

A faint, light gray map of North America, including the United States, Canada, and Mexico, serves as the background for the slide. The map is centered and occupies most of the frame.

GUIDELINES TO GOOD PRACTICES

MQA 2012

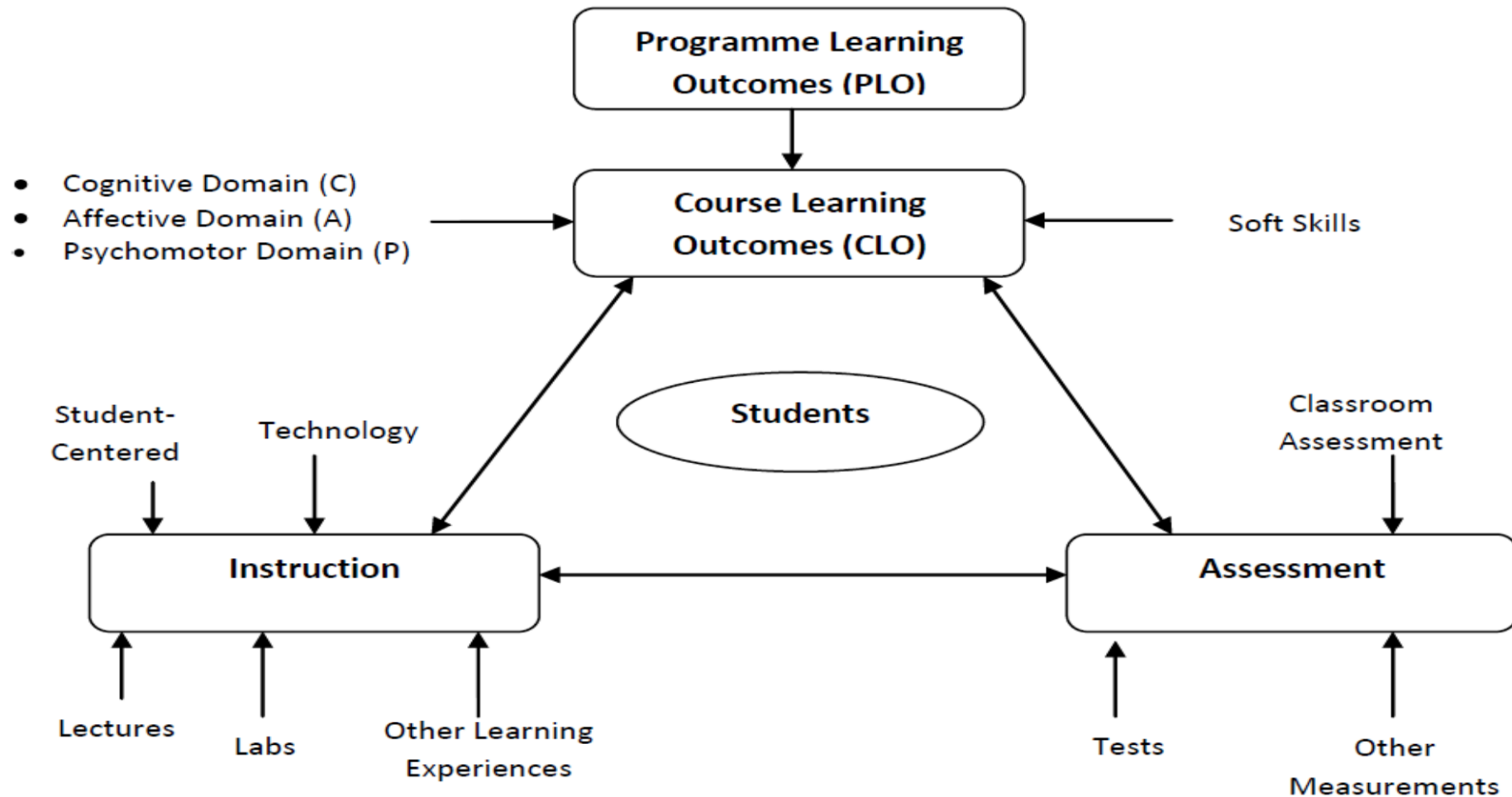
PREMISE

- “is premised on the fact that **assessment is integrated with and cannot be separated from student learning**. Furthermore, research (see for example, Biggs, 2003) suggests that **assessment drives student learning** and **directly influences students’ approaches to study**.”
- “For example, if assessment tasks for a particular programme and course require students to only **reproduce** or regurgitate information, then students will study only to **reproduce** information.”

