



GUIDELINES FOR UUM REMOTE LEARNING ASSESSMENT



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LIST OF TASKFORCE MEMBERS

ADVISOR

YBrs. Prof. Dr. Yusnidah Ibrahim
Deputy Vice Chancellor (Academic & International)

CHAIRPERSON

Prof. Dr. Nurahimah Mohd. Yusoff
Director of Academic Excellence Development Unit (AEDU)

COMMITTEE

Prof. Dr. Abdul Malek Abdul Karim
Assoc. Prof. Dr. Muhamad Shahbani Abu Bakar
Prof. Dr. Arsaythamby Veloo
Assoc. Prof. Dr. Arpah Abu Bakar
Assoc. Prof. Dr. Faizuniah Pangil
Assoc. Prof. Dr. Rohana Abdul Rahman
Assoc. Prof. Dr. Mohd Isha Awang
Assoc. Prof. Dr. Norliza Khusairi
Assoc. Prof. Dr. Ruzlan Md. Ali
Dr. Chuah Chin Wei
Dr. S. Kanageswari A/P Suppiah Shanmugam
Dr. Siti Noratisah Mohd Nafi
Dr. Siti Seri Delima Abdul Malak
Dr. Wan Nurisma Ayu Wan Ismail

SECRETARIAT

Azian Nafiah
Zairi Afandi Ishak

12 April 2020

PREFACE

As we are all aware, the teaching and learning (T&L) and assessment activities at the Universiti Utara Malaysia have been affected by the global COVID-19 outbreak and the subsequent nationwide enforcement of the Movement Control Order (MCO) commencing 18th March 2020 until 31st March 2020, which has now been extended until 14th April 2020.

Upon the advice and in reference to the guidelines issued by the Ministry of Higher Education and the Higher Education Programme Management Post Movement Control Order (MCO) COVID-19 by the Malaysian Qualifications Agency (MQA), the University has undertaken due diligence of the lecturers' and students' preparedness and the state of readiness of associated infrastructure. Thus, it has been decided that the T&L process shall proceed as follows:

Firstly, all teaching and learning (T&L) activities will be conducted using online learning or other suitable remote learning methods.

Secondly, any forms of assessment, whether mid-semester exams, assignments, quizzes, project presentations and others, including final exams, will be carried out via online or any other methods to be determined later.

To ensure the smooth implementation of the T&L for all academic programmes at UUM during this uncertain and challenging time, the remote learning mode is adopted in place of the face-to-face (traditional) method. It is thus essential that a guideline for the implementation of the remote learning assessment be developed.

This Handbook provides a guideline for instructors (whether they are teaching the undergraduate or postgraduate programmes) with three major contents, namely, **Strategies for Remote Learning Assessment** with special emphasis on Alternative Assessment; **Rubrics for Remote Learning Assessment**; and the **Vetting and Grading System**. The operational definition of terms used in the Handbook and the principles of teaching and learning are included in the **Introduction** to provide a basis to instructors' understanding of the remote learning process.

It is hoped that this guideline will assist instructors to assess their learners objectively and fairly.

CHAPTER 1 INTRODUCTION

1.1 Online Learning (OL) versus Remote Learning (RL)

There is a need for instructors to distinguish between Online Learning and Remote Learning. Table 1.1 is a summary of the major differences.

1.1.1 Operational definition

Table 1.1: OL versus RL

Online Learning (OL)	Remote Learning (RL)
Any forms of learning via the internet. Often online learning is combined with the traditional classroom face-to-face interactions and referred to as blended learning .	Any forms of learning using the internet and technology (such as printed book, radio, television, and thumb drive) but without the traditional classroom face-to-face interactions. Remote learning can be done synchronously and/or asynchronously .

1.1.2 Remote learning design, delivery, and assessment

In order to prepare lessons during the Covid19 pandemic outbreak, instructors need to equip themselves with the new ways of designing, delivering, and assessing their courses. Table 1.2 provides a summary of what would be involved in the three different processes:

