INTRODUCTION TO ALTERNATIVE ASSESSMENT

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What will we discuss today?

01

Foundations of Alternative Assessment

02

Types and Characteristics of Alternative Assessment

03

Authentic Assessment and its Relationship to Alternative Assessment

04

Best Practices for Effective Implementation

05

Technology in Alternative Assessment

06

Issues, Challenges, and Misconceptions

What will we discuss today?

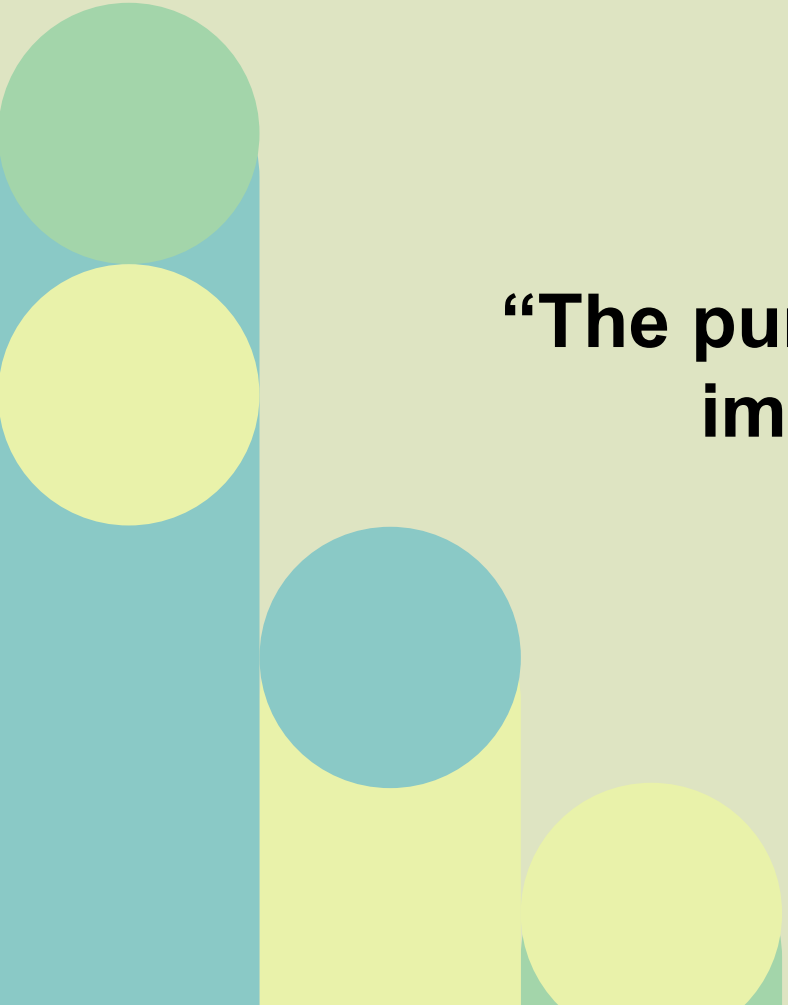**07**

Assessment Design and Application
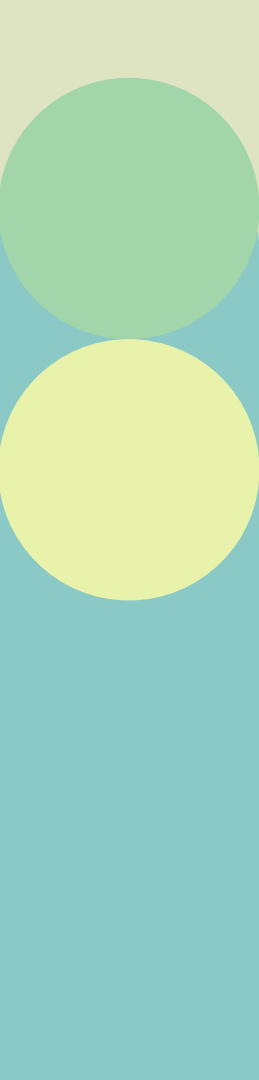
08

Evaluation and Reflection

09

Implications of Alternative Assessments

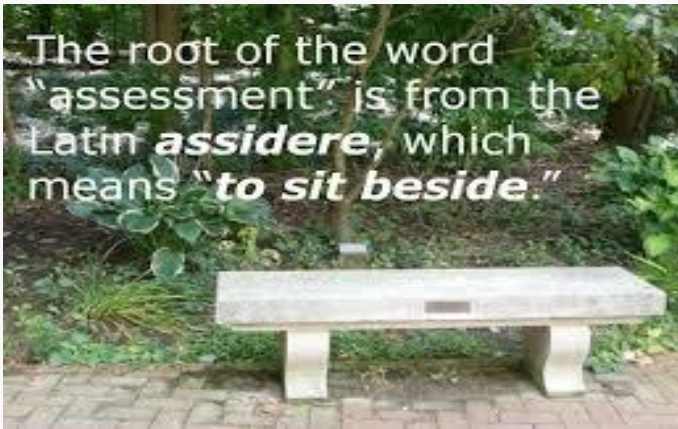**"The purpose of assessment is to improve, not to prove"**

When an assessment is authentic, students don't ask, 'Will this be on the test?' Instead, they ask, 'How can I use this in my future?

01

Foundation of Alternative Assessment

WHAT IS ASSESSMENT?

The word "assess" comes from the *Latin* verb "*assidere"* meaning 'to sit with'

In assessment, one is supposed to sit with the learner. This implies it is something we do 'with' and 'for' students and not 'to' students.
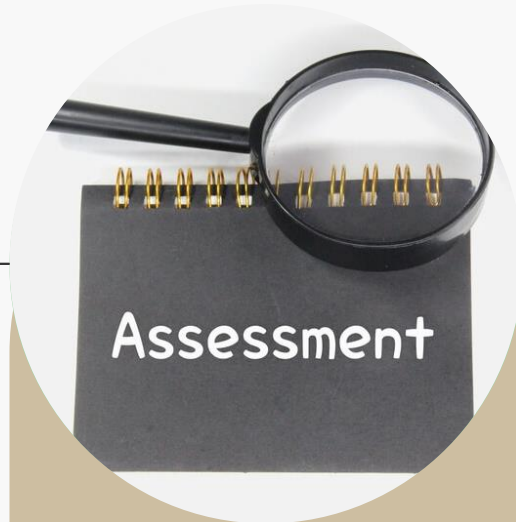
4 MAIN KEYWORDS

Evidence
Collecting evidence of learning

Feedback
Constructive feedback from the measurement

Measurement
Measure students' competency quantitatively and qualitatively

Improvement
Improve learning and teaching

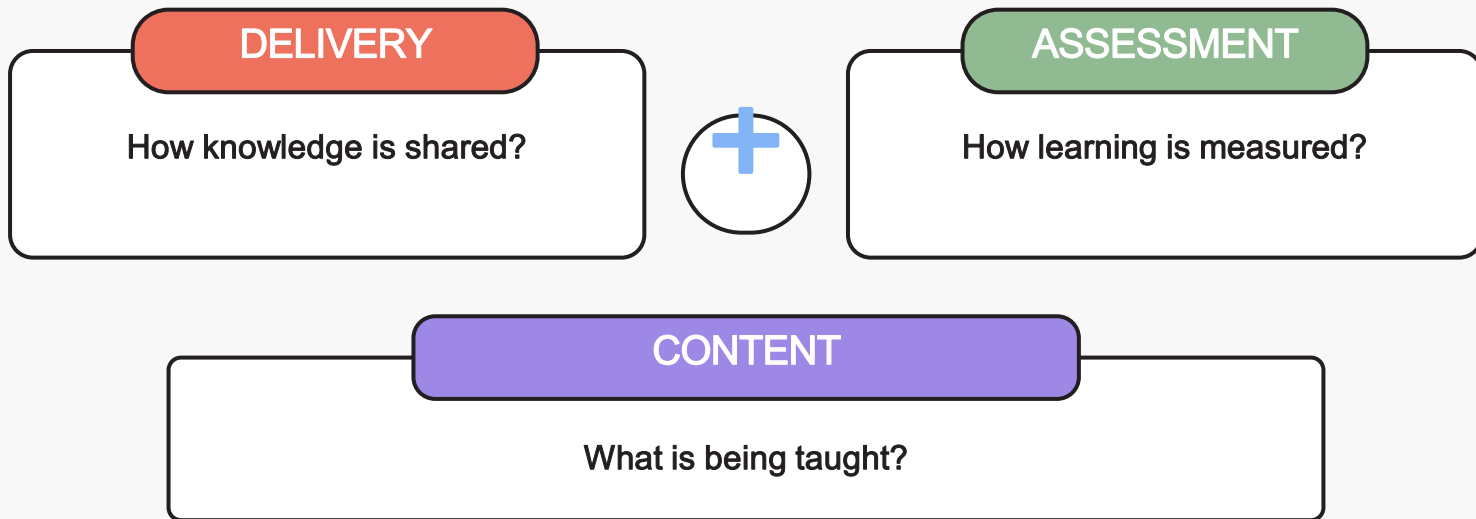# Learning?

