



اَوْنُوْرُ تِكْنُوْلُوْجِي تِي كُوْنُوْ لُوْ كِيْنُوْ مَارَا
UNIVERSITI
TEKNOLOGI
MARA



handbook

Alternative
Assessment@UiTM



CIDL HEA

CG Alternative
Assessment &
Portfolio

contents

Alternative Assessment@UiTM

**Alternative
Assessment**

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Assessment**

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E-Assessment

VRFC Properties

what is Alternative Assessment?

1

Alternative Assessment is a holistic assessment of the outcomes as well as the learning process

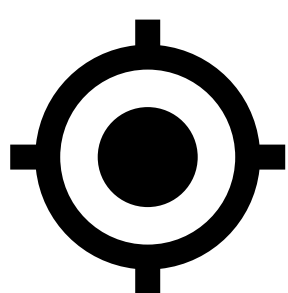
2

Emphasis on what the students can and are not able to do, rather than merely focusing on the mastery of knowledge

3

Future Ready Curriculum (FRC) is a part of learning to produce dynamic, balance & holistic graduate

FORWARD THINKING ASSESSMENT



Identifying the Intended Learning Outcome & Purpose of Assessment

The identification by teacher and learners intended learning outcome and criteria achieving the skillset.



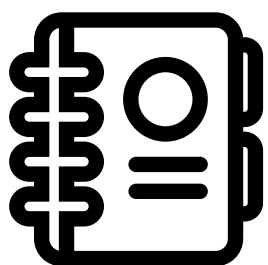
Provide Efficient and Effective Feedback on Instruction Design

Rich conversation, timely feedback and modifying learning and teaching approach with specific needs, strength and opportunity for students success.



Values in Assessment

Formative assessment has a greatest impact on learning and achievement by shifting teaching into learning. Good summative assessment should be able to demonstrate reliable, valid and free of bias.



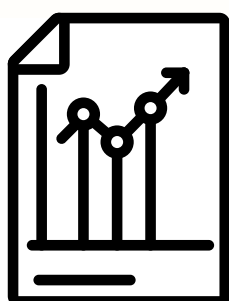
Use Variety of Assessment

Identifying an appropriate assessment methods that measure students ability to apply knowledge and skills through meaningful and engaging tasks



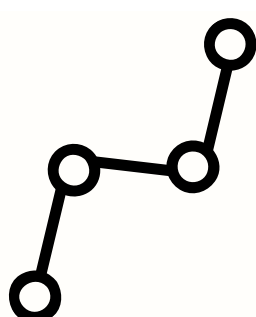
Use Contextual Assessment

Construct knowledge and skills through contextual learning approach, in which requires students to exhibits the competency.



Personalize Learning & Assessment

Measure students readiness, flexibility and adaptability in assessment methods. Offline and Online Assessment will be prepared as well as accessible by the students.



Provide Rubric & Performance Indicator

Rubric should communicate the expectation of the intended learning outcome. In the other hand, provide an informative feedback and thinking about their performance.

type of assessment

**Portfolio
E-Portfolio
Case Study
Case Analysis
Short Essay
Long Essay
Written Assignment
Open Book Exam
Problem Sheets
Reflective Journal
Reflective Writing
Learning Logs
Virtual Presentation
Online Test
Quizzes
Online Discussion
Simulations
Project-based
Problem-based
Journal Book
Concept Map
and many more...**

DESIGNING LESSON PLAN FOR STUDENT CENTERED LEARNING

A QUICK GUIDELINES FOR EDUCATORS



PLANNING & PREPARING FOR LESSON PLAN & UNITS

- Think on effective scaffolding of information within lesson
- Establish Attention Grabber Strategy

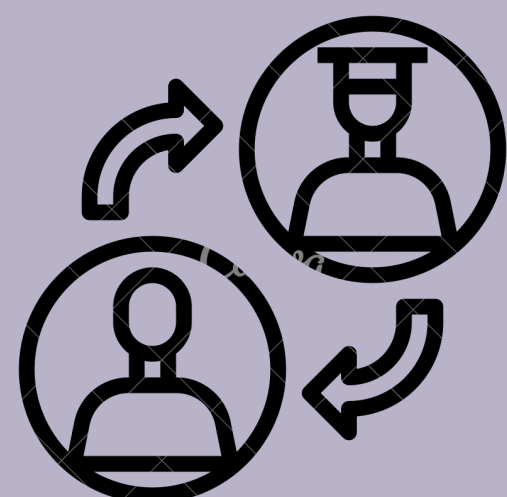


PLANNING & PREPARING FOR USE OF RESOURCES & TECHNOLOGY

Use of available traditional resources
Use of available technology
or the combination of both

PROVIDING INSTRUCTIONAL GUIDE & SUPPORT

Provide a good guideline or FAQ
Provide alternative solution according to the differentiation and difficulties



SPECIFICATIONS OF LESSON PLAN

Learning Outcome
Time Length / Duration of Time
Teacher Instructional Strategy
Student Centered Learning Activities
Instructional Tools
Assessment as Diagnostic, Descriptive
and Predictive Findings

TIPS PREPARING ALTERNATIF ASSESSMENT

A QUICK TIPS FOR EDUCATORS

REVIEW ASSESSMENTS AND IDENTIFY LEARNING GAPS

Conduct a Need Analysis and Learners Preferences

Review Assessment Methods, Propose Changes and re-aligned the purpose based on the learning gaps



IDENTIFY THE PURPOSE OF THE ALTERNATIF ASSESSMENT

Choose Assessment Methods that allows Teacher to Access Students Skillsets

Identify assessment methods. The assessment methods have the capability to access and evaluate students skillsets

DESIGN THE APPROPRIATE ASSESSMENT METHODS

Select, Plan and Design Assessment Methods

Based on the need analysis, gap and purpose of assessment. Teacher need to select, plan and design apporpriately align with the intended learning outcome.