PURPOSE

- “The purpose of higher education begins with graduates being able to **reproduce knowledge** of terminologies, language, concepts, principles, theories, criteria and processes required for **familiarisation** with the discipline. This knowledge is the **basis** for learning experiences that **nurture deep understanding** of the subject matter. “
- “More importantly, the purpose of higher education is to **develop** in students the ability to **use their deep understanding** so that they can identify, clarify and provide viable solutions to issues that concern the **individual**, the **workplace**, **society** and the **country**. “

ALIGNMENT



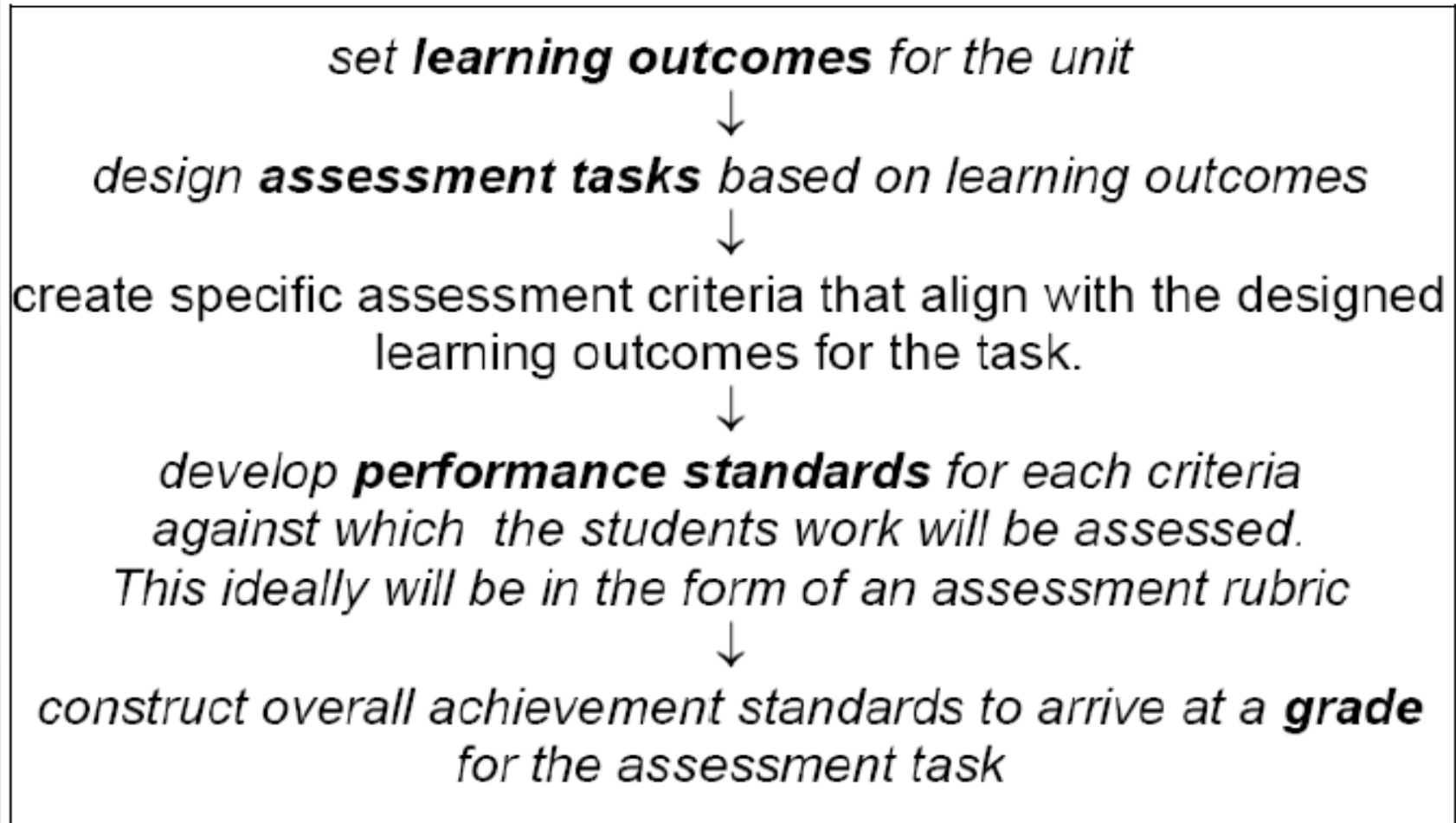
ASSESSMENT SERVES TO...AFL & AOL

- **promote** learning;
- **measure** performance, by awarding grades which indicate whether and how well a particular student has attained the stated LOs;
- **determine** whether a particular student is sufficiently well prepared in a subject area to proceed to the next level of instruction;
- **provide** feedback to students which indicates levels of attainment and diagnoses misunderstandings and learning difficulties; and
- **provide** feedback to teaching staff to identify and diagnose ineffective teaching methods/ techniques.

