UNIVERSITI TEKNOLOGI MARA

EDU485: Assessment Literacy and Performance Competencies

Course Name (English)	Assessment Literacy and Performance Competencies APPROVED
Course Code	EDU485

MQF Credit	3

Course Description	The course aims to produce future educational practitioners who are well equipped in carrying out valid and reliable assessment tasks within many areas of learning. In addition to the acquisition of relevant skills in developing and implementing varied classroom assessment tasks; the focus on authentic assessments is framed with an emphasis on competency measurement drawing on current development and trends in assessment within local and international settings such as Technical and Vocational Education and Training (TVET), Fourth Industrial Revolution (Industry 4.0), initiatives by Malaysia Board of Technologist (MBOT) and 21st century education and workforce. The learning in this course aids the acquisition of knowledge and skills in accommodating for evidence-based practice, 21st century assessment and competency-based assessment.

Transferable Skills	classroom assessment performance-based assessment competency-based assessment constructivist-based assessment evidence-informed instruction

Teaching Methodologies	Lectures, Blended Learning, Inquiry-based Learning, Case Study, Tutorial, Simulation Activity, Problem Based Learning (PBL), Discussion, Presentation, Workshop, Small Group Sessions , Fixed Learning Resources , Self-directed Learning, Role Play, Peer Practice, Collaborative Learning

CLO		
	CLO1	Evaluate the principles, concepts, methods, and quality of educational assessments in gathering valid measures of learning and competency.
	CLO2	Construct and implement testing and reporting process based on a subject offered at the secondary school level in the discipline relevant to future educators.
	CLO3	Develop a set of authentic tasks for performance-based assessment in the discipline relevant to future educators.
	CLO4	Demonstrate the application of ethical and professional standards of assessments in reporting student learning outcome to targeted stakeholder(s).

Pre-Requisite Courses	No course recommendations

Topics

1. Introduction to Assessment-for Learning and Assessment of Competencies
1.1) i. Principles of Assessments
1.2) ? Formative and Summative Assessments
1.3) ? Formal and Informal Assessments
1.4) ? Norm-referenced and Criterion-referenced Assessments
1.5) ? Traditional and Authentic Assessments
1.6)
1.7) ii. Evidence
1.8) ? Purpose and Uses
1.9) ? Characteristics and Sources
1.10) ? Evidence-informed Teaching and Interventions
1.11)
1.12) iii. Theories and Approaches in Assessment
1.13) ? Behaviorist Approaches to Assessment
1.14) ? Constructivist Approaches to Assessment
1.15) ? Humanistic Approaches to Assessment
1.16) ? Judgement-based Assessment
1.17) ? Competency-based Assessment
1.18) ? Integrated Assessment
1.19) ? Digital Assessment/Technology-based Assessment

2. Characteristics of Effective Assessments
2.1) i. Validity and Types of Validity
2.2) ii. Reliability and Types of Reliability
2.3) iii. Practicality Considerations
2.4) iv. Objectivity
2.5) v. Fairness and Equity

3. Learning Domains and Taxonomy of Educational Objectives
3.1) i. Taxonomy of Educational Objectives: Cognitive Domain
3.2) ? Bloom's Taxonomy: Original Taxonomy (1956) and Revised Taxonomy (2001)
3.3) ? Structured Observed Learning Outcomes (SOLO)
3.4)
3.5) ii. Taxonomy of Educational Objectives: Affective Domain
3.6) ? Taxonomy of Affective Domain (1965)
3.7)
3.8) iii. Taxonomy of Educational Objectives: Psychomotor Domain
3.9) ? Dave's Taxonomy (1975)
3.10) ? Simpson's Psychomotor Domain (1972)
3.11) ? Dreyfus Model of Skill Acquisition (1980)

4. Formal Assessments: Tests and Final Examinations
4.1) i. Test Planning
4.2) ii. Item Construction
4.3) iii. Test Assembly
4.4) iv. Test Administration
4.5) v. Scoring and Grading
4.6) vi Reporting

