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Module 3

ASSESSMENT OF LEARNING

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Partners



Learning outcome(s):

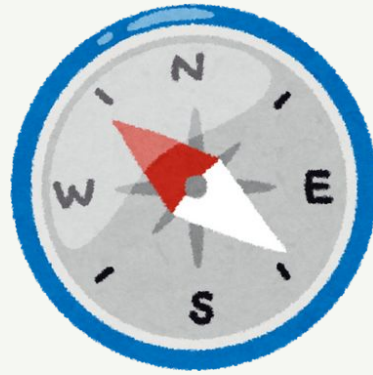
1. Able to apply active learning and constructive alignment in assessment design
2. Able to assess learning outcomes in students assessment
3. Able to implement various assessment methods in diverse contexts

Topics:

1. Active Learning and Constructive Alignment
2. Notion of Student Learning Time and Assessment Plan
3. Assessing Learning Outcomes
4. Conducting formative and summative assessment
5. Assessment Methods
6. Assessment in Diverse Contexts

Before we begin, recall the last assessment you designed or conducted.

- a. What was the main purpose of your assessment?
 - To grade or rank students
 - To check progress
 - To help students reflect on learning
- b. How much feedback did students receive before the grade?
- c. Who did most of the evaluation? You or the students themselves?



ASSESSMENT FOR LEARNING

- **Focus:** Formative; ongoing checks of understanding.
- **Example:** Quizzes, draft submissions, peer feedback.
- **Teacher's Role:** Guide and provide constructive feedback.



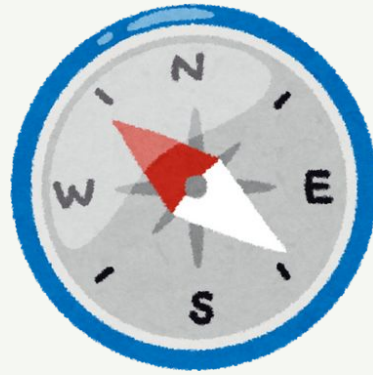
ASSESSMENT OF LEARNING

- **Focus:** Summative; grading, certification, reporting.
- **Example:** Final exam, capstone project, presentation.
- **Teacher's Role:** Judge performance against standards or rubrics.



ASSESSMENT AS LEARNING

- **Focus:** Students assess their own progress.
- **Example:** Reflective journal, self or peer assessment, portfolio review.
- **Teacher's Role:** Coach and scaffold self-assessment.



ASSESSMENT FOR LEARNING



ASSESSMENT OF LEARNING



ASSESSMENT AS LEARNING

**Which type of assessment do you use most often
in your classes? Why?**

Authentic assessment grows naturally from active learning where both emphasize real-world application, reflection, and student ownership of learning.