Behavioral / knowledge Changes

Active Process

Meaningful & Transferable
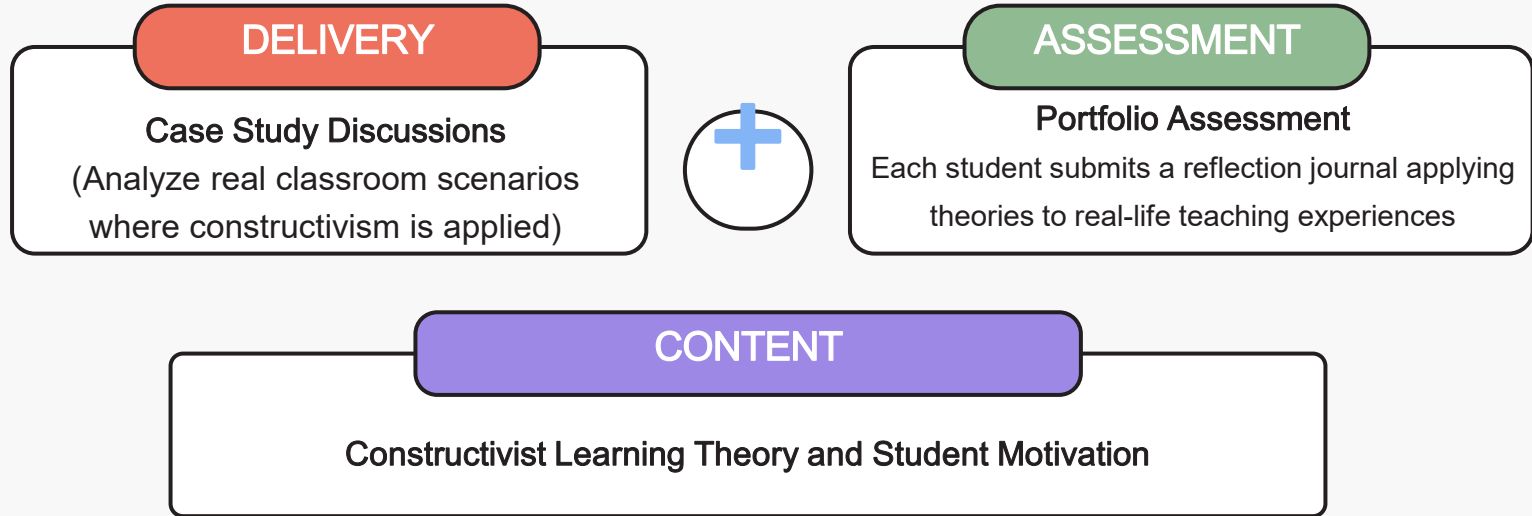
Continuous and Lifelong

Let's look at this process

Are you doing assessment or you are just delivering the content?

DELIVERY

How knowledge is shared?

+

ASSESSMENT

How learning is measured?

CONTENT

What is being taught?

Let's look at this process

Are you doing assessment or you are just delivering the content?

DELIVERY

Case Study Discussions
(Analyze real classroom scenarios where constructivism is applied)

+

ASSESSMENT

Portfolio Assessment

Each student submits a reflection journal applying theories to real-life teaching experiences

CONTENT

Constructivist Learning Theory and Student Motivation

Is the case study a teaching delivery method or an assessment method?

Represent

Describe

Infer

Examine

Analyse

Select

Compare

Identify
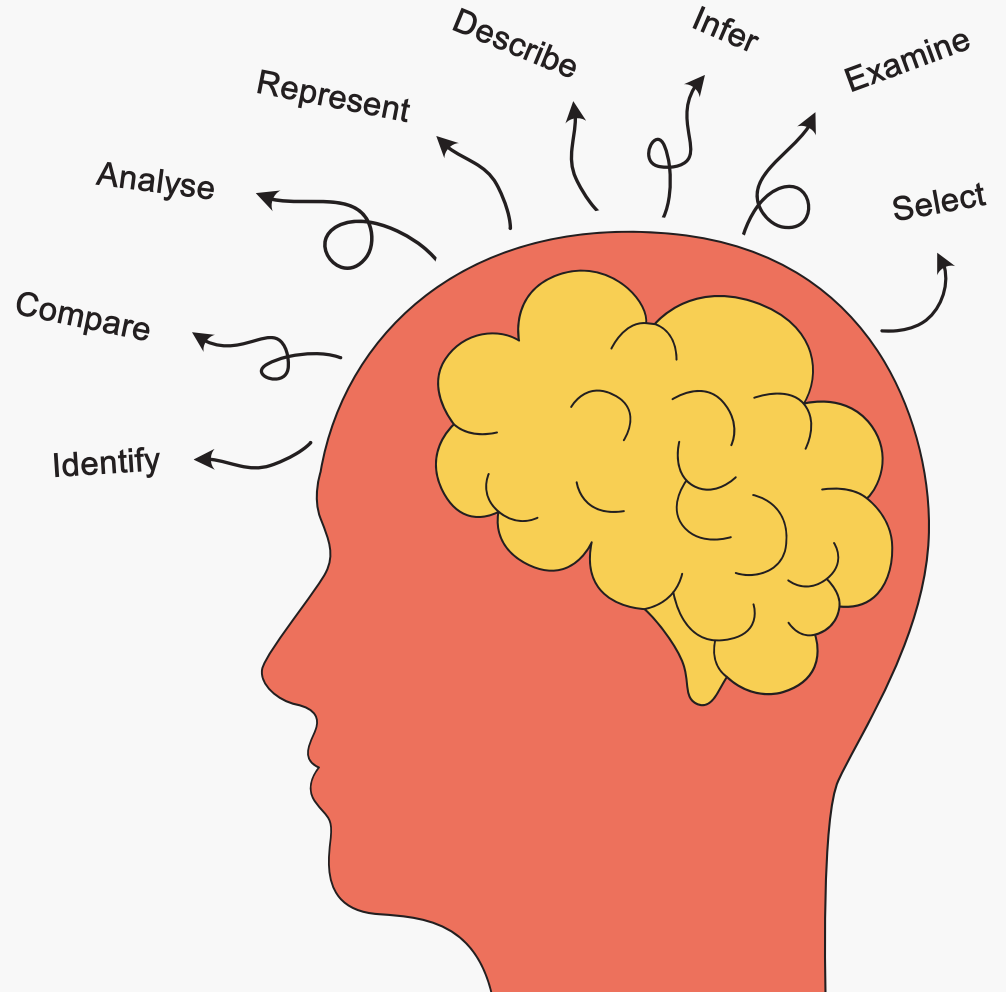
Case Study = Learning method or assessment?

Case Study as Learning Method	Case study as Learning Assessment
Used to **engage students in critical thinking** by presenting real-world problems.	Used to **assess students' ability to apply knowledge** in complex, real-world situations.
Encourages **active learning** where students **analyze, discuss, and apply concepts**.	Students may be **assessed on their analysis, problem-solving, and reasoning skills**.
Example: In a **business course**, students are given a case study about a failing company and must propose strategies to improve it.	Example: In a **law course**, students analyze a legal case and write a report on how they would argue the case in court.
Role of Educator: Facilitates discussion, provides guiding questions, and helps students connect theories to practice.	**Role of Educator:** Assesses students' understanding based on their responses, arguments, and decision-making process.

