects the learning activity and journey.

Holistic Rubric

Score	Description
Adequate ≤ 49%	Learner is merely reporting and summarization of events and/or learning activities. Learners show limited ability to connect the theories of Diffusion of Innovation to the learning activities. Portfolio has less than 14 updates.
Developing (50-69%)	Learner translates the learning activity to his/her own knowledge construction. Includes some examples and supporting evidence like pictures. Learner shows an emerging ability throughout the portfolio on how he/she connects the theories of Diffusion of Innovation to the learning activities. Portfolio has at least 14 updates.
Competent (70-84%)	Reflection is somewhat comprehensive and learner is able to generate some new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post. Learner shows concretizing ability throughout the portfolio on his/her comprehension of the theories of Diffusion of Innovation, relate them to the learning activities, and translate to their own situation. Portfolio has some additional updates that somewhat reflects the learning activity and journey.
Excellent ≥85%	Reflection shows originality and is comprehensive. Learner is able to generate new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post, including caption that explains the appended materials. Learner shows evident and/or remarkable ability throughout the portfolio on his/her new knowledge construction from the interplay off the theories of Diffusion of Innovation, learning activities, own situation and real-world problem. Portfolio has several updates that elaborately reflects the learning activity and journey.

Example 2

Course: Event Planning and Management (UJMC3004)

Course Task: Plan and organise a public relations campaign

Course Learning Outcome:

1. Apply the fundamental concepts in planning and managing an event. (PO2)
2. Apply the techniques and strategies required to plan successful events. (PO2)

Instruction to students:

This is a capstone course, where everything you have learned so far in your corporate communication courses comes together. Our overall goal for this trimester is to apply public relations/corporate communication principles, research, writing, planning and management, and implementation skills in a “real-world” context. Learning how to strategically plan a public relations campaign is the main focus of this course.

For this course, the class will be structured like a PR agency with several teams/bureaus. You decide whether to use the term “team” or “bureau” for this course, but the both terms cannot be used interchangeably. This course is guided by a Project Advisor/Supervisor, and led by a Project Manager and assisted by Vice Project Manager(s). Teams/bureaus shall be formed based on the necessity and seconded by the classmates in a formal meeting (minuted).

All meetings must be minuted and follow meeting protocol. All decision makings must be tabled in a meeting. All, regardless handwriting or Word documents, must be sorted out and compiled in file(s). The file(s) must be labelled and standardised.

Each team/bureau, on the other hand, must appoint a leader, a secretary and a treasurer. Each team/bureau’s roles and responsibilities must be clearly stated out, presented and seconded in a meeting, after that documented it.

All students shall take part in the presentation because an individual assessment will be taking into account. The Project Advisor may invite internal examiner(s)/external examiner(s) to assess the robustness of the idea in order to ensure its quality and feasibility.

Once the proposed idea by a group or an individual has been seconded by fellow classmates during the idea pitch, the first draft of event proposal shall then be prepared for submission (Refer to the guidelines in Section A—Assignment submission guidelines, Clause P).

The event proposal must be written in English. Other languages such as Bahasa Malaysia and Chinese are permitted if it is to help the readers’ understanding.

Every team/bureau member will receive the same grade for the written proposal, regardless of how much or how little effort each person contributes to the proposal. In the event a member or members do not contribute or contribute less to the proposal, team/bureau leader or the Project Manager should report the involved student(s) to the Project Advisor immediately. Every work must be documented and compiled in file(s).

Every three weeks, each member of a team/bureau must complete an individual progress report, hereinafter “biProR”). The report must be arranged according to the respective team/bureau and then submit it to the Project Advisor on every Tuesday’s meeting.