Table 1.2: A summary of RL Design, Delivery, and Assessment

RL Design	RL Delivery	RL Assessment
<p>Instructors can use these important steps in designing their lessons:</p> <p>Step 1: Diagnosis of learners' needs.</p> <p>Step 2: Formulation of Course Learning Outcomes.</p> <p>Step 3: Selection of course content.</p> <p>Step 4: Organization of course content.</p> <p>Step 5: Selection of learning experiences.</p> <p>Step 6: Organization of learning experiences.</p>	<p>Instructors are encouraged to deliver in two ways: synchronous and/or asynchronous.</p> <p>Synchronous learning involves learning in real-time such as chats, teleconferencing, videoconferencing, live-streaming lectures, and virtual classroom.</p> <p>Asynchronous learning, on the other hand, involves materials prepared by instructors for learners to review at their own time. Materials may include viewing or reading, listening (video and podcast), assign-</p>	<p>Instructors may opt for Continuous Assessment, also known as the Formative Assessment, and/or Online Final Examination, which is referred as the Summative Assessment. In many circumstances, RL uses Alternative Assessment which promotes a holistic assessment of the learning outcomes and the learning processes.</p>

	ments and projects for completion, to name a few. Instructors are advised to prepare a variation of delivery modes to accommodate learners with different internet accessibility.	
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1.2 Principles of Teaching and Learning

The following six principles can be used as a guideline for instructors when using the remote learning method during the COVID-19 outbreak. Instructors need to consider these principles during the process of designing, delivering and assessing their teaching and learning activities. Nevertheless, the ones described in this section will be more relevant to be applied when **assessing activities via remote learning**.

1.2.1 Student-centred learning (SCL)

Despite learners being away from campus and having to work or study from home, the consideration for SCL may still need to be addressed. Instructors may prepare online formative assessment (i.e. projects, portfolio, case study, reflection paper etc.) which requires learners to work in a group or a team. Many learners perform better during **collaborative activities** as they share their experiences and gain soft skills throughout the process. SCL activities do not only require learners to be **active participants**, but also provide **learner-engagement for higher order thinking skills**. There are several online tools/platforms to be used for SCL activities which will be discussed in chapter two.

1.2.2 Learning outcomes (LO)

In Outcome-Based Education (OBE), the learning outcomes are developed to measure learners' performances based on the aligned activities and assessments. Similarly, in RL, instructors should revise their course learning outcomes to align with the related synchronous or asynchronous activities conducted. It is recommended that instructors use the Revised Bloom's Taxonomy (2011) in the preparation of cognitive learning outcomes to measure learners' performances. As an example, Figure 1.1 shows the *Padagogy Wheel* for LO verb selection.

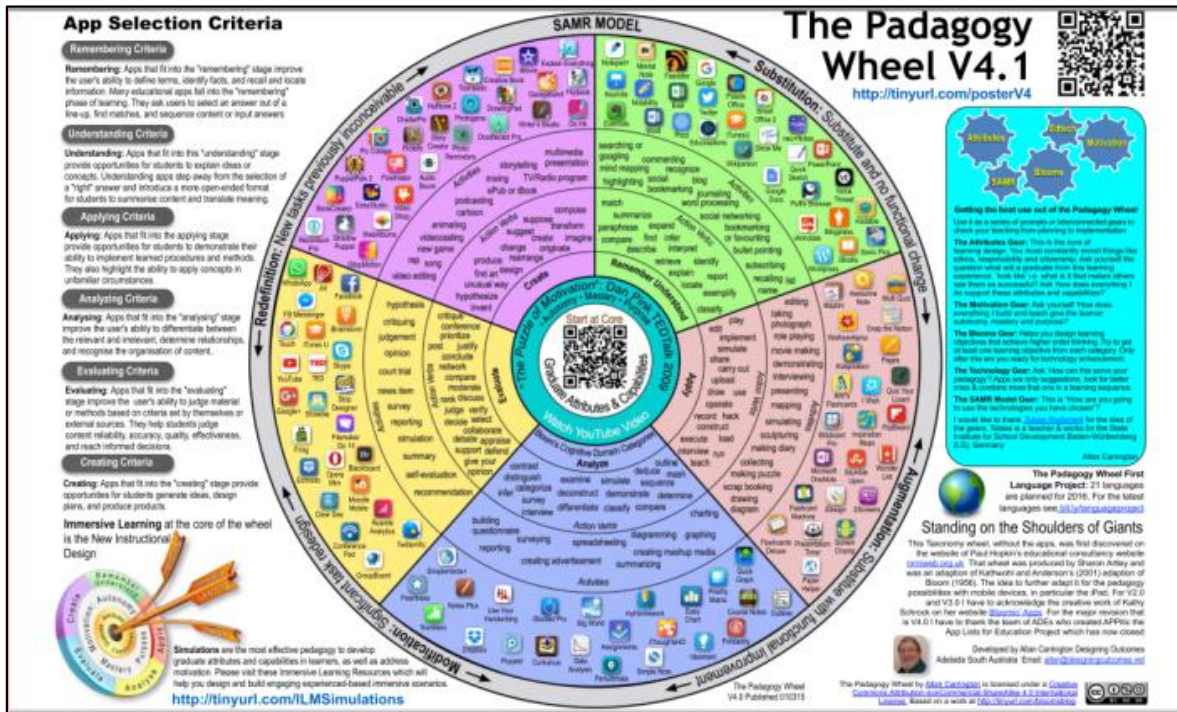


Figure 1.1: The Pedagogy Wheel (Carrington, 2016)