A case study can be BOTH a learning method and an assessment method, depending on how it is used.
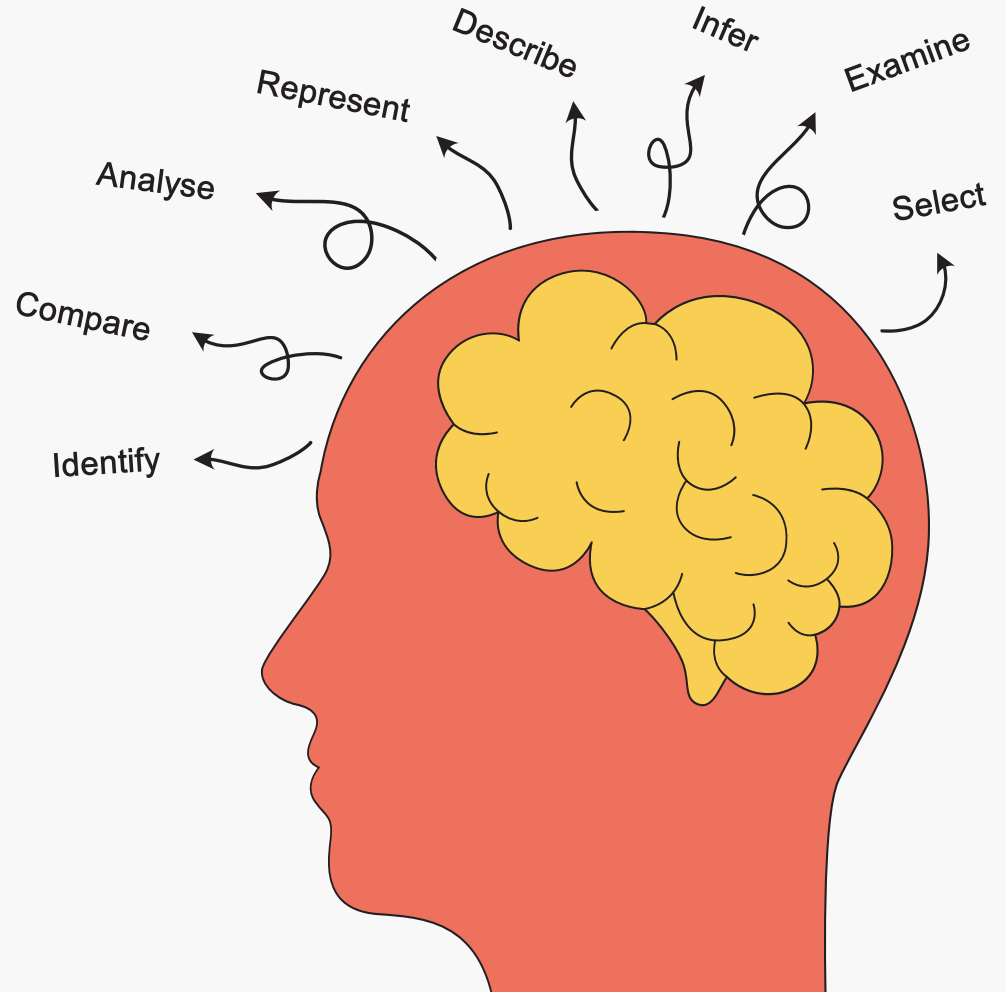
If used to facilitate discussion → learning method.

If used to measure students' analysis→ Assessment method.

Does that mean all learning methods can be the learning assessment, too?

Describe

Infer

Examine

Represent

Select

Analyse

Compare

Identify

**Understanding the Relationship Between Teaching Methods & Assessment**

- **Teaching Methods** → Focus on **delivering knowledge** and engaging students in the learning process.
- **Assessment Methods** → Focus on **measuring** students' learning, understanding, and skills.

Some teaching methods can double as assessments if they include measurable learning outcomes. However, not all teaching methods are designed to assess learning.

Examples: Teaching Methods vs. Assessment Methods

Teaching Method	Can it be an Assessment?	How?
Lecture	❌ No	Lectures deliver content but do not measure learning unless combined with a quiz or discussion.
Discussion-Based Learning	✅ Yes	If students are evaluated on their participation, critical thinking, or argument quality.
Case Study Method	✅ Yes	If students' analysis is graded based on a rubric.
Problem-Based Learning (PBL)	✅ Yes	If students' solutions are assessed based on accuracy and application.
Project-Based Learning	✅ Yes	If students submit a final project that is graded using a rubric.
Experiments & Simulations	✅ Yes	If students' processes and results are evaluated.
Storytelling or Role-Playing	✅ Yes	If students are assessed on their creativity, expression, and application of knowledge.
Gamification (Game-Based Learning)	✅ Yes	If there are clear learning objectives, rules, and performance-based scoring.

Alternative Assessment
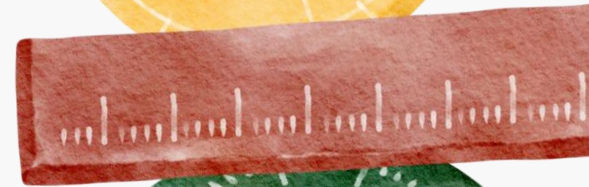
ASSESSMENT TREND IN HIGHER EDUCATION

1. Traditional Exams and Written Assessments

2. Technology-Enhanced Assessment

3. Formative Assessment

4. Competency-based Assessment

5. Authentic Assessment

6. Peer and Self Assessment

7. Inclusivity and Accessibility in Assessment

8. Data-driven decision making

9. Interdisciplinary Assessment

Prevalent for decades

Late 20th to early 21st centuries

Gained momentum in late 20th century
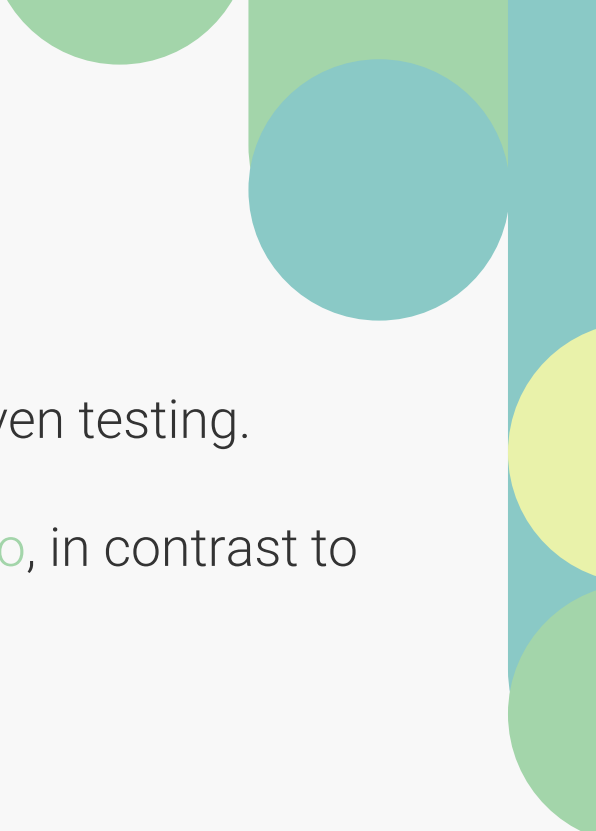
Late 20th to early 21st centuries