Analytic Rubric

Event Proposal*	Good (4 - 5)	Fair (2 - 3)	Weak (0 - 1)
Introduction	<p>Good introduction, covering all aspects of assignment. Issue is clearly defined with relevant and up-to-date references. Elaboration is clear, logical and organized. Points are clearly made with sufficient examples given. Language used is clear and precise. APA citation format is proper.</p>	<p>Fair introduction, covering most aspects of assignment. Issue is partially defined with references. Explanation is considered appropriate and acceptable, but there is a great deal of information which is not clearly connected to the issue. Some sentences are incomplete; some grammatical errors. APA citation format is improper.</p>	<p>Poor introduction, covering few aspects of assignment. Issue is unclearly defined and with limited, obsolete, or no references. Explanation is not clear, choppy and disjointed. Elaboration does not flow and coherent. Explanations are vague and have no apparent logical order of presentation. Sentences are poorly constructed; a lot of grammatical mistakes. APA citation format is improper.</p>
Situation Analysis & Application of Theories/Concepts	<p>Good situation analysis. Relevant and up-to-date data, statistics and literature are reviewed clearly and sufficiently. Elaboration is clear, logical and organized. Data or statistics provided are linked/engaged with the discussions. Points are clearly made with sufficient examples given. Language used is clear and precise. APA citation format is proper.</p> <p>Theory is clearly explained in detail and able to demonstrate its commonness to the topic. Presented accurate reasons in support of the application of the theory to the topic.</p>	<p>Fair situation analysis. Data, statistics and literature are reviewed. However, they are not up-to-date or obsolete. Limited data or statistics provided linked/engaged with the discussions. Explanations are considered appropriate and acceptable, but there is a great deal of information that is not clearly connected to the issue. Some sentences are incomplete; some grammatical errors. APA citation format is improper.</p> <p>Theory is cited but are confusing because it is not clearly explained in detail and did not relate its commonness to the topic. Presented vague reasons in support of the application of the theory/theories to topic.</p>	<p>Poor situation analysis. Limited/no data, statistics and literature are reviewed. Explanations are not clear, choppy and disjointed. Elaboration does not flow and coherent. Explanations are vague and have no apparent logical order of presentation. Sentences are poorly constructed; a lot of grammatical mistakes. APA citation format is improper.</p> <p>No specific theory listed and/or the theory cited is inaccurate. No convincing reasons presented to support or connect the theory to topic.</p>

Event Proposal*	Good (4 - 5)	Fair (2 - 3)	Weak (0 - 1)
Objectives	Objectives are well-designed, measurable and clear. Language used is clear and precise.	Some objectives are well-designed, measurable and clear. However, some objectives are too ambitious. Some sentences are incomplete; some grammatical errors.	Setting unclear, unmeasurable and too ambitious objectives. Sentences are poorly constructed; a lot of grammatical mistakes.
Target Audience	Target audience is clearly defined and clearly segmentized with sufficient data, and it is up-to-date. Explanations given are appropriate and make sense.	Target audience is defined and segmentized with limited data or statistics to support its relevance. Explanations given are flawed.	Target audience is unclearly defined. No data and references are provided. Explanations given are flawed or no explanations given at all.
Strategies & Tactics	Elaboration of strategies and tactics is clear, logical and organized. Coherent elaboration and explanations. Language used is clear and precise.	Explanations of strategies and tactics are considered appropriate and acceptable, but there is a great deal of information that is not clearly connected to the issue. Some sentences are incomplete; some grammatical errors.	Explanations of strategies and tactics are not clear, choppy and disjointed. Elaboration does not flow and coherent. Explanations are vague and have no apparent logical order of presentation. Sentences are poorly constructed; a lot of grammatical mistakes.
Budget	Budget is clear and well understood.	Budget is understood but there is uncertainty that needs to be explained and clarified.	Budget is not clear.
Timetable	Timetable is well-planned and well-understood.	Timetable is planned and understood, but a lot of information needs to be explained further.	No timetable
Campaign evaluation	Elaboration of campaign evaluation is clear, logical and organized. Coherent elaboration and explanations. Language used is clear and precise. APA citation format is proper.	Explanations of campaign evaluation is considered appropriate and acceptable, but there is a great deal of information that is not clearly connected to the issue. Some sentences are incomplete; some grammatical errors. APA citation format is improper.	Explanations of campaign evaluation is not clear, choppy and disjointed. Elaboration does not flow and coherent. Explanations are vague and have no apparent logical order of presentation. Sentences are poorly constructed; a lot of grammatical mistakes. APA citation format is improper.
Total			