1.2.2.1 Learning outcomes cluster (LOCs)

These learning outcomes cluster clarifies the demand and complexity of learning at each level. It is within the context of study and/or work/practice situations, where for example, knowledge and understanding are required concurrently as these traits are dominant and important in pursuing higher education and advanced skills training. The five clusters of learning outcomes are:

- a. Knowledge and understanding
- b. Cognitive skills
- c. Functional work skills with focus on:
- d. Practical skills
- e. Interpersonal skills
- f. Communication skills
- g. Digital skills
- h. Numeracy skills
- i. Leadership, autonomy and responsibility
- j. Personal and entrepreneurial skills
- k. Ethics and professionalism.

1.2.3 Process and product in teaching and learning

The process and product in teaching and learning refer to what the instructor does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is that the components in the teaching system, especially the teaching methods

used and the assessment tasks, are aligned with the learning activities assumed in the intended outcomes. Figure 1.2 shows the process and product in teaching and learning.

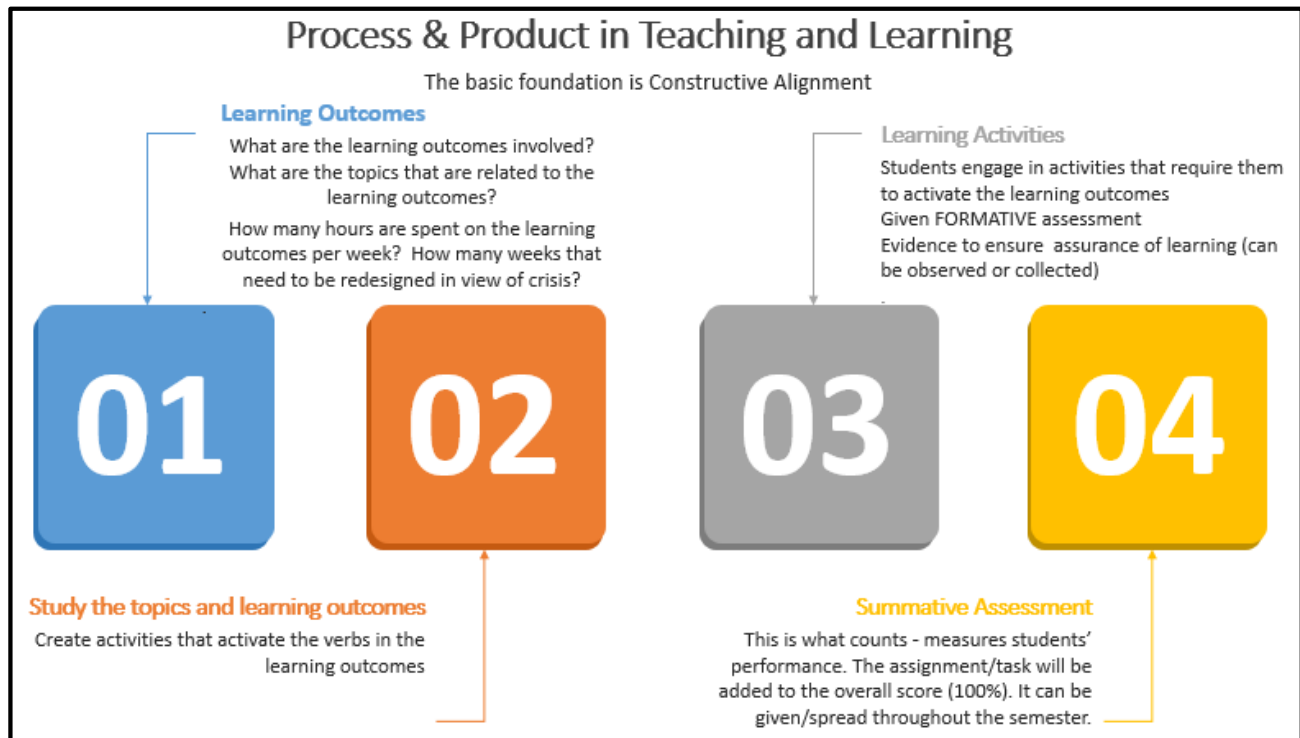


Figure 1.2: Process and Product in Teaching and Learning

1.2.4 Student learning time (SLT)

There are two important aspects to be considered with regards to RL assessment and the SLT. First, it needs to be planned as it is done for traditional assessment. Secondly, the RL assessment must be appropriate for the course load. According to MQA (2019) Guideline, SLT includes all formal and non-formal teaching and learning (T&L) activities, inclusive of face- to-face T&L (lecture, tutorial, practical, etc.), self-preparation time (preparation for assessment, revision, assignment, project, etc.) and formal assessment (continuous assessment and semester end examination). The calculation for one (1) credit is 40 notional hours. Therefore, for a three-credit course will require 120 notional hours. Figure 1.3 shows an example of an SLT Calculation.