Early 21st century
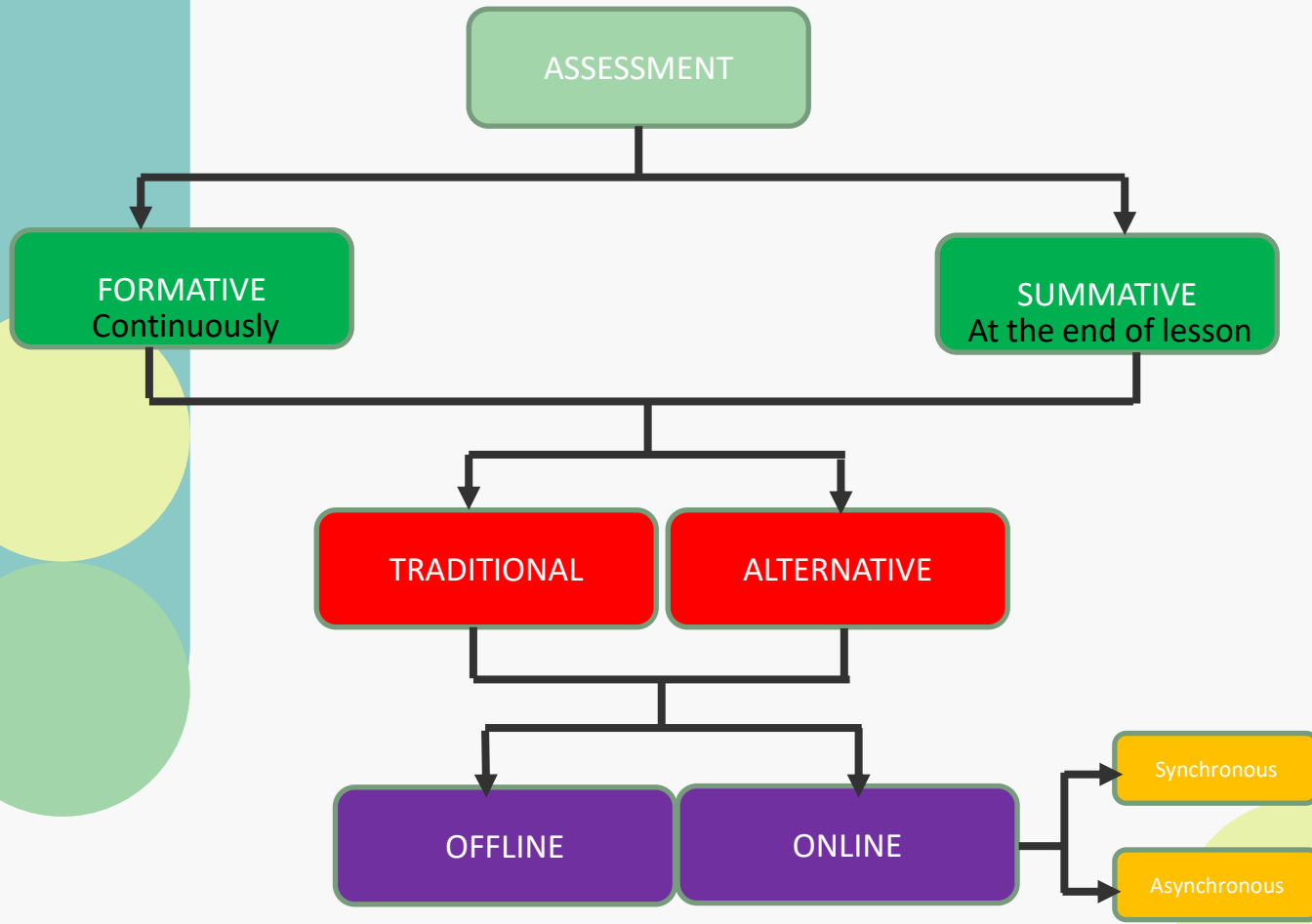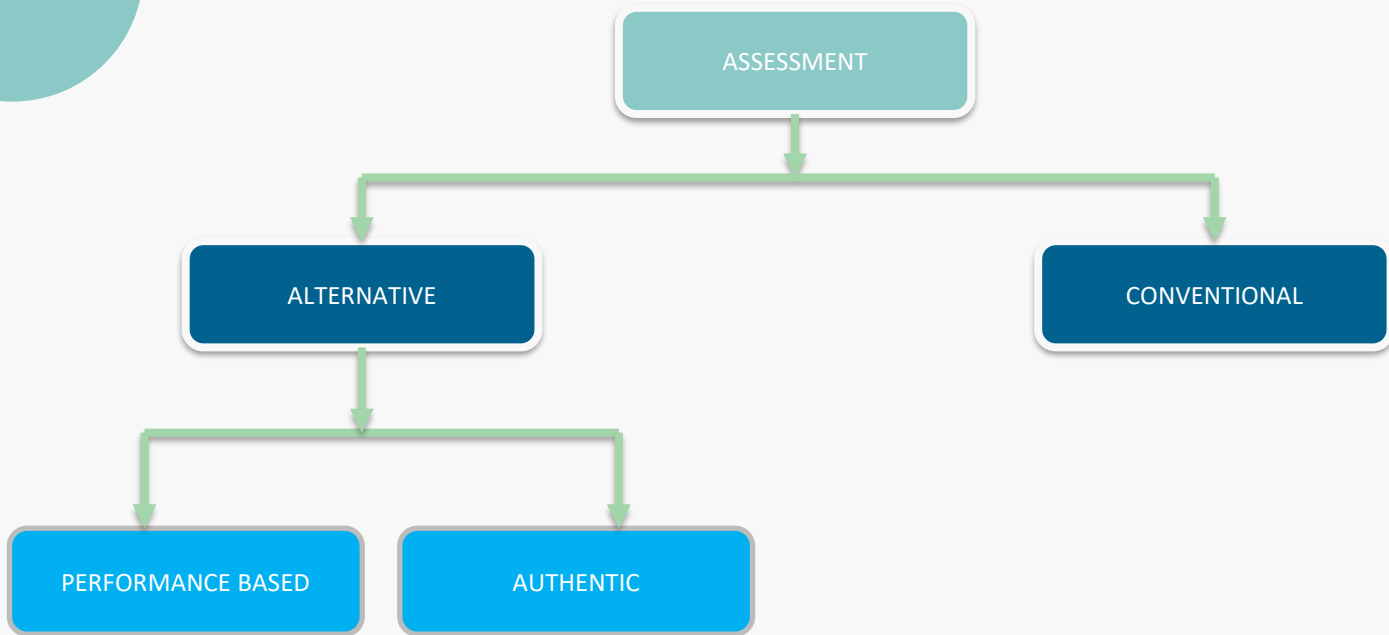
Gained more prominence in recent years

Significant in the 21st century

Strong in the 21st century

Prominent in the 21st century

- Beyond the traditional psychometrically driven testing.

- Determine what students can and cannot do, in contrast to what they know or do not know.
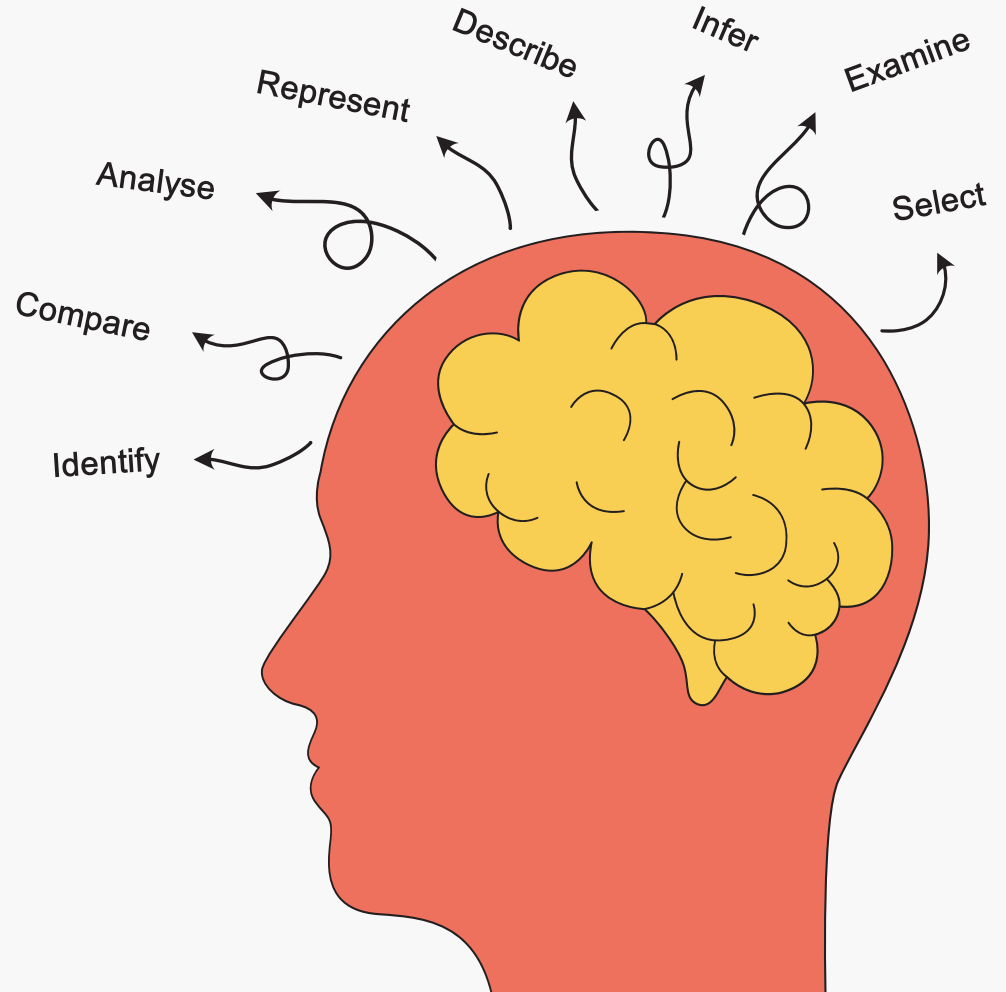
Alternative Assessment in simple terms:

