

# IIUM EMERGENCY REMOTE TEACHING AND LEARNING

editors

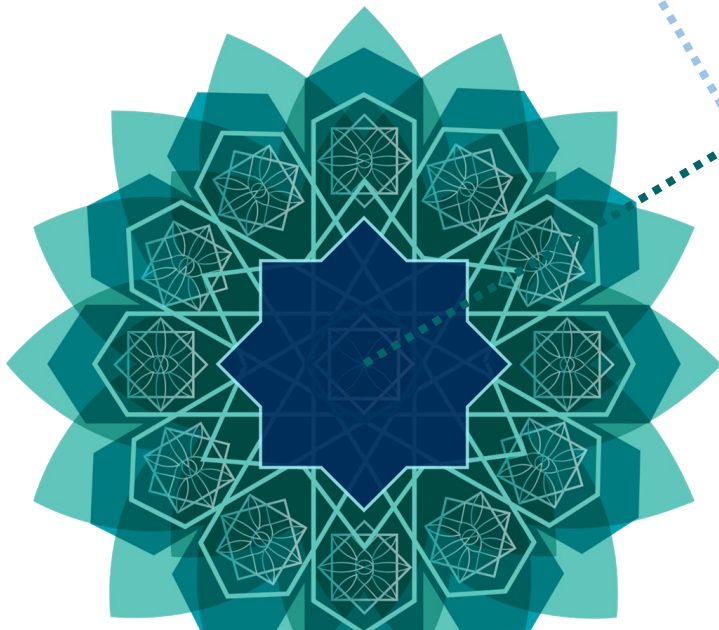
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CENTRE FOR PROFESSIONAL DEVELOPMENT  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



# IIUM EMERGENCY REMOTE TEACHING AND LEARNING

CENTRE FOR PROFESSIONAL DEVELOPMENT



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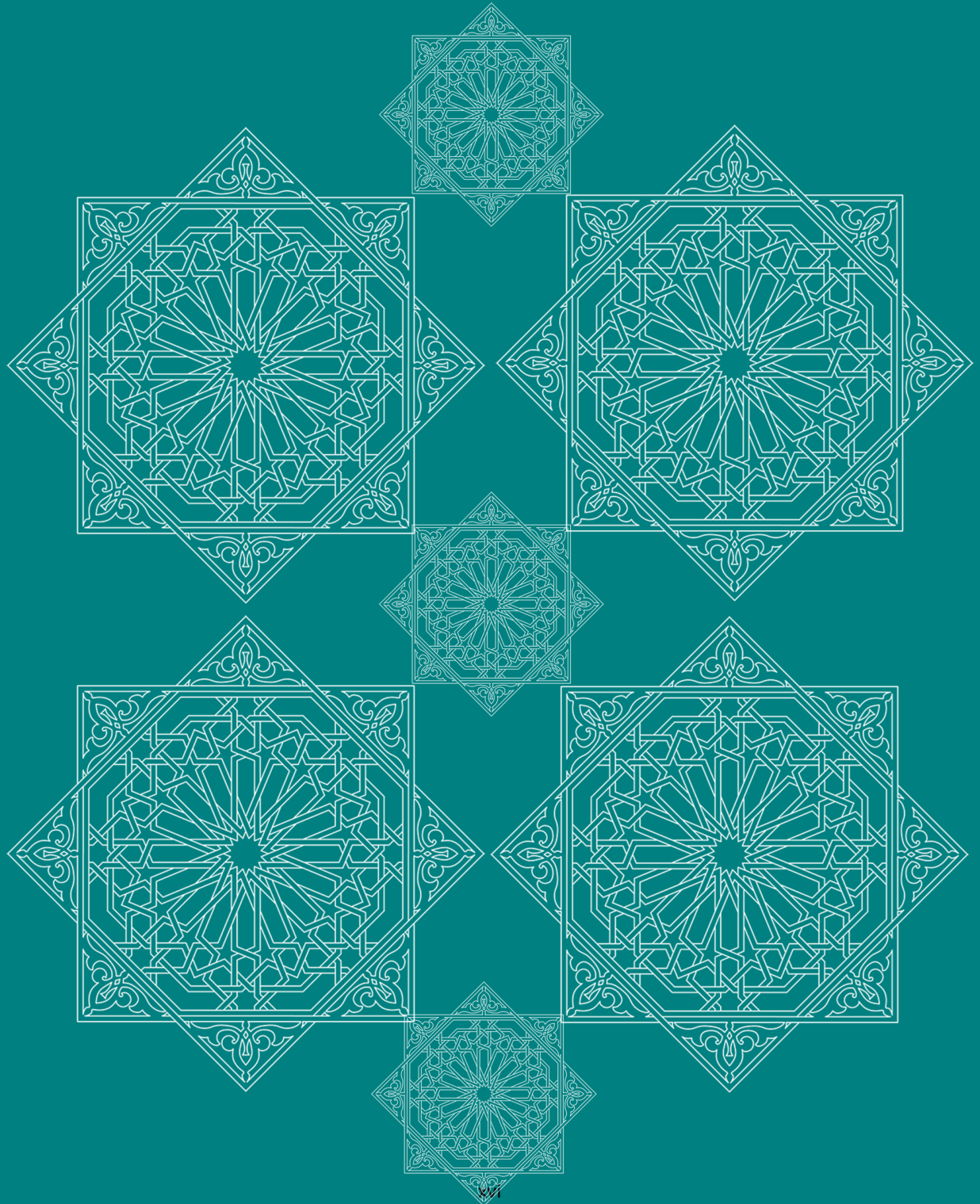
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## ASSESSMENT