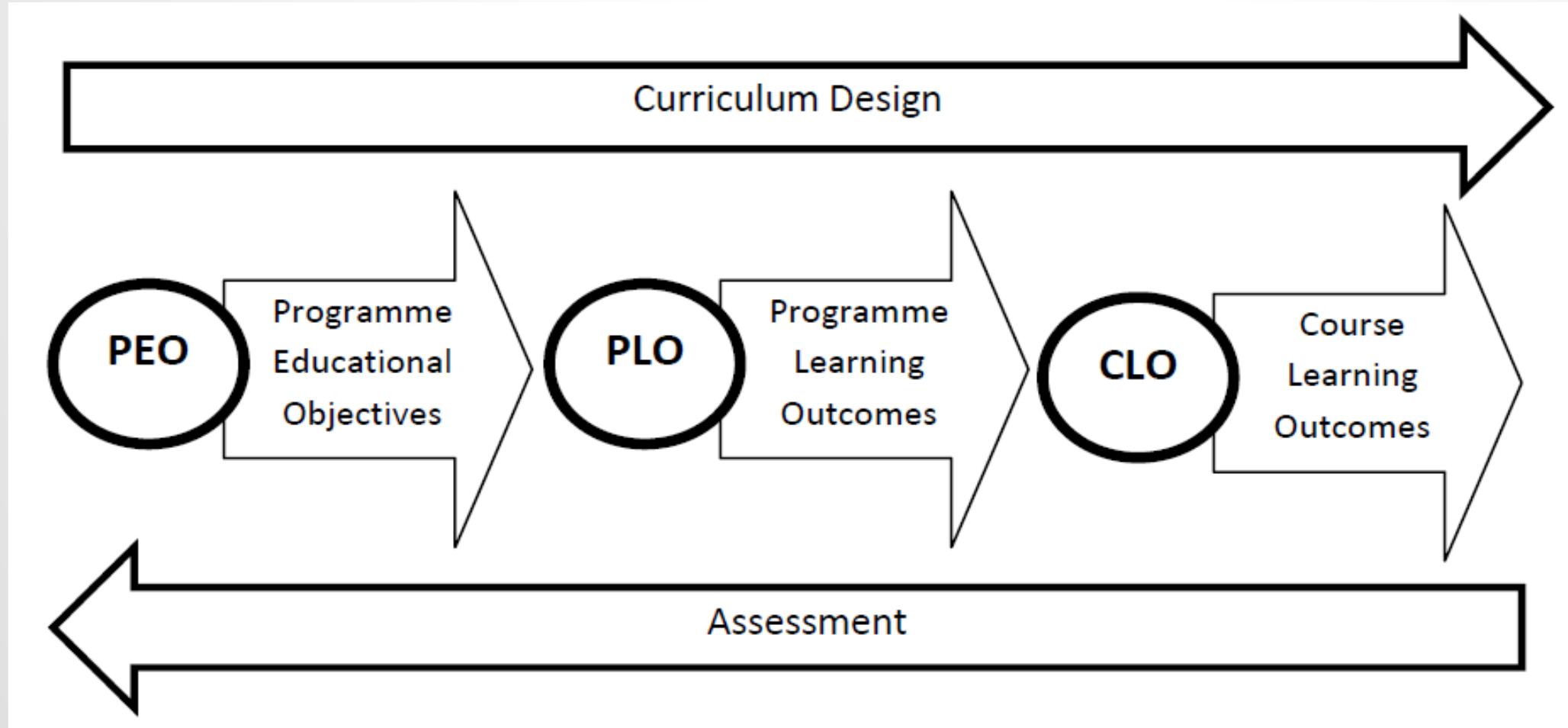
OUTCOME-BASED ASSESSMENT

- Outcomes-Based Assessment (OBA) involves choosing assessment tasks or instruments that are constructively aligned with attainment of the LOs. It also means choosing assessment methods and tasks that will **support learners** in their learning progress (formative assessment), and that will **validate their achievement** of the LOs at the end of the learning experiences (summative assessment).
- For example, if the LO for a student is to be able to **explain** about energy conservation in thermodynamic processes, then the assessment methods and tasks chosen must involve the students **providing explanation** about energy conservation in one or more thermodynamic processes.

ALIGNING ASSESSMENT WITH LO



FORWARD AND BACKWARD



OUTCOME-BASED GRADING

- “Outcomes-based assessment procedures require academic staff and programme heads to move away from a **quantitative and analytic** view of students’ knowledge attainment through averaging of marks from various assessment tasks, to practices that **qualitatively and holistically** make judgment of LO attainment.
- In outcomes-based grading, students’ learning is demonstrated by their **direct performance** in the attainment of LOs or **indirect performance** in the assessment tasks used to collect evidence.”

REPRESENTATIVENESS

“Assessment provides feedbacks on the extent that course LOs are achieved. Lesson LOs are mapped to course LOs to ensure that each lesson LO contributes to the achievement of one or more of the course LOs. Consequently, content to be taught is determined based on the lesson LOs to be achieved. **However, lesson LOs may differ from assessment outcomes because it is not possible to assess all contents taught due to constraints such as time.** Thus, assessment may only cover a sample of the contents that are taught but academic staff must assure that the contents assessed represent the course content.”