1. **It's hands-on**: Students show what they've learned by doing projects, giving presentations, or solving real-world problems
2. **It's ongoing**: Instead of one big test at the end, teachers check student progress throughout the learning process
3. **It's personalized**: Students can often choose how they want to demonstrate their knowledge, which allows for creativity and different learning styles
4. **It's practical**: The tasks are often related to real-life situations, helping students see how their learning applies outside the classroom
5. **It's comprehensive**: It looks at a student's overall understanding and skills, not just their ability to memorize facts

02

Types and character of Alternative Assessment

Characteristics of Alternative Assessment

HUMAN JUDGMENT IN SCORING

05

REAL WORLD APPLICATIONS

04

MEANINGFUL INSTRUCTIONAL TASK

03

HIGHER LEVEL OF THINKING

02

STUDENTS PERFORMANCE

01
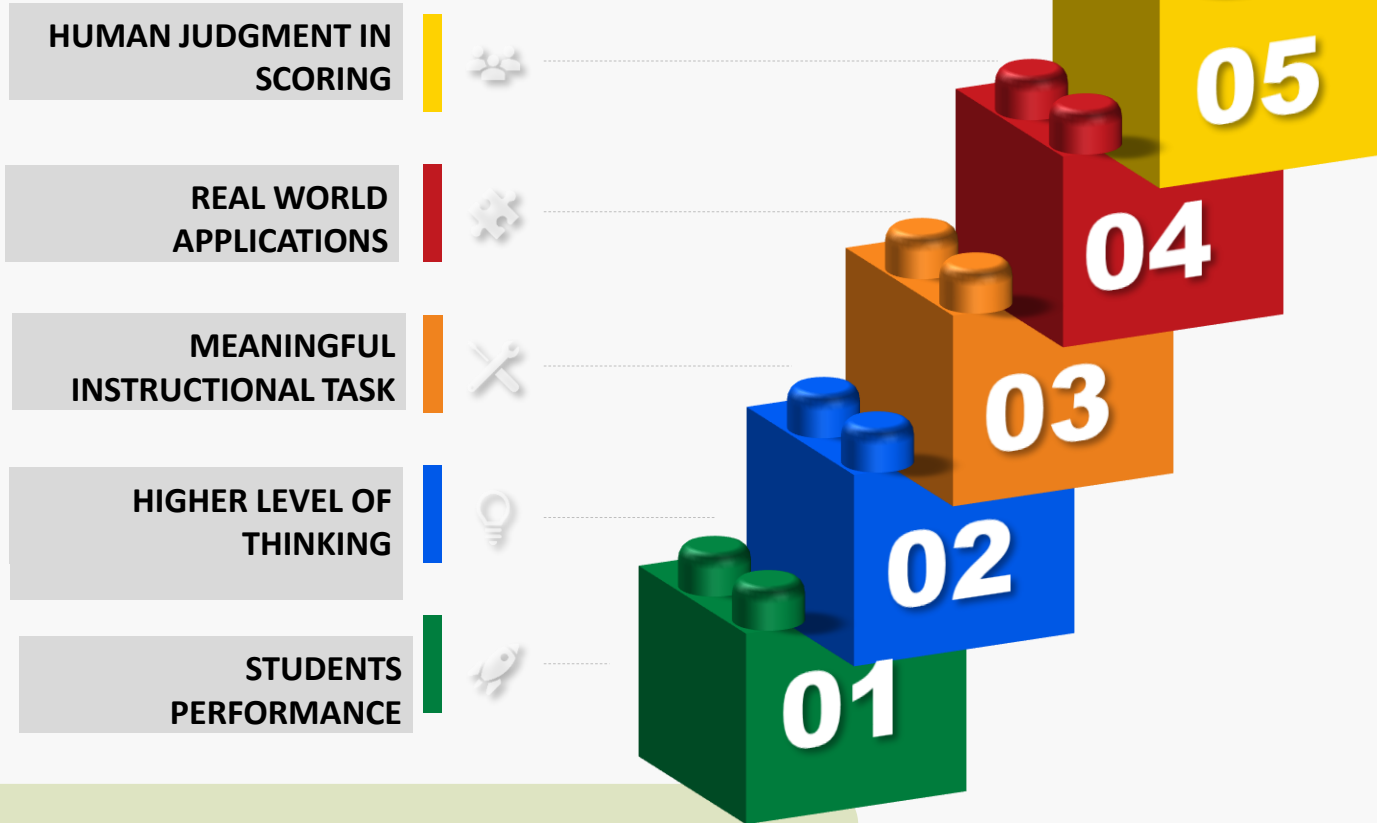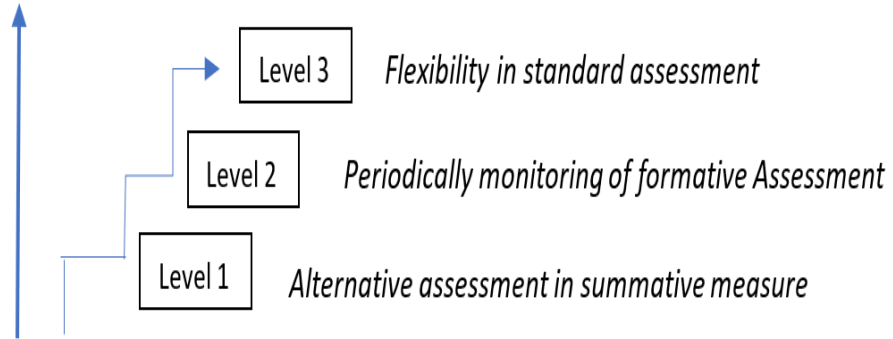
Figure 1: Ladder in Alternative Assessment

The Ladder of Alternative Assessment

|	
Putting up the ladder—Ground floor	• I plan interesting hands-on activities for students but still use traditional paper and pencil tasks to assess learning. • I do not use alternative assessments in my classroom. • I am interested in learning about alternative assessment techniques.
First steps—Level I	• I use one or more alternative assessment strategies as a summative measure at least once each grading period.
Moving up—Level II	• I use Level I measures in my classroom. • I use a variety of formative assessments at least four times during a grading period. • I use some formative assessment strategies in a summative format.
Nearing the top—Level III	• I use the measures listed in Levels I and II. • I encourage students to choose any medium to demonstrate their understanding of concepts and objectives. • I am open to increasing my knowledge of alternative assessment techniques.

TYPES OF ALTERNATIVE ASSESSMENT

Based on Wiggins, Stiggins, Paulson, Meyer, Wolf,Blumenfeld, Thomas, Barrows, Shepard

Performance- Based
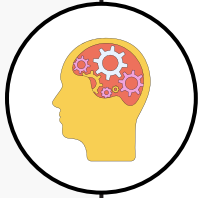
Perform a task or create a product that demonstrates learning (scientific experiments, oral presentation, musical performance)

Portfolio

A collection of student work over time that shows progress and achievement.

Project-Based

long-term projects that require problem-solving, collaboration, and real-world application.