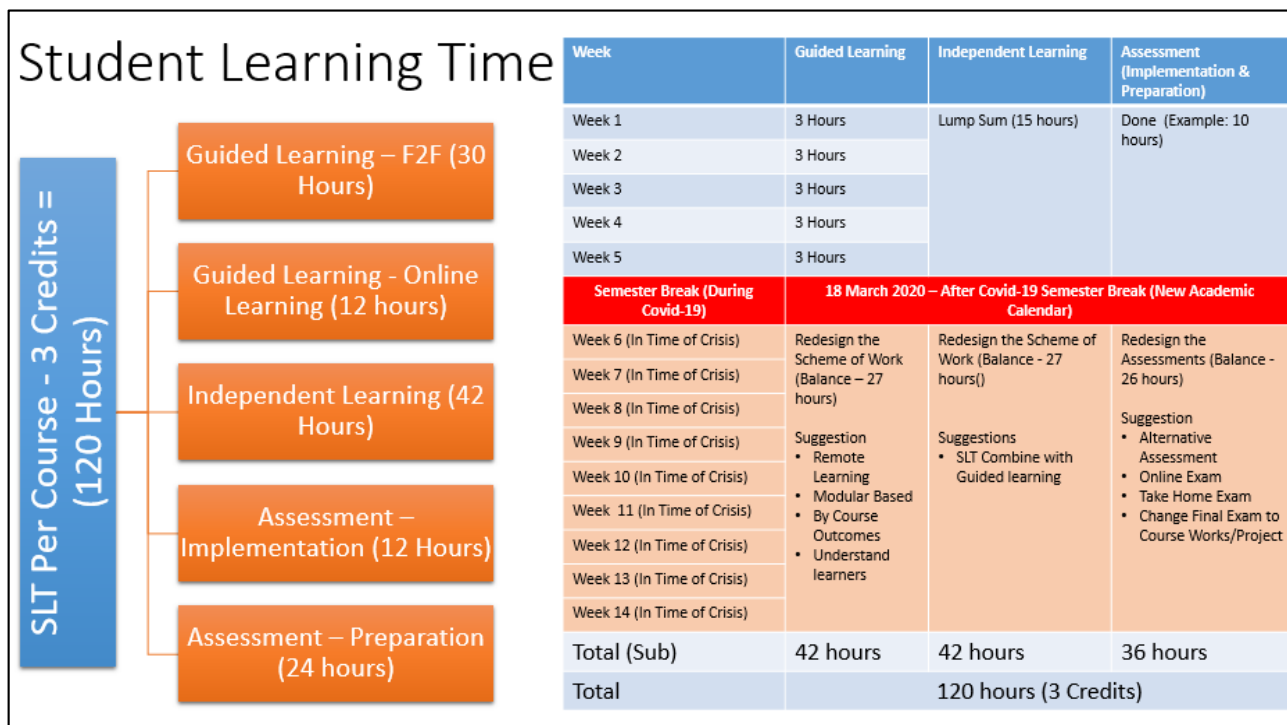


Figure 1.3: An example of an SLT Calculation

1.2.5 Constructive alignment (CA)

The element of CA is important in any teaching and learning, and assessment. Instructors need to ensure that the assessment tools and activities match their course learning outcomes. The assessment weightage too must be appropriate for the course load. Examples of CA related to Cognitive, Affective, and Psychomotor learning outcomes and RL assessment activities will be dealt in Chapter 2 of this guideline.

1.2.6 Learners’ accessibility background

During the MCO period, different students face different issues pertaining to their locality with differing quality of IT infrastructure, the issues of availability and stability of the internet as well as suitable equipment. These concerns should be foremost in the instructors’ mind when preparing the RL assessment. In this time of Covid19 outbreak, learners may be divided into:

- a. Those with good learning infrastructure/internet access.
- b. Those with moderate learning infrastructure/internet access.
- c. Those with no learning infrastructure/internet access.

As suggested by many educationists, asynchronous assessment methods should be given a priority rather than synchronous assessment method which require real-time interactions.