Noor Lide Abu Kassim & Ainol Madziah Zubairi

### KEY CONCEPTS: ASSESSMENT AND TEST

Assessment refers to any procedure that is used to obtain information on students' learning. Unlike tests or any other forms of measurement, assessment does not necessarily result in a quantitative outcome. Regardless of whether an assessment is quantitative or qualitative, it is connected to particular goals or objectives for which it has been designed for.

A test can be defined as a “systematic procedure for measuring a sample of behaviour by posing a set of questions in a unified way” (Linn & Gronlund, 2000). As a restricted amount of time is usually allocated to assess whole content domains, tests can only include a limited sample of questions. Questions formulated for a test must be unified so that they measure the same intended construct or domain, and not anything else. Tests are a special form of assessment made under fixed, artificial, or contrived situations so that they are standardized and can be easily administered and controlled. All tests are assessments; however, not all assessments are tests.

### Relationships among Assessment, Curriculum and Instruction

Assessment has a central role in the teaching and

learning process. Teachers use evidence of learning, (i.e., assessment), to inform what they teach (i.e., curriculum) and how to teach (i.e., instruction). The interrelationships among these elements depend extensively on how assessment is viewed and practiced. In situations where assessment is used as a measure of achievement and grading of performance, the impact on instruction and the curricula may be marginal. On the other hand, when assessment is primarily used to enhance student learning, the influence of assessment on the curricula and instruction is bound to be considerable.

### Decisions Based on Assessment

Assessments are often used for making a number of different decisions. The way tests are constructed depends heavily on their purpose and the kinds of decisions that will be made on the basis of the resulting test scores. These influence the level of precision that is required for the tests. For high-stakes decision making, such as for certification and licensing, it is mandatory that the test used has a high level of precision in its measurement of student competency or ability.

A pass/fail categorization is used by many institutions during this ERTL period as it does not require high precision. On the other hand, letter-grade categorization requires a high level of precision or accuracy to support the validity of the

test results and classifying students at different levels of performances (e.g., A, A-, B+, B, B- etc) compared to the pass/fail dichotomy.

### Classification of Assessment

Assessment can be classified depending on its purpose in teaching and learning. One common classification is to differentiate between formative and summative assessment. A more recent classification is to distinguish between assessment *OF* learning, *FOR* learning, and *AS* learning. The latter classification is a more recent way of looking at the different functions of assessment, as it includes the use of assessment to develop independent learning.