Case study
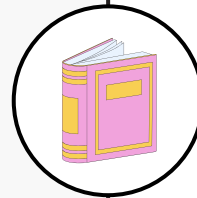
Assesses students' ability to analyze and solve real-world problems

TYPES OF ALTERNATIVE ASSESSMENT

Based on Wiggins, Stiggins, Paulson, Meyer, Wolf, Blumenfeld, Thomas, Barrows, Shepard

Reflection

Students evaluate their own learning, strengths, and areas for improvement.

Peer Assessment
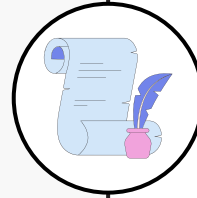
students evaluate each other's work based on criteria provided by the instructor.

Concept map
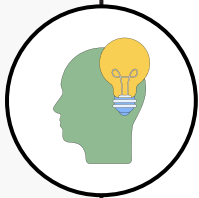
Uses graphic organizers to assess students' understanding and relationships between concepts.

Authentic

Involve the real world application and setting

03
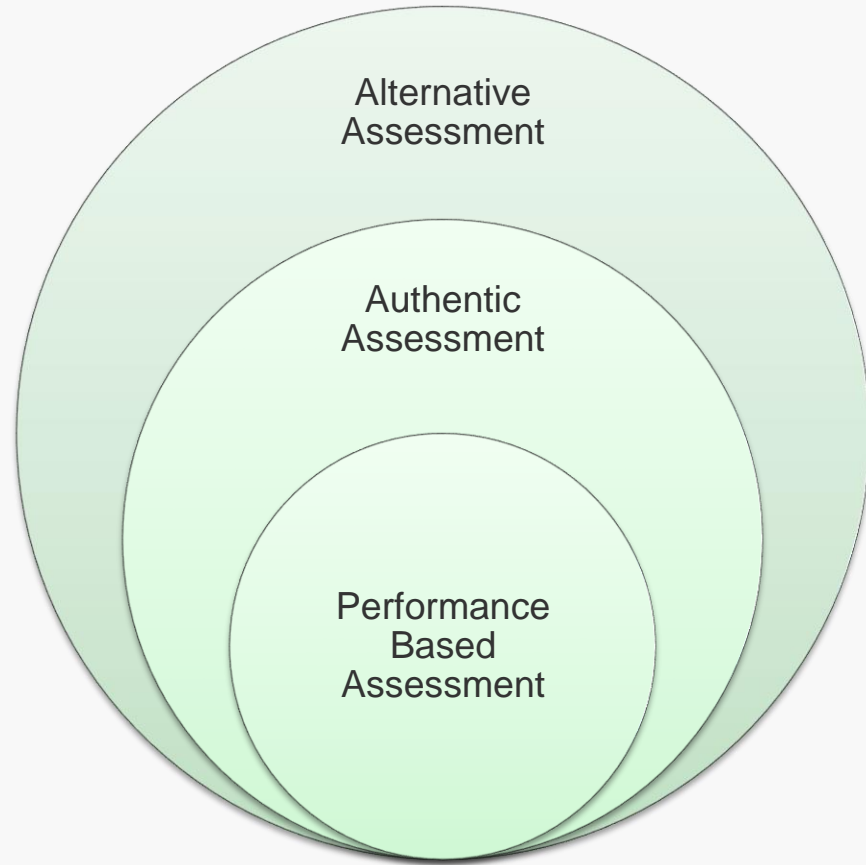
Authentic Assessment and its Relationship to Alternative Assessment

Authentic Assessment

- Some scholars see authentic assessment as a synonym for performance assessment (Hart, 1994; Torrance, 1995),

- while others argue that authentic assessment puts a special emphasis on the realistic value of the task and the context (Herrington & Herrington, 1998)

- Reeves and Okey (1996) pointed out that the crucial difference between performance assessment and authentic assessment is the degree of "fidelity" of the task and the conditions under which the performance would normally occur

Every authentic assessment is a performance assessment, but not vice versa

(Meyer, 1992)

ASSESSMENT TASK

The same knowledge, skills and attitude

AUTHENTICITY

criterion situation in professional life

AUTHENTCITY OF ASSESSMENT

More authentic

TASK

Students present the concept of research

Students create one research proposal

Students conduct field work study
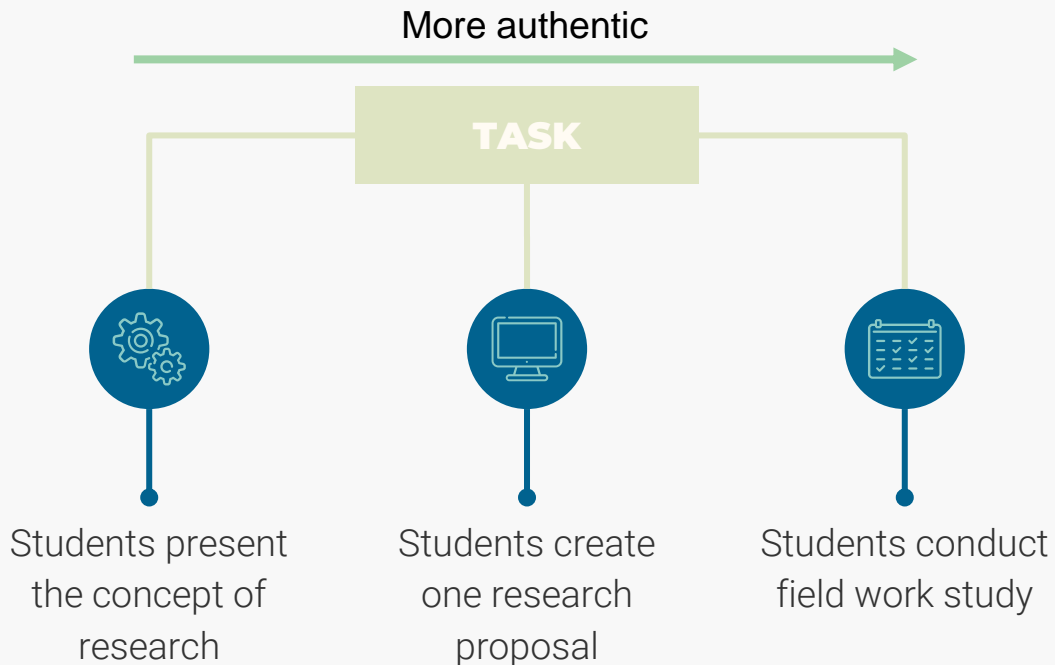
20-Minute Discussion

Any participants with the name begin with A / S / M / N / T

Share with others

For one learning outcomes, give 3 types of assessment that has different degree of fidelity (low, moderate and high)