TIMELINE AND RUBRIC

Overview the Assessment Process and Expectation

Teacher need to plan assessment and evaluation process with criteria or rubric to communicate and meet the expectation of the tasks given.

MANAGING RESULTS

Use results and Improvise Teaching and Learning Process

Every activities and assesment should lead ways to improve teaching and learning experience. The ability of teacher to adjust, adapt and shift based on the results or students reflection.



QUALITY IMPROVEMENT

Reviewing and improve the quality of the course and ourself

Designing Assessment Instruction

This is a tips in designing assessment instruction. The purpose of assessment instruction is to ensure the direction, respond, time and feedback is taken as a process of evaluation,

Situation

Describe the general context of the activity and the specific situation that you were in.

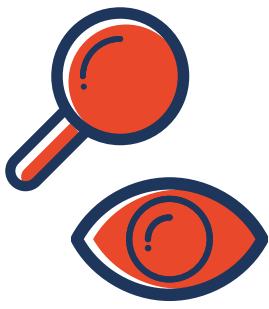
STEP
01



STEP
02

Tasks

Identify the tasks that students needed to accomplish



STEP
03

Action & Activity

Explain the "What", "How", "Why" and "When" by considering the SLT/SPT.



STEP
04

Result

The successful, impact of the outcome and most importantly "WHAT STUDENTS LEARN?"



STEP
05

Rubric & Reflection

Use rubric as a part of the intervention process and diagnose the results.

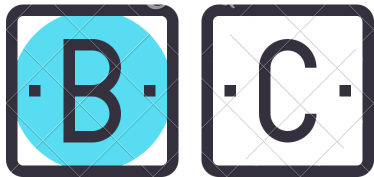


Easy Step Developing a Rubric

HERE ARE 5 STEPS TO DEVELOP YOUR COURSE RUBRIC



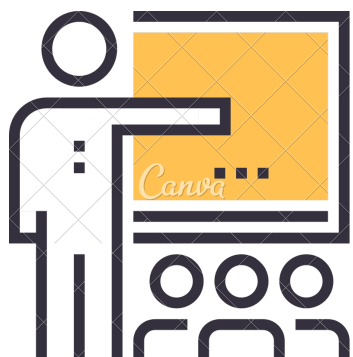
STEP 1 : DEFINE PURPOSE OF LEARNING TASKS



Look course learning outcome and reflect the purpose of assessment. Most importantly rubric give students a direction to achieve the learning outcome.

STEP 2 : CHOOSE RUBRIC TYPE

There are two type of rubric 1) analytic and 2) holistic. Understand the anatomy of rubric and its differentiation.



STEP 3 : DEFINE THE CRITERIA

Set the criteria for the desire performance, evaluation score, rating and descriptor. It must be clear and well stated.

STEP 4 : DESIGN RATING SCALE

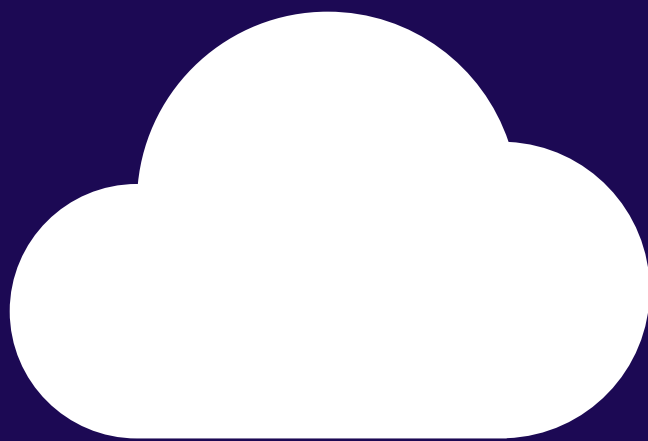
Use standard measurement (corresponding weight or scores)



STEP 5 : WRITE PERFORMANCE DESCRIPTORS

The performance descriptors is able to differentiate one to another. The descriptors provide specific information for intervention and attainment





why e-assessment

Immediate feedback
Access different geographical
Access synchronous and asynchronous at time

e-assessment tools

Self-Based Assessment

Google Form, Quizizz, Kahoot, Socrative, Poll Everywhere, Formative, Flipgrid, Padlet, AnchorFM, Podcast, Google Classroom and many more

Group-based Assessment

Padlet, Google Classroom, Google Docs, Google Sheet, Google Slide, Genially, Nearpod, Mentimeter, Flipgrid, and many more

Portfolio-based Assessment

Google Site, Wix, Wordpress, Pathbrite, Wiki, Youtube, iTunes, Facebook, Instagram, and many more



VRFC Properties in Assessment

**Demonstrate
Valid, Reliable, Fair &
Consistency**

**Assessment constructively
aligned and reviewed**

**Ensure JSU, JSP or JSUB is
well reviewed and prepared**

**Ensure safety and security of
the test instrumentation**

**Four properties is a MUST for
a test to be quality assured**

**Refer UiTM Assessment
Policy 2015**

Thank You

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“If learning act as an
exploration, then
technologies equips the
explorer for the journey of
lifetime.” (Syamsul, 2018)