Traditional Assessment

- Note memorization
- Standardized Examinations

Passive learners

Correct answers,
memorized facts



Authentic Assessment

- Practical tasks
- Projects
- Real-life solutions

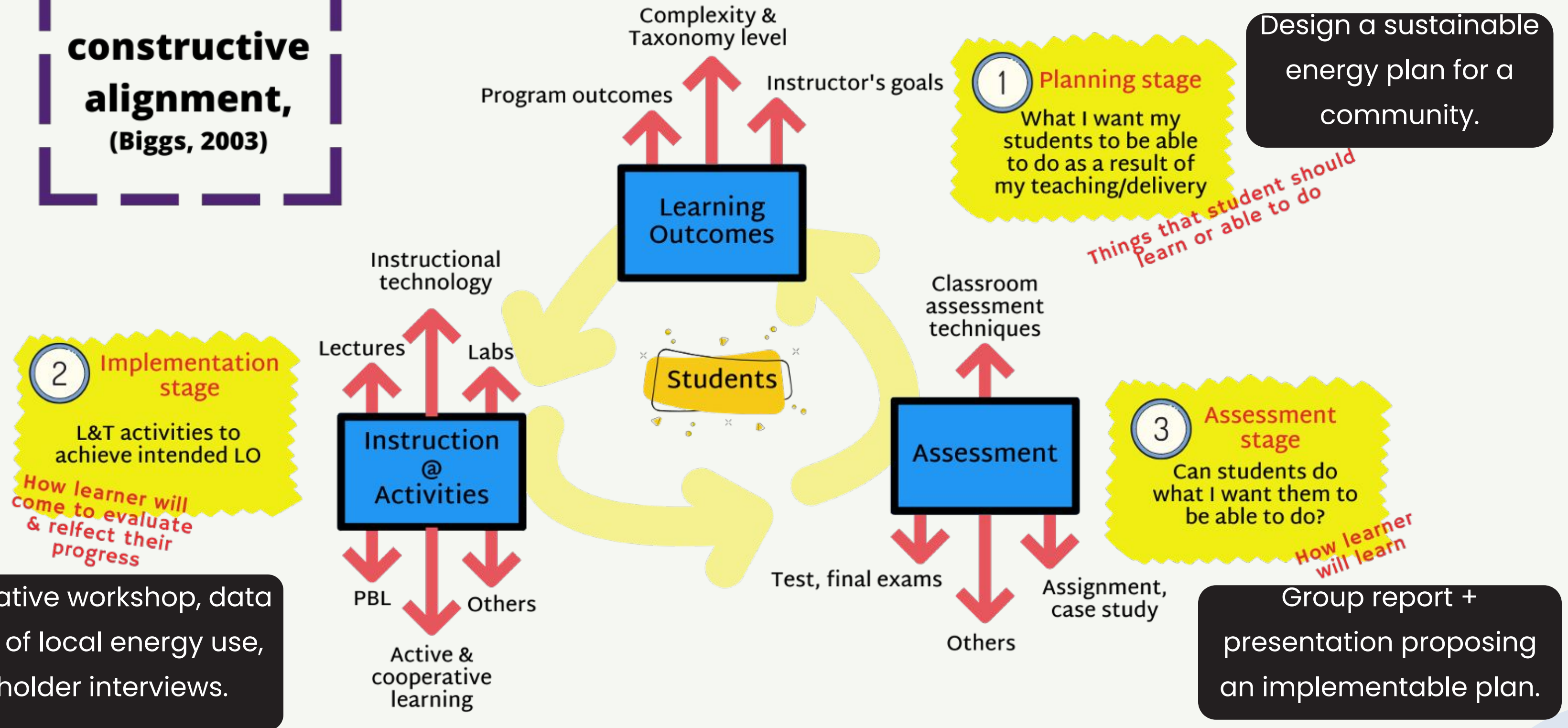
Active learners

Demonstrated
competence, reflection,
solution relevance

Authentic assessment transforms assessment from a test of learning into a continuation of learning.

CONSTRUCTIVE ALIGNMENT: LINKING ACTIVE LEARNING WITH AUTHENTIC ASSESSMENT

**constructive
alignment,
(Biggs, 2003)**



Intended Learning Outcomes (ILO)

Demonstrate the ability to plan a community-based waste management solution.

Activity

Students watch videos on local recycling centers, collect relevant information, and discuss challenges of recycling centres operators.

Assessment

Present a proposal with feasibility and sustainability evaluation criteria.

Think of one current course activity. Does it align clearly with your learning outcomes and assessment task?
(2 minutes for reflection or pair-share.)