The other participants will evaluate and give some comments

Represent

Describe

Infer

Examine

Analyse

Select

Compare

Identify

04
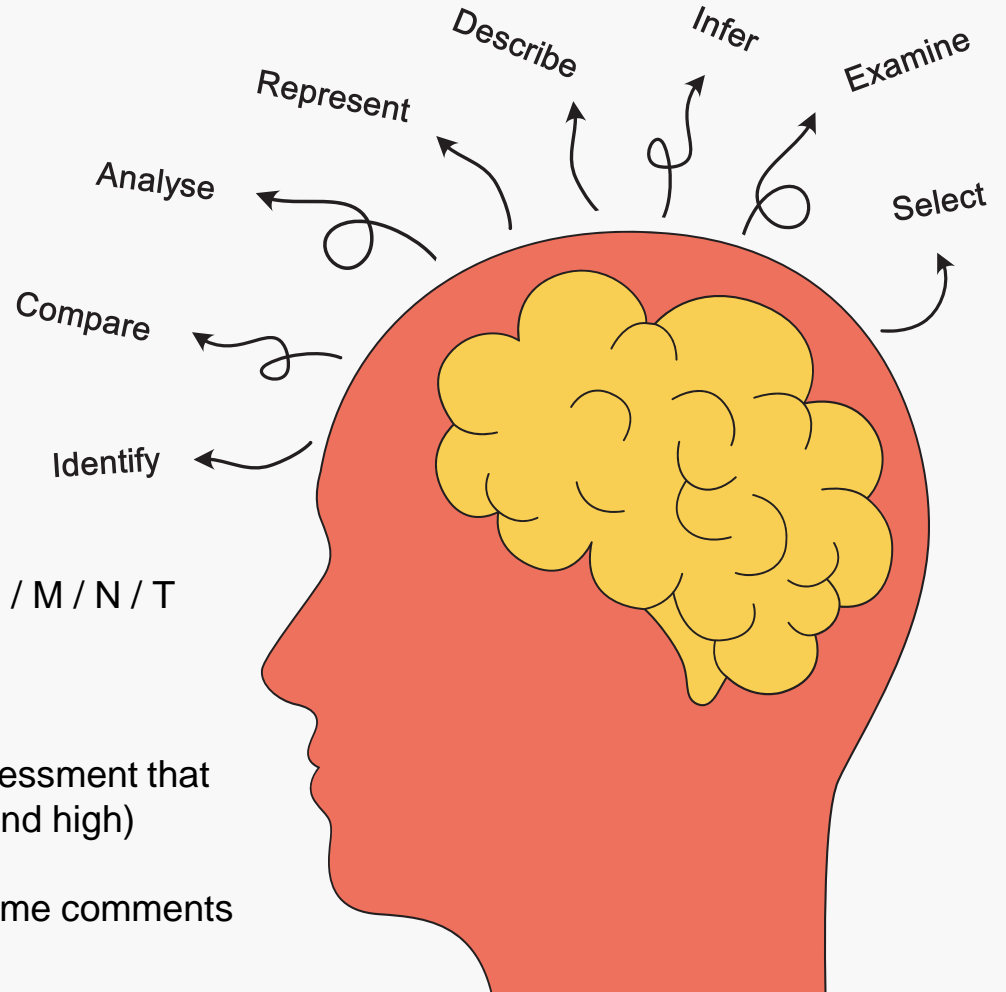
Best Practices for Effective Implementation of Alternative Assessment

BEST PRACTICES FOR EFFECTIVE IMPLEMENTATION

1. Align assessment with learning outcomes.

✅ Ensure assessments are **directly connected** to course learning outcome

✅ Example: If the goal is **critical thinking**, a **case study analysis** is more effective than a multiple-choice test.

2. Use clear rubric and criteria.

✅ Develop **well-defined rubrics** to maintain **consistency and fairness** in grading.

✅ Share rubrics with students **before** the assessment to set clear expectations.

✅ Example: A **portfolio assessment rubric** should include criteria for organization, depth of reflection, and quality of work.

BEST PRACTICES FOR EFFECTIVE IMPLEMENTATION

3. Incorporate Authentic and Real-World Tasks

✅ Design assessments that mirror real-life applications to enhance student engagement.

✅ Example: Instead of a written exam, engineering students design and present a bridge model to solve a structural challenge.

4. Provide Constructive Feedback.

✅ Feedback should be timely, specific, and actionable to help students improve.

✅ Encourage self-reflection by asking students to respond to feedback.

✅ Example: In a peer-assessment activity, students provide feedback using a structured format before final submission.

BEST PRACTICES FOR EFFECTIVE IMPLEMENTATION

5. Foster Student Involvement (Self & Peer Assessment)

✅ Engage students in self-assessment and peer assessment to develop metacognitive skills.

✅ Example: In a writing class, students evaluate their peers' essays using a rubric and provide constructive feedback.

6. Ensure Inclusivity & Accessibility.

✅ Alternative assessments should be flexible and accommodate diverse learners (e.g., students with disabilities).

✅ Example: Allow students to submit oral presentations, infographics, or reports based on their strengths.

BEST PRACTICES FOR EFFECTIVE IMPLEMENTATION

7. Integrate Technology for Efficiency & Engagement

✅ Use digital portfolios, AI-driven feedback, online discussion boards, and gamified assessments to enhance learning.
✅ Example: E-portfolios allow students to track progress and receive digital feedback.

8. Address Common Challenges & Misconceptions.

✅ Avoid subjectivity by using clear criteria and multiple assessors when possible.
✅ Manage workload by using group assessments or staggered deadlines for large classes.

BEST PRACTICES FOR EFFECTIVE IMPLEMENTATION

9. Use Multiple Forms of Assessment (Triangulation)

✅ Combine various assessment types to gain a comprehensive view of student learning.

✅ Example: A research paper (written), oral defense (verbal), and infographic (visual) can be assessed together.

10. Reflect and Improve the Assessment Process

✅ Regularly review the effectiveness of assessment methods and adjust based on student performance and feedback.

✅ Example: Conduct student surveys after an assessment to identify strengths and areas for improvement.

Take 5

05

Technology in Alternative Assessment

TECHNOLOGY IN ASSESSMENT

DIGITAL ASSESSMENT

- Automated assessment tools (Kahoot, Google Forms, LMS Quizzes)
- Immediate feedback (Auto grading)
- Digital portfolio (Showcasing learning progress over time)
- Enhance accessibility (screen readers, voice to text)
- E-proctoring &Security Features (Respondus, Proctorio)

AI IN ASSESSMENT

- Adaptive assessment – AI Adjust difficulty accordingly
- Personalized feedback – AI provide suggestion for improvement
- Predictive analytics- Identify at-risk students and tailoring intervention
- Plagiarism detection- (Turnitin, Grammarly)
- AI generate questions and assessment (ChatGPT, Quizziz)
- AI-Assisted Essay Grading – AI automated scoring and detailed feedback

No	Item	Yes (3)	Maybe (2)	No (1)
1	Have you used AI-powered tools to provide feedback on students' work?			
2	Do you use AI-driven plagiarism detection tools (e.g., Turnitin, Grammarly) in assessments?			
3	Have you designed an assessment using AI-generated test questions (e.g., ChatGPT, Quillionz)?			
4	Have you applied adaptive AI-based assessments that adjust difficulty based on student responses?			
5	Do you incorporate AI-powered analytics to track and predict student performance?			
6	Have you explored AI-driven proctoring tools (e.g., Respondus, Proctorio) for online assessments?			
7	Do you use AI to personalize assessments based on individual student needs?			
8	Have you considered AI ethics, bias, and fairness when designing AI-assisted assessments?			
9	Have you integrated AI-powered game-based assessments or simulations in your courses?			
10	Are you confident in explaining AI-driven assessments to other educators?			

SCORING AND INTERPRETATIONS

Beginner (10-15 pts)	Intermediate (16-25)	Master (26-30)
You are just starting to explore AI in assessment.	You have some experience but are still learning how to maximize AI in assessment.	You actively implement AI-driven assessments and can lead discussions on AI in education.

ASSESSMENT

No	Item	Yes (3)	Maybe (2)	No (1)
1	Do you use AI-powered tools (e.g., ChatGPT, Quillionz) to generate lesson plans or content?			
2	Have you used AI tools (e.g., Grammarly, Wordtune) to assist students in writing and communication?			
3	Do you use AI chatbots or virtual assistants to provide student support or answer FAQs?			
4	Have you integrated AI-driven language models (e.g., Google Translate, Speech-to-Text) to support multilingual learners?			
5	Do you use AI-powered learning management systems (e.g., Moodle, Blackboard AI tools) to track student progress?			
6	Have you incorporated AI-based gamification (e.g., Quizizz, Kahoot AI) to enhance student engagement?			
7	Have you used AI-generated videos (e.g., Synthesia, D-ID) or interactive content in your teaching?			
8	Do you use AI-based adaptive learning tools (e.g., Knewton, Smart Sparrow) to personalize student learning?			
9	Have you considered AI ethics, bias, and responsible AI use when designing AI-enhanced lessons?			
10	Are you confident in guiding other educators on how to use AI for teaching and learning?			

SCORING AND INTERPRETATIONS

Beginner (10-15 pts)

You are just starting to explore AI in teaching

Intermediate (16-25)

You have some experience but are still discovering more AI teaching strategies.

Master (26-30)

You actively integrate AI in teaching and can mentor others on AI-powered pedagogy..