PR Output*	Good (8 - 10)	Fair (4 - 7)	Weak (1 - 3)
Publicity	Publicity tools such as T-shirt, corporate video(s), promotional video(s), websites, social media marketing, distribution of informational materials are well-prepared and have duly distributed to the publics. Publics penetration is good. Date of publication or broadcast of messages, date of receiving T-shirt, frequency of publication or broadcast in internal media, use of media types are the assessment criterion.	Publicity tools are prepared and have distributed to the publics. However, there is a great deal of materials that are not sufficiently being prepared. Publics penetration is fair. Date of publication or broadcast of messages, date of receiving T-shirt, frequency of publication or broadcast in internal media, use of media types are the assessment criterion.	Publicity tools are asked/required to prepare and have/have not distributed to the publics. Most of the instructions are given by the Project Advisor. Publics penetration is weak. Date of publication or broadcast of messages, date of receiving T-shirt, frequency of publication or broadcast in internal media, use of media types are the assessment criterion.
Total			
PR Outtake*	Good (8 - 10)	Fair (4 - 7)	Weak (1 - 3)
Marketing and Sponsorship	Relevant documents are duly well-prepared for the needs of marketing and sponsorship. The documents are duly well-designed, organized and logical. The group is able to achieve $\geq 30\%$ of the sponsorship from the proposed budget.	Relevant documents are prepared for the needs of marketing and sponsorship. There is a great deal of information that is not clearly and sufficiently being addressed and prepared. The group is able to achieve $\geq 20\%$ of the sponsorship from the proposed budget.	Many documents are asked/required to prepare for the needs of marketing and sponsorship by the Project Advisor. Most of the documents are edited by Project Advisor. The group is able to achieve $\leq 10\%$ of the sponsorship from the proposed budget.
Total			
Progress Report*	Good (8 - 10)	Fair (4 - 7)	Weak (0 - 3)
Progress Report (x 3 copies)	Progress reports are submitted on time. The submitted progress reports are tally with the previous ones. Points to be aware of, challenges faced and solutions are well-explained. Language used is clear and precise.	Progress reports are submitted on time. The submitted progress reports are partially tally with the previous ones. Points to be aware of, challenges faced and solutions are addressed but there is a gap. There is a great deal of information which is not clearly explained and elaborated. Some sentences are incomplete; some grammatical errors.	Submission of progress reports are late. The submitted progress reports are not tally with the previous ones. Points to be aware of, challenges faced and solutions are not addressed. Explanations are not clear, choppy and disjointed. Elaboration does not flow and coherent. Explanations are vague and no apparent logical order of presentation. Sentences are poorly constructed; a lot of grammatical mistakes.
Total			

* All members will receive the same grade.

Example 3

Course: Contract & Franchise in Food Service (FSM 4804)

Course Task: Franchise Business Plan

Course Learning Outcome: Develop business plan for franchising business relating to food and beverages (C4, P3, A4)

Instruction to students:

Develop a business plan for a franchising business dealing with food and beverages in Malaysia. The business idea and concept must be original and new. No replication of existing company brand is allowed. The legal jurisdiction of the franchise business is restricted to Malaysian laws only.

Analytic Rubric

Grading Criteria	Excellent 5 points	Good 4 points	Fair 3 points	Inadequate 2 points	Poor 1 point
Executive Summary	Summary generated excitement, was succinct, provided an overview of the business, and outlined main points.	Summary was brief, provided an overview of the business, and outlined main points.	Summary was brief, provided an overview of the business, and outlined some main points.	Summary was brief and provided only an overview of the business or an outline of main points.	Summary was poorly presented or outlined.
Product or Service Plan	Description of the product or service and its unique features was highly effective and detailed.	Description of the product or service and its unique features was effective and detailed.	Description of product or service and features were provided, but without sufficient detail.	Description of product or service was provided, but unique features were not stated.	No uniqueness of product or service. Product/service is very common.