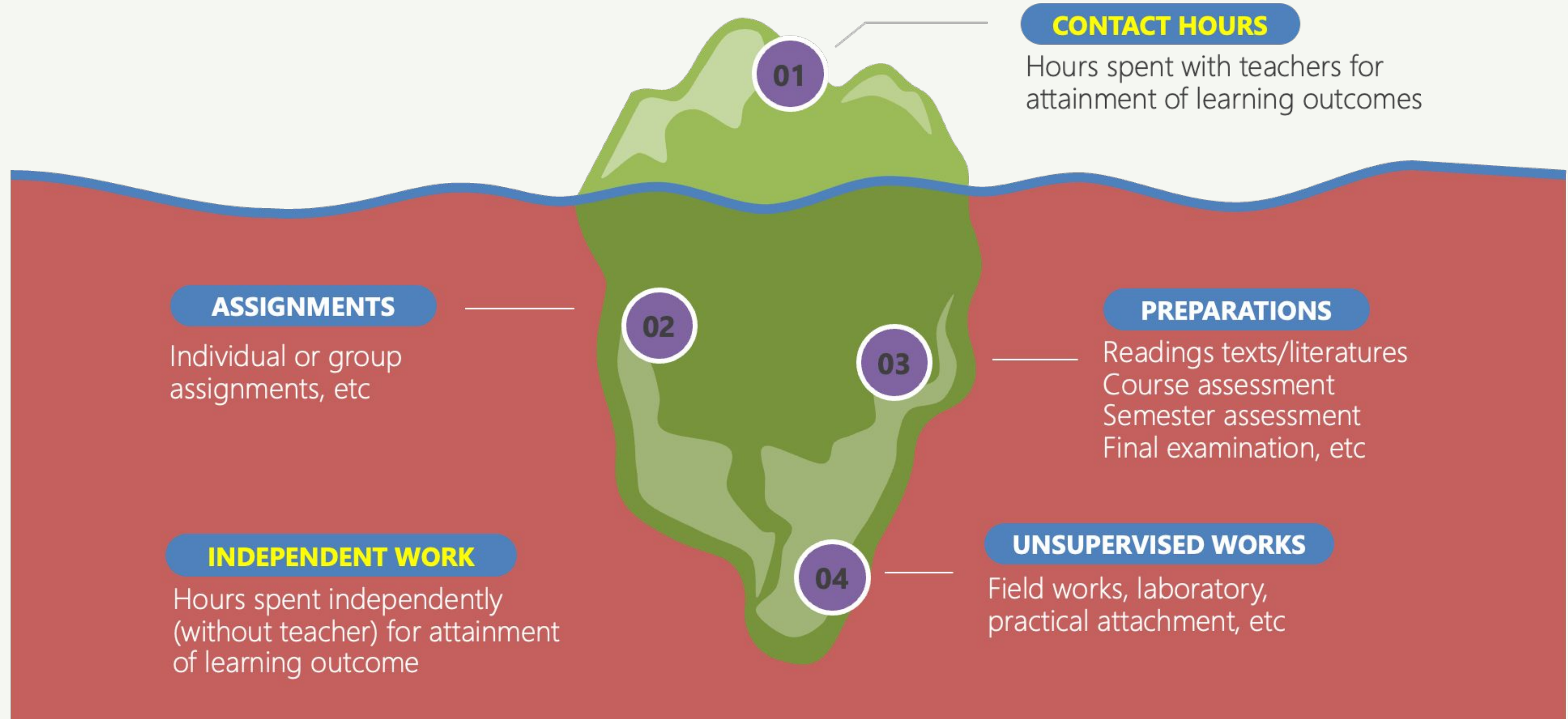
DESIGNING ASSESSMENT PLANS BASED ON STUDENT LEARNING TIME (SLT)

Recognition of the work that completed by the student



SLT links curriculum design, learning outcomes, and assessment. Ensuring that student workload and assessment weight are fair, transparent, and aligned.

DESIGNING ASSESSMENT PLANS BASED ON STUDENT LEARNING TIME (SLT)



Student Learning Time (SLT) = Total time students spend to achieve an outcome, including both guided learning and independent learning.

DESIGNING ASSESSMENT PLANS BASED ON STUDENT LEARNING TIME (SLT)