### Formative vs. Summative Assessment

Formative assessment is carried out during the instruction process to determine the degree to which students are able to perform certain tasks, as well as to check their understanding. This type of assessment provides information that is used as feedback to meet students' learning needs. Conversely, summative assessment is commonly carried out at the conclusion of a unit or units of instruction, at stages of learning, and/or at the end of the semester. It assesses acquired knowledge and skills at particular points in the learning process. The purpose of summative assessment is to give grades or to make judgments about students' achievements.

## Assessment of learning, assessment for learning, and assessment as learning

Similar to summative assessment, assessment of learning focuses on how much students have learned at a particular point in time. It measures student attainment for purposes of grading, reporting and accountability—among others. It is typically carried out through some form of standardized testing. The results are primarily used for promotion to the next grade level, certification, and classification into different streams of study as well as for curricula decision-making by program planners and policy makers. The results of assessment of learning are also used to help students reach set standards and to measure learning growth.

Assessment for learning, on the other hand, focuses on enhancing learning, which makes it analogous to formative assessment. It integrates learning and assessment into a whole. It is typically carried out during the teaching and learning process. More importantly, it involves students in the on-going assessment of their own learning growth and progress. The results of the assessment for learning is to help students achieve their learning goals and to identify learning needs. Hence, the results of this type of assessment are primarily meant for

teachers, parents and the students themselves.

Assessment as learning is a fairly recent concept. It focuses on developing students' metacognitive skills. It engages students in peer and self-assessment and help them become independent learners. Students use information from assessments to make improvements in their learning. A high-quality balanced assessment system is necessary to encourage successful learning and to ensure that learning standards are met. This means that there has to be a variety of assessments of, for and as learning for timely and accurate information and feedback. Only in this way can informed decisions be made and students'

learning and success maximized to the fullest. As learning is a complex process, it is important that our assessment probes for depth of learning in terms of factual knowledge, conceptual understanding, complex and abstract thinking.

## Self-Assessment and Peer-Assessment

In recent years, self-assessment and peer-assessment have become important features of classroom assessment. Self-assessment helps students check their learning targets and whether they have achieved their targets. Figure 24 shows aspects of self-assessment that are necessary in order for students to benefit from self-assessment.

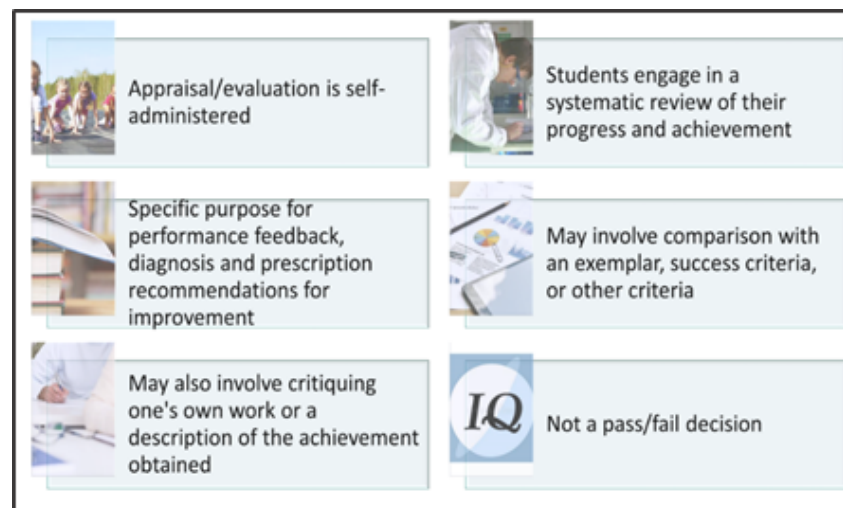


Figure 24. Characteristics of self-assessment



## FAQ

### 1. Do you carry out summative or formative assessments for your courses?

- Most Continuous Assessment Marks (CAM) are based on summative assessments carried out throughout the course of the semester. If you have quizzes and short tests as the assessment methods for the CAM, these are commonly used for summative purposes. However, project work, fieldwork, assignments and the like can be part of formative assessments as students are given the opportunity to get feedback in the process of completing their tasks.