Grading Criteria	Excellent (5 points)	Good (4 points)	Fair (3 points)	Inadequate (2 points)	Poor (1 point)
Management Team Plan	Members of management team were identified, and their qualifications and experiences described in a way that led credibility to the business.	Members of management team were identified, and their qualifications and experiences described.	Member(s) of management team were identified, and some their qualifications and experiences listed, but not described.	Members of management team were identified, but their qualifications and experiences were not included.	Members of management team were not listed. No details of members were provided.
Industry and Market Analysis	Analysis identified target consumer and competitors, as well as industry and/or product outlook. Characteristics of a desirable business location were also identified.	Analysis identified and described target consumer and competitors. Characteristics of a desirable business location were also identified.	Analysis identified target consumer and competitors. Characteristics of a desirable business location were also identified.	Analysis failed to provide at least one aspect of required information	Analysis did not provide details to all aspects of required information.
Operational Plan	Section contained detailed information regarding five or more requested information.	Section contained information regarding at least four aspects of requested information, with some degree of detail.	Section contained information regarding at least three aspects of requested information, with some degree of detail.	Section contained information regarding less than three aspects of requested information, with little or no detail.	Section contained no information regarding aspects of requested information at all.
Legal Compliance	Legal description corresponded with lesson on entrepreneurship. Regulations and policies were well thought out and described in detail.	Legal description corresponded with lesson on entrepreneurship. Regulations and policies were well thought out and presented some degree of detail.	Legal description presented didn't correspond with lesson on entrepreneurship and policies were presented but lacked thought or detail.	Section failed to identify at least one aspect of legal compliance.	Section contained no legal compliance plan at all.

Grading Criteria	Excellent (5 points)	Good (4 points)	Fair (3 points)	Inadequate (2 points)	Poor (1 point)
Marketing Plan	Desired company and/or product image was well described. Advertisement methods were well described and appropriate for product.	Desired image was described. Some advertisement methods were described and appropriate for product.	Some advertisement methods were described and appropriate for product. Desired image was not discussed.	Advertisement methods weren't described or were inappropriate for product. Image wasn't discussed.	Advertisement methods were not given for product/service. Image wasn't available.
Financial Plan	Possible financing sources were identified and business financial outlook was described in detail.	Possible financing sources were identified and business financial outlook was described.	Possible financing sources were identified and business financial outlook was mentioned.	Financial plan identified at least one aspect of required information.	No financial plan was outlined at all.
Growth Plan	Business plan outlined practical, yet ambitious, plans for expansion.	Business plan outlined practical plans for expansion.	Expansion plans were outlined, but not very practical or well thought out.	Business plan didn't adequately describe plans for expansion.	No expansion plan was outlined at all.
Details	Plan was presented in great detail and it was consistently obvious there was great thought behind it.	Plan was generally presented in great detail and appeared to have great thought behind it.	Business plan was presented in some details with some thought behind it.	Business plan was somewhat lacking in detail and seemed to lack much thought behind it.	Plan was presented in poor state and apparently lack of thought.
Initiatives	More than three groups of initiatives are well-explained.	Only three groups of initiatives are explained.	Only two groups of initiatives are stated. Brief explanation available.	One initiative was stated. Poor details explanation was available.	No initiative was stated. No details explanation was available.
Formatting & Grammar	Plan was presented in paragraph format and had no spelling or grammatical errors.	Plan was presented in paragraph format and had few spelling or grammatical errors.	Plan was presented in sentence format and had some spelling or grammatical errors.	Plan wasn't presented in sentence format and/or had many spelling or grammatical errors.	Plan was presented in unstructured form and had a great number of spelling or grammatical errors.

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