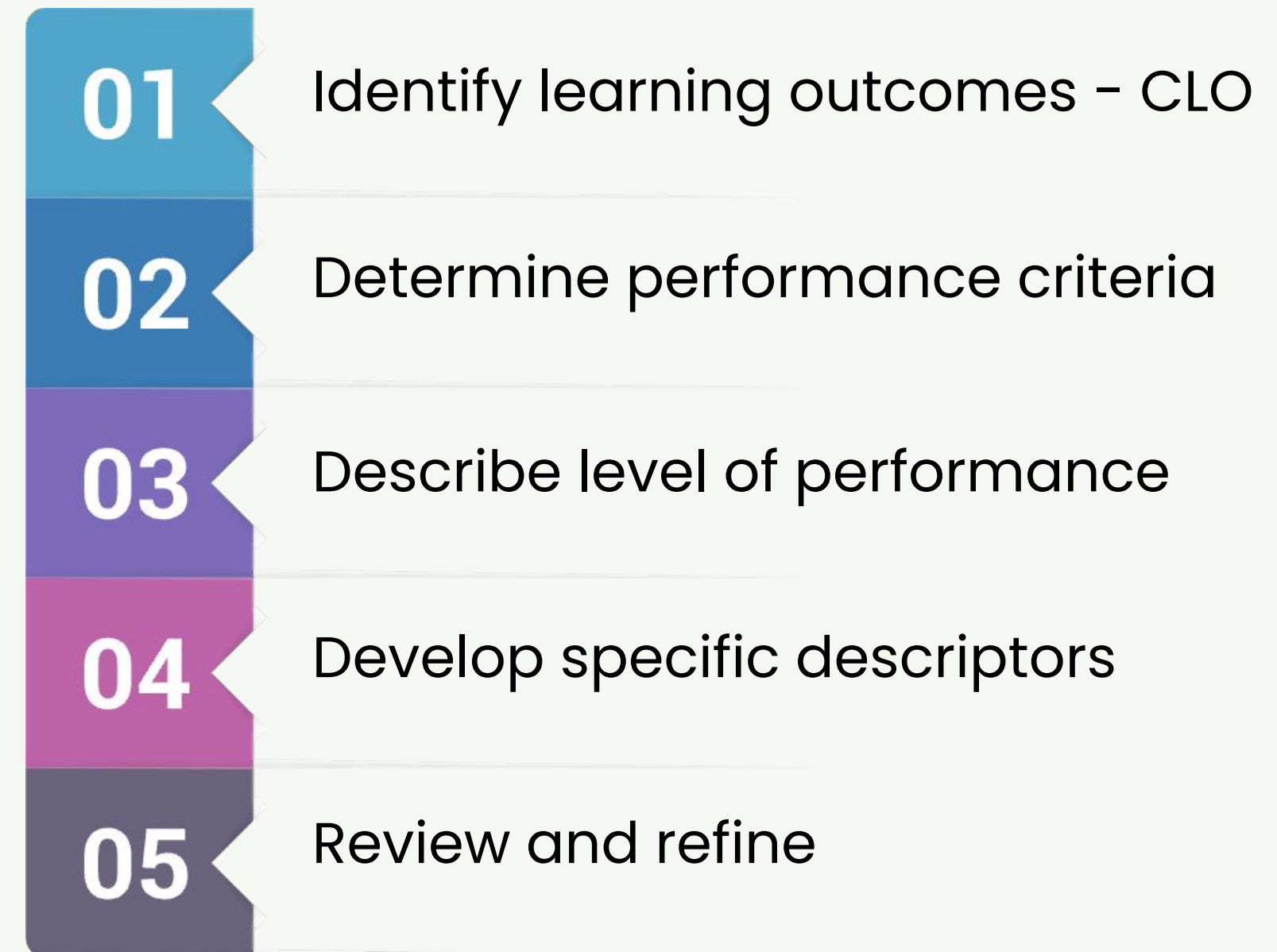
Do your current assessments match the time students realistically spend on them?

- How much time do your students actually need to complete your assignments?
 - Your timing vs the student's timing
 - Do your assessments overlap across courses?
 - More courses mean more workload?
 - Do students spend more time figuring out what you want than doing the task itself?
 - Do you provide guidelines? Rubric? Is it clear? How to eliminate bias?
 - Is the assessment weight proportionate to its SLT?
 - 10% assessment requires 30 hours SLT?
 - What kind of feedback do students receive for that effort?
 - Fairness and appreciation of knowledge
- Alignment is not only between outcomes and assessments, it's also between expectations and effort**

Rubrics translate abstract learning outcomes into observable, assessable performance.

Design Rubric

- Make **expectations explicit** for both lecturer and student.
- Ensure **consistency** when multiple assessors are involved.
- Facilitate **feedback and reflection** (supporting assessment for and as learning).
- Serve as **evidence of alignment and CQI** in quality assurance audits.



01

Identify learning outcomes – CLO

- Clearly define what students are expected to learn and achieve by the end of the course or assignment. – based on CLO
 - Ensure that it is measurable (SMART)
- Example: “Students will be able to analyze and interpret data to make informed engineering decisions.”

02

Determine performance criteria

- Establish the specific elements of student work that will be evaluated.
 - Break down the learning outcomes into key components or criteria.
 - Focus on the essential skills and knowledge that the assessment aims to measure.
- Example: “Accuracy of data analysis,” “Clarity of interpretation,” “Relevance of conclusions.”

03

Describe level of performance

- Create a scale that describes varying levels of mastery for each criterion.
 - Decide on the number of performance levels (e.g., 4–5 levels) – be consistent
 - Define what each level looks like in terms of student performance for each criterion.

- Example: Levels could be “Excellent,” “Good,” “Satisfactory,” and “Not satisfactory”

04

Develop specific descriptors

- Provide detailed descriptions or indicators for each performance level and criterion.
 - Use clear and concise language to describe each level.
 - Ensure that descriptors are specific and avoid ambiguity.
- Example: For “Accuracy of data analysis”:
 - Excellent: “Analysis is highly accurate with no errors.”
 - Good: “Analysis is mostly accurate with minor errors.”
 - Satisfactory: “Analysis has several errors but demonstrates basic understanding.”