5. Authentic Assessments
5.1) i. Assessment Forms and Tasks
5.2) ? Performance-based Assessment
5.3) ? Process and Product-based Assessments
5.4) ? Portfolio and e-Portfolio Assessments
5.5) ? Peer Assessment
5.6) ? Experiment and Demonstration-based Assessments
5.7) ? Problem-based Assessments
5.8)
5.9) ii. Purpose and Relevance

6. Development of Competency-based Assessment
6.1) i. Planning and Task Development
6.2) ii. Rubric Development
6.3) iii. Recognition of Competence
6.4) iv. Provision of Feedback
6.5) v. Reporting
6.6)
6.7) Issues in Accommodating for Valid and Reliable Competency-based Assessments

7. Evidence-informed Instruction
7.1) Informal Assessments
7.2)
7.3) i. Approaches and Strategies
7.4) ii. Tools
7.5) iii. Linking Data to Instruction: Scaffolding and Intervention Strategies
7.6)
7.7) Linking Assessment Data to Teaching
7.8)
7.9) i. Evidence-informed Instruction
7.10) ii. Connecting Data to Formulation of Learning Outcomes
7.11) iii. Connecting Data to Inform Intervention Strategies

8. Ethics and Professional Standards in Assessment
8.1) i. Code of Ethics and Ethical Principles
8.2) ii. Ethical Considerations
8.3) iii. Ethical Instructional and Assessment Practice
8.4) iv. Ethics and Validity

Assessment Breakdown	%
Continuous Assessment	100.00%

Details of Continuous Assessment	Assessment Type	Assessment Description	% of Total Mark	CLO
	Assignment	Individually, students critically examine and respond to a case study involving a reporting framework/system.	40%	CLO4
	Group Project	Working collaboratively, each team is required to carry out the process of testing which involves the production table of specifications, test items, and answer scheme. The test is then administered in a manner that maximizes test reliability and the data derived is determined in relation to item effectiveness. The team, then, performs the reporting process with prepared information targeted to relevant stakeholder.	35%	CLO2
	Individual Project	Students are required to develop a task suitable for performance-based assessment consisting of two scoring documents (a holistic and an analytical scoring rubrics) for the same assessment.	15%	CLO3
	Test	The test assesses student ability to evaluate the significance and quality of assessments as a measure of competency and learning.	10%	CLO1

Reading List	Recommended Text	Brookhart, S.M., & Nitko, A.J. 2018, *Educational Assessment of Students*, 8 Ed., 12, Pearson Virginia [ISBN: 978-013480707]
		Popham, J.W. 2018, *Assessment Literacy for Educators in a Hurry*, 1 Ed., 8, ASCD Alexandria, USA [ISBN: 0134807073]
		Nicole Dimich Vagle 2014, *Design in Five: Essential Phases to Create Engaging Assessment Practice*, 1 Ed., 10, Solution Tree West Virginia [ISBN: 9781936764952]
		Erkens, C., Schimmer, T., & Vagle N.D. 2017, *Essential Assessment: Six Tenets for Bringing Hope, Efficacy, and Achievement to the Classroom (Deepen Teachers Understanding of Assessment to Meet Standards and Generate a Culture of Learning)*, 1 Ed., 8, Solution Tree West Virginia [ISBN: 9781943874491]

Article/Paper List	Recommended Article/Paper Resources	Black, P., & Wiliam, D. 2010, Inside the Black Box: Raising Standards through Classroom Assessment, *Phi Delta Kappan*, 92 (1) http://electronicportfolios.org/afl/InsideBlackBox.pdf
		Wahba, E.M. 2017, Competence Standards for Technical and Vocational Education and Training TVET, *Unesco E-Forum* https://unevoc.unesco.org/e-forum/CompetenceStandardsforTVET.pdf

Other References	This Course does not have any other resources