CHAPTER 2

REMOTE LEARNING ASSESSMENT

2.1 Introduction

Assessment is an integral part of learning. In any learning session, assessments must be done to ensure that the knowledge and skills intended to be delivered are being captured or learnt by the learners. Traditionally, learning occurs in a classroom and the assessment of learning can be conducted face-to-face. However, when learning is delivered via remote learning, alternative assessment needs to be considered. As face-to-face assessments could no longer take place, alternative methods are needed to assess the same learning outcomes. In such a situation, assessments that provide flexibility while ensuring accountability is important.

2.2 Alternative Assessment

Alternative assessment assumes that knowledge is configured and constructed by the learner, where this knowledge could differ from one context to another (Nasri et al., 2010). This form of assessment puts learners in real situations or simulating reality, and it examines their responses (Kirikkaya & Vurkaya, 2011). In the context of remote learning, alternative assessment requires learners to complete various tasks and activities remotely (i.e. at their own individual locations), and it may encapsulate authentic examples of the achievement of complex outcomes. Hence, alternative assessment for remote learning usually assess and evaluate higher-level thinking skills such as problem solving, reflecting, synthesizing, and creative thinking.

2.2.1 What are the characteristics of alternative assessment?

Some of the characteristics of alternative assessment, is that it:

- a. is nonintrusive, as they are often an extension of class or lecture activities.
- b. is engaged in alternative assessments are associated with meaningful instructional activities.
- c. focuses on both process and product.
- d. is sensitive to cultural diversity among learners.
- e. encourages transparency in the expected standards and in the rating criteria.
- f. requires instructors to engage with new roles in instruction and assessment.
- g. is used to determine what learners can and cannot do, in contrast to what they do or do not know.
- h. measures applied proficiency more than it measures knowledge.
- i. gives learners the opportunity to do one or more of the following:
 - demonstrates learners' ability
 - performs a meaningful task
 - receives feedback by a qualified person in terms of relevant and defensible criteria.
- j. assesses learners' proficiency in performing complex tasks that are directly associated with the course learning outcomes.

2.2.2 What are some examples of alternative assessment?

There are many types of assessment that can be done for assessing remote learning (refer to Table 2.1 and 2.2). Some of them include:

2.2.2.1 Take-home examination

Take home exam is also known as an "open book examination". It is an assessment method designed in a way that allows learners to refer to either class notes and summaries or a "memory aid", textbooks, or other approved material while answering questions. An open book exam can also mean that learners are provided with the exam questions prior to sitting the formal exam or are to complete as a 'take home' examination.

The main premise for open book exams is that teachers can devise questions that require learners to answer in more critical and analytical ways thus encouraging higher-order thinking skills in their learners; as compared to closed book or traditional exams that tend to encourage rote learning and more superficial application of knowledge.

2.2.2.2 Online Test or Examination

Online examination is most suitable to be used when assessing learners understand and comprehension regarding a certain topic. It can only be implemented with the availability of internet connection. Regardless of where they live, learners can do the online examination with their own device. Some online examination provides the flexibility to learners to do it at any time that is convenient to them, while others required the learners to answer it at a certain pre-determined time.

2.2.2.3 Project-based

A project-based assessment is an appropriate technique to utilize and measure the higher order thinking skills of learners as it includes applying a multi-faceted skill to be applied in a project. A project-based assessment allows the application of what was learned in the class. A project-based assessment can be a singular project to be graded at the end of a marking period or to be graded at designated intervals.

2.2.2.4 Portfolio

Portfolio assessment aimed at assessing the depth and scope of a learner's understanding of the knowledge taught. A portfolio assessment allows learners to demonstrate their contributions at a comprehensive level. Using a portfolio assessment, the instructors can align their lesson plans with the output in a visual way, thus allowing learners to visualise the progress.

2.2.3 What are the advantages of alternative assessments?

Alternative assessments allow instructors ways to assess valued skills among their learners. Additionally, these assessments provide realistic setting to measure learners' performances as well as their quality of work which can be aligned with the course learning outcomes.

2.2.4 What are the disadvantages of alternative assessments?

Some of the disadvantages of alternative assessments may include the process which can be costly in terms of time, effort, equipment, materials, facilities, or funds. The grading process may sometimes be more subjective than traditional examinations.

2.2.5 How are alternative assessments implemented?

Instructors may follow the steps below:

- a. Identify the course learning outcome(s) to be assessed.
- b. Distinguish between the identified learning outcomes that can be assessed solely by performance assessments and those that can be assessed effectively by objective measures.
- c. Create tasks that can bring out evidence of the learners' ability to perform the targeted learning outcome(s).
- d. Decide what kinds of instructor guidance can be given to the learners while at the same time providing them the opportunity learn and do it their own way.
- e. Instructors could include more detailed instructions and expectations for the learners.