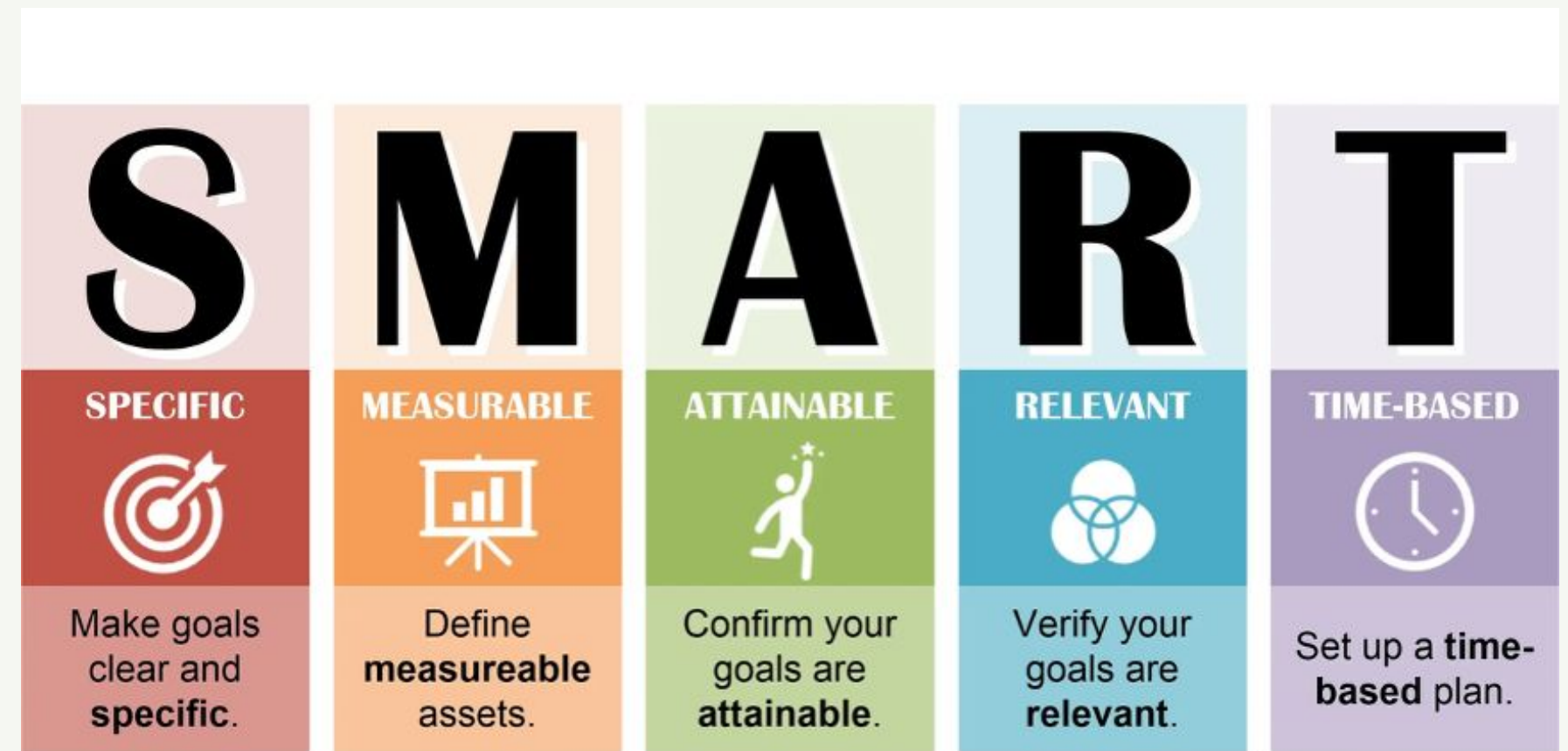
- Not satisfactory: “Analysis contains significant errors and lacks understanding.”