ASSESSMENT

06

Issues, Challenges, and Misconceptions in Alternative Assessment
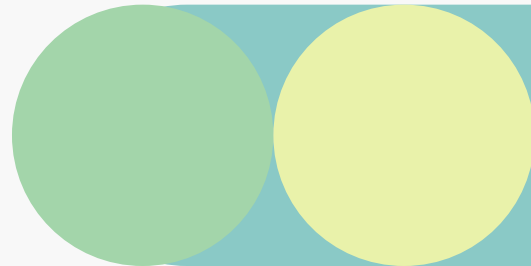
Practise 6

padlet

Write 1 Challenges / Issues / Misconception that you experienced when implementing alternative assessment

07

Assessment Design and Application Alternative Assessment

Designing Alternative Assessment

Example

Learning Outcomes	Alternative Assessment Methods	Assessment tools	Transformative Learning activities	Online Platform
Students should be able to apply and conduct in a group, the research using a valid instrument	Research proposal, review of literature, interview script,	Rubric, answer scheme, checklist,	Mini scale research, Case study, interview, group discussion	UTM E-learning Moodle Assignment NearPod EdPuzzle, Padlet Trello
Students should be able to analyze the information ethically, respect group members and able to take actions that involve others through e service-learning activities	Portfolio. Observation, peer assessment	Rubric, anecdotal notes, rating scale.	Service Learning, information searching, presentation,	E-portfolio, Moodle Blog Entries, Wordpress, Blogger EduBlog

What lecturers should do?

Time	Activities	Online Tools	Assessment Tools
Week 1	Briefing and distribute course information, forming group	E-learning BBB/ Webex / Zoom/Whatsapp	-
Week 2 to Week 5	Online Class Online formative Assessment (Reflection) Online task progress report (Draft 1)	UTM E-learning/Whatsapp BBB/ Webex / Zoom Kahoot/ Padlet	Rubric for reflection Rubric for project report
Week 6 to week 9	Online Class Online formative Assessment (online presentation) Online task progress report (Draft 2)	E-learning/Whatsapp BBB/ Webex / Zoom Kahoot/ Padlet	Rubric for online presentation Rubric for project report
Week 10 to Week 13	Project implementation (can be formative or summative) Online task progress report (Draft 3)	Online platform chosen by students Upload the evidence (video screen cast)	Rubric for e-service learning project
Week 14 –Week 15	Assignment Submission Online Presentation (Summative Assessment	E-learning BBB/ Webex / Zoom/Whatsapp	Rubric for online presentation Rubric for project report

Evaluation and Reflection in Alternative Assessment

Providing Constructive Feedback

Key Focus:

- Importance of timely and meaningful feedback.
- How feedback improves student learning and motivation.
- Methods: Rubrics, AI-generated feedback, personalized comments.

Engage students in self reflection and peer review

- Key Focus

- Benefits of self-assessment in promoting critical thinking.
- Peer assessment as a collaborative assessment strategy.
- Tools: Reflective journals, discussion boards, self-rating rubrics.

Using assessment data for continuous improvement

- Key Focus :

 - How educators can analyze assessment results to refine teaching.
- The role of learning analytics and AI in tracking progress.
- Strategies for making data-driven decisions in assessment.

09

Implications of Alternative Assessments
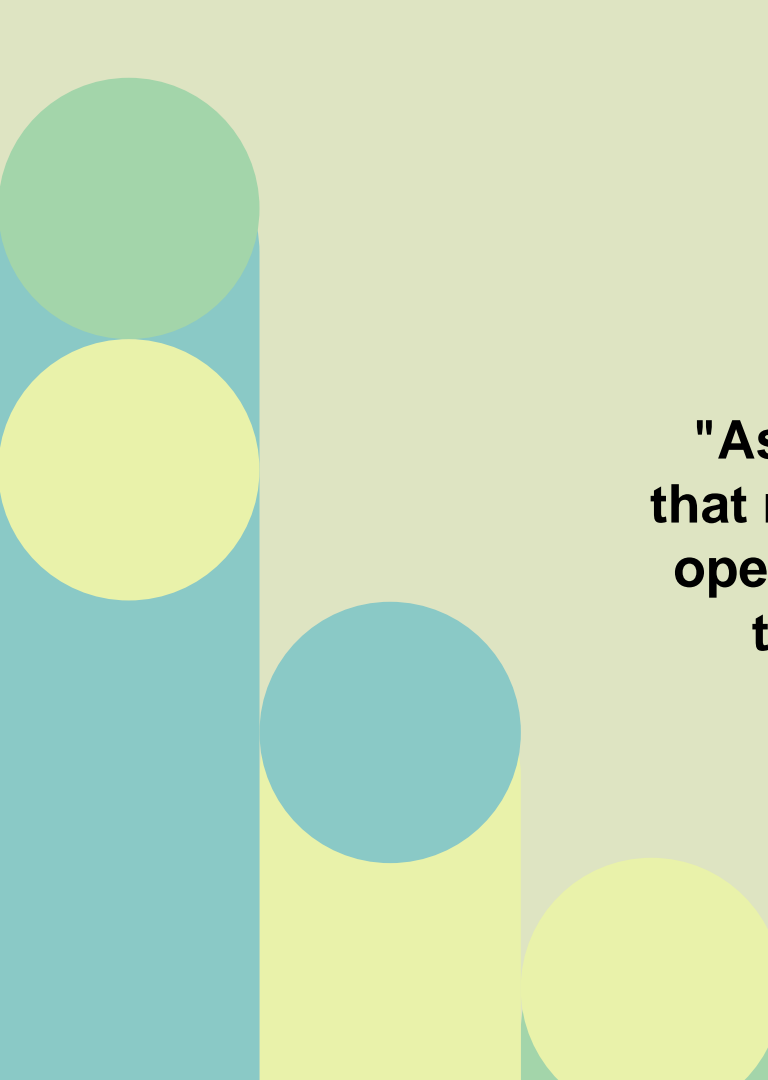
IMPLICATION OF EFFECTIVE IMPLEMENTATION

No	Effective Implementation	Implication
1	Aligning all the assessment with outcomes	Ensures assessments are meaningful, relevant, and directly measure student learning progress
2	Providing clear expectation and standard (rubric)	Helps maintain consistency and fairness in evaluation. Reduces student anxiety and confusion, promoting transparency in grading and helping students understand performance criteria.
3	Monitoring and giving feedback to the students	Encourages continuous improvement, enhances learning engagement, and helps students self-regulate their learning process.
4	Practising authentic assessment	Increases real-world applicability of knowledge and skills, fostering deeper understanding and long-term retention of learning concepts.
5	Encouraging stidents' autonomy in assessment	Empowers learners to take responsibility for their progress, enhances motivation, and promotes self-directed learning.

IMPLICATION OF INEFFECTIVE IMPLEMENTATION

No	Ineffective Implementation	Implication
1	Assessing product rather than process	Leads to a focus on end results rather than student learning progress, reducing opportunities for reflection and growth.
2	Giving one-time evaluation	Limits student improvement as they do not receive ongoing feedback to refine their learning and skills.
3	Under-estimating students 'capability in peer and self assessment	Reduces student autonomy, discourages self-reflection, and minimizes opportunities for collaborative learning
4	Ignoring the validity and the reliability of the instrument tools	Results in unfair or inconsistent grading, leading to potential bias and inaccurate representation of student performance.
5	Spoon-feeding rather than constructive feedback	Creates dependency on teachers instead of fostering critical thinking, problem-solving, and independent learning skills.

SUSTAINABLE IMPLEMENTATION PLAN

No	Sustainability	Implementation Plan
1	Personalized and targeted assessment	Provide few personalized assessment module for 1 CLO
2	Standardized yet adaptable tools	Develop assessment tool bank for the same skills
3	Inclusive and flexible assessment	Involve flexible assessment according to the students ability and background
4	Data-driven continuous improvement	Assess the effectiveness of the assessment method with students' performance
5	Capacity building for sustainable assessment	Develop **professional assessors** in universities through structured training, certification programs, and best practice sharing.

"Assessment should be a mirror that reflects learning, a window that opens opportunities, and a bridge that connects knowledge to practice."

اللهم بلغنا رمضان

"Like alternative assessments in education, fasting is not just about performance—it's about reflection, transformation, and preparing for greater challenges."

"Ramadan teaches us that the best assessments are not about competition, but about self-improvement, humility, and closeness to Allah."

Thank You!