2.3 Taxonomy for Higher-Order Thinking Skills (HOTS) and Lower-Order Thinking Skills (LOTS)

Alternative assessments that are being used in conjunction with remote learning should allow a holistic approach in assessing a learner's performance. Thus, when designing alternative assessments for remote learning, instructors must be able to determine the right assessment method or strategy to measure each course learning outcome (CLO).

In UUM, each course has been carefully designed to achieve several CLOs. These CLOs have been developed by taking Bloom's Taxonomy of learning into consideration. Essentially, each course is designed to provide a combination of higher order thinking skills (HOTS) or lower order thinking skills (LOTS) to the learners. Figure 2.1 illustrates the differences between HOTS and LOTS.

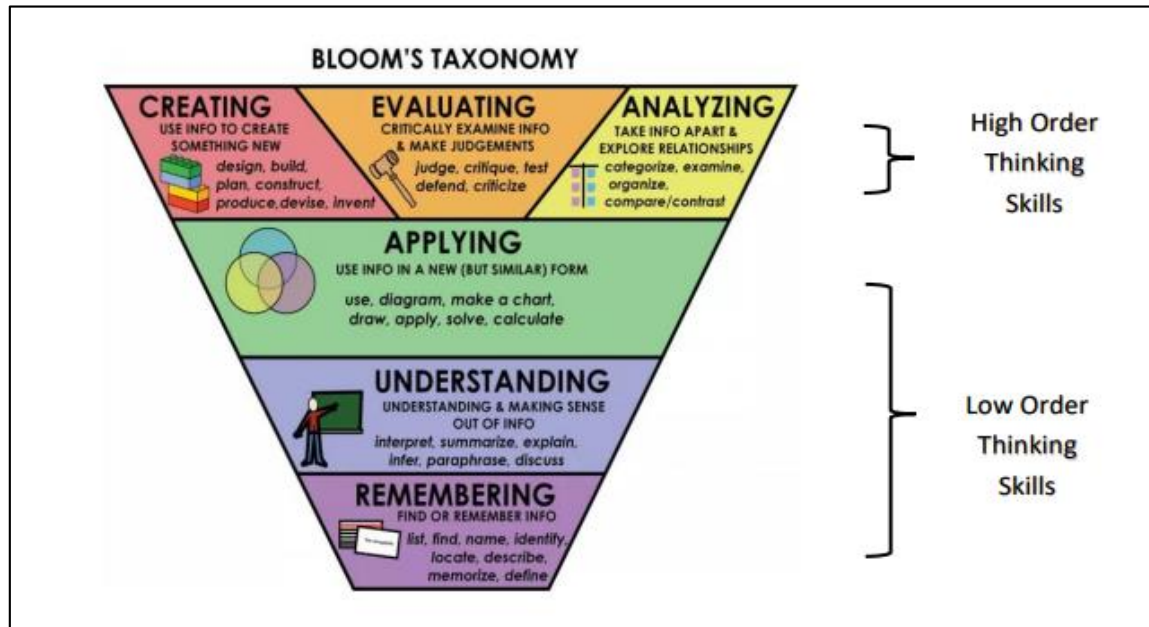


Figure 2.1 Bloom's Taxonomy

Source: <https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869>

2.4 Formative Assessment vs. Summative Assessment

Taking into consideration of the HOTS and LOTS, there are two categories of assessments that instructors may use to ensure learning: Formative and Summative Assessments.

2.4.1 What is formative assessment?

Basically, the purpose of formative assessment is to *monitor and enhance* learners' learning. With formative assessment, ongoing feedback should be provided to the learner so that it can be used not only by the learners to improve their learning, but also by the instructors to improve their teaching methods to help the learners learn better. Some examples of formative assessment that have been widely used by instructors include quizzes, presentations, and assignments.

2.4.2 What is summative assessment?

The purpose of summative assessment, on the other hand, is to *evaluate* learners' learning. In other words, summative assessments provide an indicator whether the goals of the learning session have been achieved or not. Examples of summative assessments include midterm and final examinations, projects, and written papers.

2.5 Synchronous Assessment versus Asynchronous Assessment

Keeping in mind these categories of assessment, when conducting remote learning assessments, instructors must choose a combination of assessment strategies that are most helpful in monitoring their learners learning and at the same time able to evaluate the learners' learning. Basically, there are two approaches of remote learning assessment, and these are synchronous and asynchronous assessments.