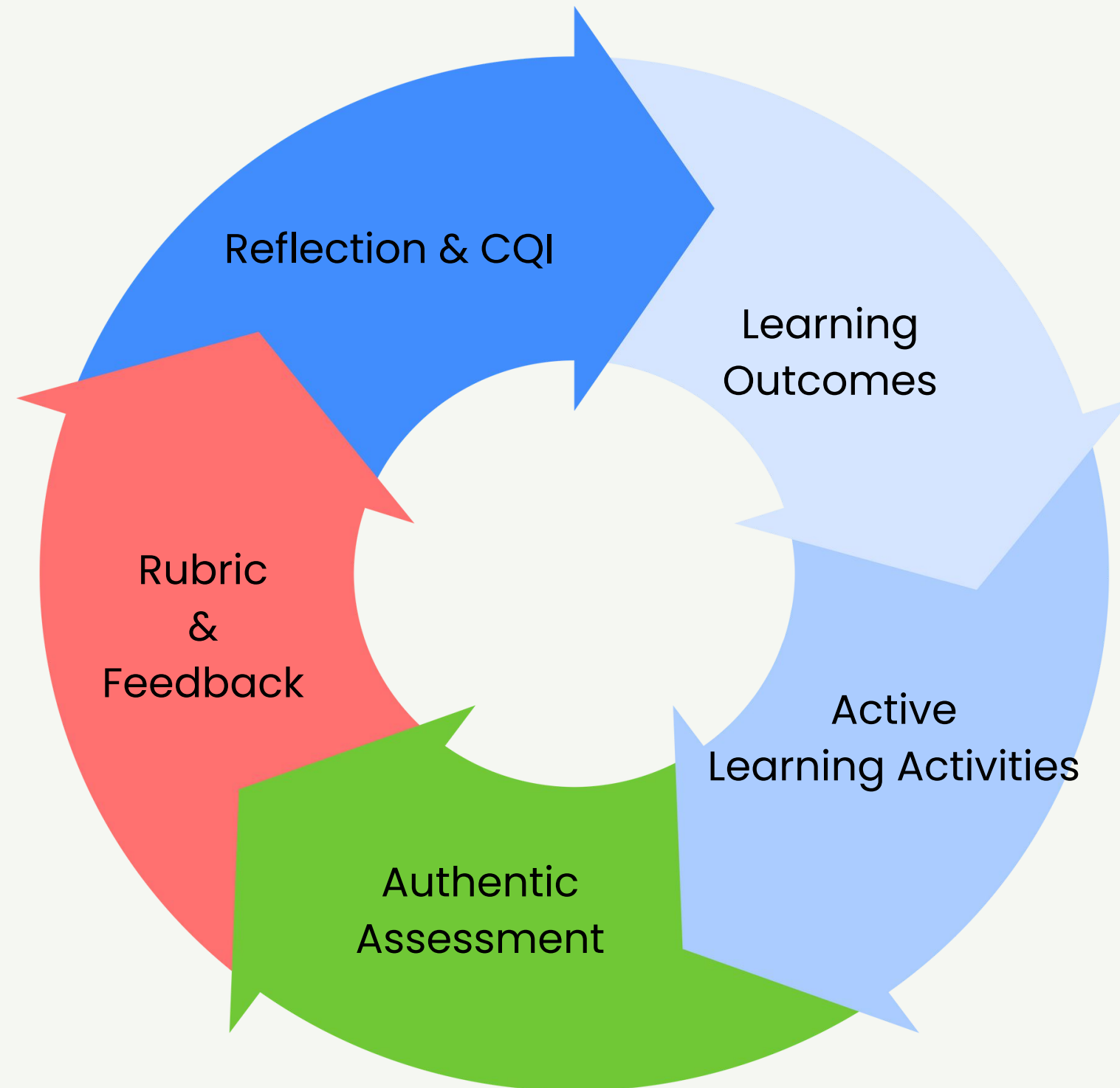
05

Review and refine

- Test the rubric with sample assignments and seek feedback from colleagues and students.
 - Vetting process
 - Use the rubric to grade sample work and identify any inconsistencies.
 - Revise descriptors and criteria based on feedback and observations.
- Example: Pilot the rubric in a small class or with a group of students.

- **Align with Objectives:** Ensure that the rubric aligns with course objectives and specific learning outcomes.
- **Be Specific:** Use specific, observable, and measurable language in the descriptors.
- **Consistency:** Ensure that the rubric allows for consistent and fair assessment across different evaluators.
- **Student Involvement:** Involve students in the rubric development process to enhance their understanding and buy-in.
- **Regular Updates:** Regularly review and update the rubric to reflect any changes in course objectives or assessment methods.





Recap:

1. Purpose of assessment.
2. Alignment. Connecting outcomes, activities, and assessment.
3. SLT: Ensure realistic student workload and fairness
4. Authentic Assessment: Make learning relevant to real-world problems.
5. Assessment tools: Ensure quality, transparency, and CQI evidence.

Reflection

What one change will you make in your next course assessment plan to make it more meaningful?