### 2. Which is better between the two?

- Both summative and formative assessments serve different but complementary purposes. For content-based courses, it is common to practice more of summative assessment. For skill-based courses, students need to be engaged more in assessment for formative purposes, in order to develop their skills.

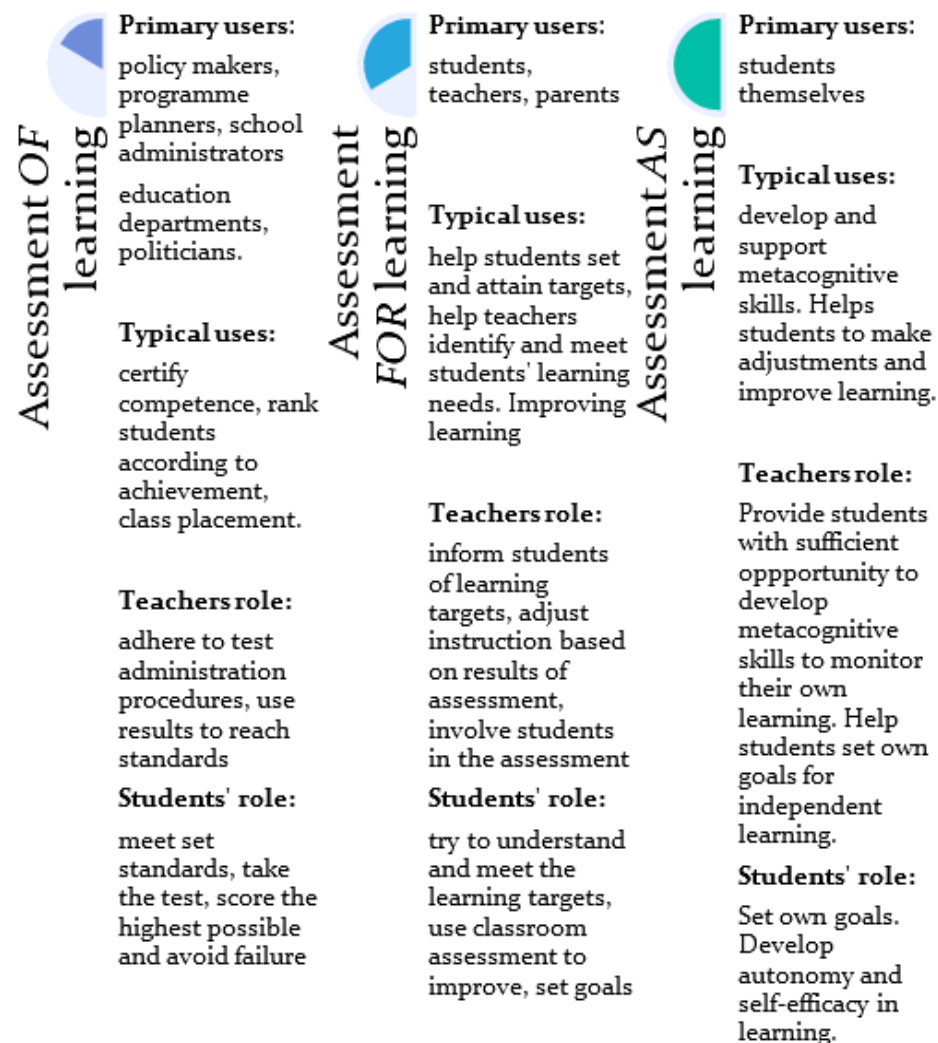


Figure 25. Assessment of learning, for Learning and as learning

Source: Noor Lide Abu Kassim, 2020

## Test Purposes & Types of Tests

Tests can be classified according to their purposes or functions. Depending on their purposes, the way test items are selected, the kinds of test tasks and item formats used, vary substantially. The most common types of tests are given in Figure 26.