2.5.1 What is synchronous assessment?

Synchronous assessment refers to assessment that occurs in *real time*, whereby both learner and instructor are physically or virtually present at the same time, but not in the same place. However, when conducting synchronous assessments, there are some things that need to be seriously considered:

- a. Instructor needs to understand the philosophy and concept of differentiated instruction.
- b. Instructor and learners need to have a stable and high internet connection.
- c. Be prepared to attend unforeseen problem faced by learners due to internet connectivity.
- d. Be responsive to learners' query while the assessment is taking place.
- e. Avoid quiz with graphic or video which consume lots of data capacity.
- f. Avoid an overly long quiz.

2.5.1.1 What are the strategies for synchronous assessment?

Some suggested strategies and the tools for conducting synchronous assessments are presented in Table 2.1. Choosing the types of synchronous assessment to be used would depend on the level of the cognitive domain the assessment will test, and the level of internet accessibility.

2.5.2 What is asynchronous assessment?

Asynchronous assessment, on the other hand, refers to assessment that occur not in real time. It can occur not only in different locations, but also at different times. Table 2.2 provide some suggestions of asynchronous assessment that can be used for learning purposes.

2.5.2.1 What are some of the asynchronous assessment strategies?

Some suggested strategies and the tools for conducting asynchronous assessments are presented in Table 2.2. Choosing the types of synchronous assessment to be used would depend on the level of the cognitive domain the assessment will test, and the level of internet accessibility.

Table 2.1: Strategies for Synchronous Assessment

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
Online live quiz/test/examination	Knowledge, comprehension & application level of the cognitive domain.	High / medium	<p>Online quiz via UUM online learning. Test is executed at a fixed time. Instructor must be online in case the learners have questions.</p>	<p>The tutorial for building the test is available at Moodle Quiz activity at https://docs.moodle.org/35/en/Quiz_activity</p>	<p>More secured. Suitable for MCQs, short answer and essay questions. Suitable for assessing LOTS.</p>
			<p>Google form Test is executed at a fixed time Instructor must be online in case the learners have questions</p>	<p>The tutorial for developing Google Forms - Create a Quiz is available at https://youtu.be/ct8cEB4yQ4M</p>	<p>Suitable for MCQs, short answer and essay questions. Suitable for assessing LOTS</p>
			<p>Classmarker. Test is executed at a fixed time. Instructor must be online in case the learners have questions.</p>	<p>The website: https://www.classmarker.com/</p>	<p>Suitable for MCQs, short answer and essay questions. Suitable for assessing LOTS.</p>
Oral examination/viva voce	All levels of the cognitive domains.	High	Use online meeting applications such as Webex, Google Meet, Skype etc.		
Oral test	Knowledge, comprehension & application	High	Use online meeting applications such as Webex, Google Meet,		Time consuming.

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
	level of the cognitive domain.		Sype, WhatsApp call or Telegram call.		Suitable for small class only.
		Low/none	Phone call or SMS.		
Online presentation	Any level of the cognitive domain depending on the question.	High	Use online meeting applications such as Webex, Google Meet, and Skype.		
			Use social media applications such as WhatsApp call or Telegram call.		
Online discussion	Any level of the cognitive domain depending on the question.	High	Use online meeting applications such as Webex, Google Meet etc.		
		Moderate	Forums using UUM Online Learning.		
		Moderate / low	Chats using WhatsApp or Telegram.		

Table 2.2: Strategies for Asynchronous Assessment

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
Online quiz/test/examination	All levels of the cognitive domain.	High / medium	Use online quiz via UUM online learning. Learner can take the test at any time, but within a certain period.	The tutorial for building the test is available at Moodle Quiz activity at https://docs.moodle.org/35/en/Quiz_activity	More secured. Suitable for MCQs, short answer and essay questions.
			Use Google form. Learner can take the test at any time, but within a certain period.	The tutorial for developing Google Forms - Create a Quiz is available at https://youtu.be/ct8cEB4yQ4M	Suitable for MCQs, short answer and essay questions. Suitable for assessing LOTS.
			Use Socrative or EdPuzzle. Learner can take the test at any time, but within a certain period.	The website: https://socrative.com/ The tutorial for using Socrative: https://youtu.be/11O7Nwsn1Pc	Can schedule the quiz, can monitor learners' progress. Suitable for MCQs, short answer and essay questions. Suitable for assessing LOTS.
			Use Classmarker. Learner can take the test at any time, but within a certain period.	The website: https://www.class-marker.com/ The tutorial: https://youtu.be/WOw-YLKSZWBw	