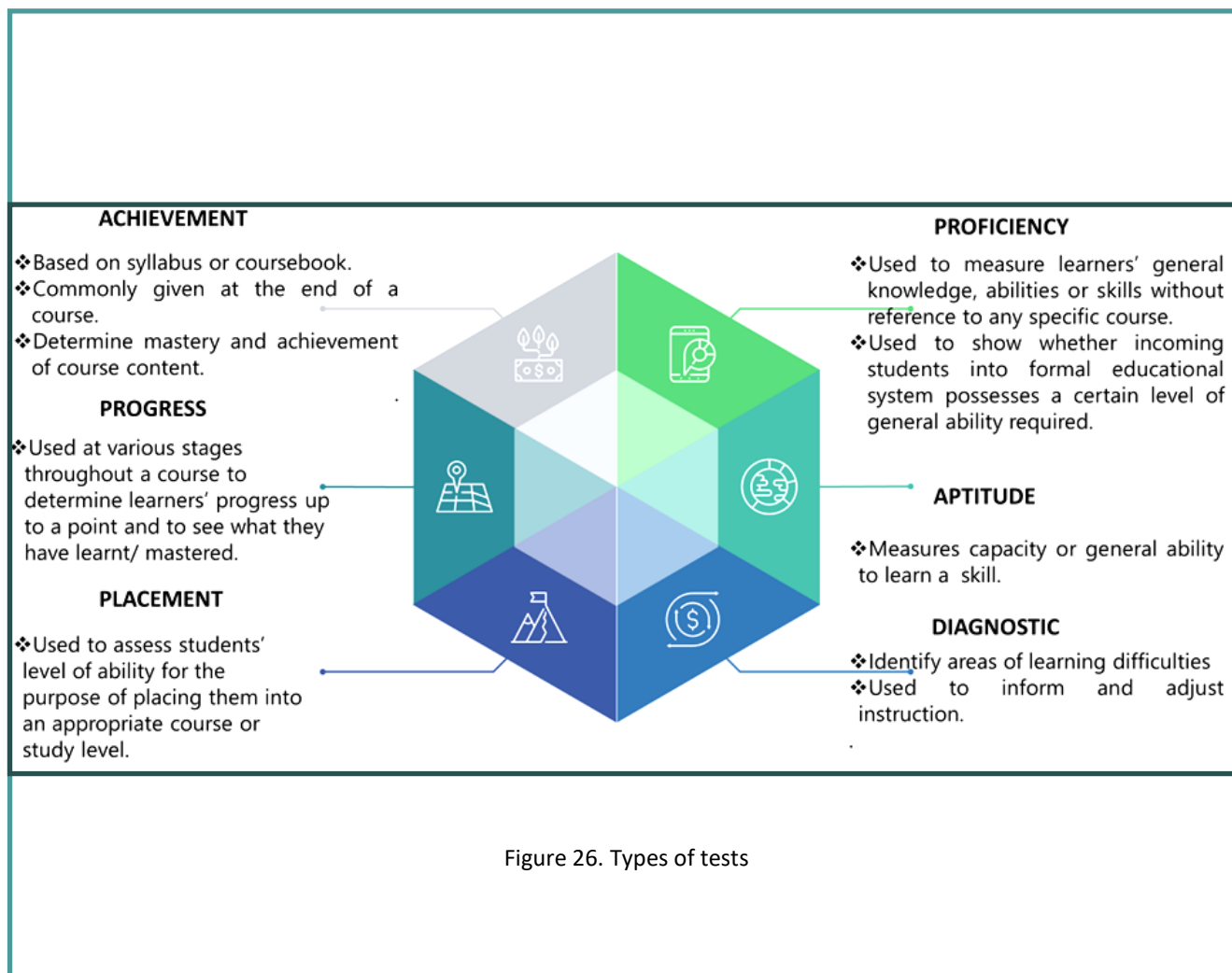


Figure 26. Types of tests



### FAQ

#### Why do we need to know the different types and purposes of tests?

It is very common to adapt and/or adopt test items from previous test papers, the internet and other readily available resources. However, the adapted or adopted test tasks or questions may not be valid for the purpose of our own course. This is because the test tasks, item formats and content coverage of the tests may vary according to the purpose and type of test.

For example, a test task from an achievement test may not be suitable for a proficiency test and vice versa. A diagnostic test provides important information for feedback and instructional purposes; thus, have a different purpose compared with an aptitude or placement test. Aptitude tests are not tied to the curriculum, but placement tests are.

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