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
		Moderate / low	Use Quizbot via Telegram. Learner can take the test at any time, but within a certain period.	Bina kuiz telegram guna @quizbot at https://youtu.be/rX1l4kRh8ww	Suitable for short MCQs only. Assess remembering only.
			Use Poll Bot via Telegram. Learner can take the test at any time, but within a certain period.	The tutorial: https://youtu.be/DVhBrwB0eGY	Suitable for short MCQs only. Assess remembering only.
Take home / open book examination	Analysis, evaluate & synthesis level of the cognitive domain	Low / medium	Examination question sent through email or UUM Online Learning. Learner can take the test at any time, but within a certain period. Submission through email or UUM Online Learning.	Some tips for developing open book or open web examination is available at https://lx.uts.edu.au/blog/2018/02/13/design-open-book-exam/ For further details about the teaching and learning philosophy that underpins open book exams http://www.iiser-pune.ac.in/~mohan/educ/openbook.pdf	Suitable only for assessing HOTS. Need to provide a specific due date.
		None	Examination question sent through mail. Learner can take the test at any time, but within a certain period. Physical submission through mail or courier services.		

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
<ul style="list-style-type: none"> ▪ Written report or project ▪ Literature review ▪ Reflective writing ▪ Essay ▪ Case study report ▪ Problem-based learning 	Analysis & evaluate level of the cognitive domain	Moderate/ low	Assignment question sent through email or UUM Online Learning. For a group assignment learner might need to engage in online discussion (Table 2.1). Submission through email or UUM Online Learning.	Link to resources: https://www.edutopia.org/blog/performance-based-assessment-reviewing-basics-patricia-hilliard https://www.thoughtco.com/ideas-for-performance-based-activities-7686 https://www.youtube.com/watch?v=yYcGO1Izs-U	Can be implemented as a group or individual assignment.
		None	Question is delivered by mail, phone call or SMS. Submission of report by mail or courier.		Only for individual assignment.
Project	Analysis, evaluate & create level of the cognitive domain	Moderate / low	The project question or instruction can be emailed to the learners or uploaded in UUM Online Learning. Presentation of the product can be done using video presentation.	Link to resources: https://www.uakron.edu/etrain/assessment/project-based.dot	Suitable for projects where learners are required to develop or create a product or prototype. To ensure integrity the presentation could be done as online presentation (refer to Table 2.1).

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
			The presentation could be considered as submission of the project for evaluation.		
Portfolio	Analysis, evaluate & create level of the cognitive domain	High / moderate	Use YouTube to upload Vlogs. Learners should record the process of creating the portfolio and the end product. Instructors can access to the vlogs to evaluate the portfolio.	Link to resources: https://education.sta-teuniversity.com/pages/1769/Assessment-PORTFOLIO-ASSESSMENT.html https://www.thoughtco.com/the-purpose-of-building-a-portfolio-assessment-3194653	Suitable for assessing HOTS. Encourage offline viewing.
			Use blogs to record the process of creating the portfolio and the end product. Instructors can access to the blog to evaluate the portfolio.	Free blog platform: https://www.wix.com/blog/free	
			Using Facebook or other social media platforms.		
		Moderate / low	Use the written report format to submit the portfolio.		

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
Video presentation	Any level of the cognitive domain depending on the question	High / moderate	Record presentation using Microsoft PowerPoint, Loom screen recorder, Screencast-o-matic, Adobe Captivate, Camtasia Studio, Jing, Viva video, vimeo etc. Upload in YouTube or Submit through UUM Online Learning or email.		All presentations are pre-recorded. Recordings that are more than 3 minutes require high internet connectivity.
Screencasting	Synthesis level of the cognitive domain	High	Use Screencast-O-Matic, Camtasia, Snagit, etc. Learner video record computer screens on certain topic.	Web-based version is available on Google.	Encourage offline viewing.
Slidecasting	Synthesis level of the cognitive domain	High	Use Anchor.fm (installable on mobile) Learners create audio podcasts that are combined with slideshow.		Encourage offline viewing.
Traditional mind map	Synthesis level of the cognitive domain	Low	Learner snapshots their sketch of mindmap and attach via any available means (email, WhatsApp, Telegram,		

Type of assessment	Cognitive, affective or psychomotor domains	Internet accessibility level required	How to implement suggested tools	Tutorial / information links	Remarks
			etc.) as a submission to instructor.		
Digital mind map (via apps: e.g., mindmeister)	Synthesis level of the cognitive domain	High	Learner creates and sends or collaborates with others to prepare a digital mindmap.		Learner need to engage in online discussion (refer to Table 2.1).

2.6 Validity, Reliability and Ethical Issues of Remote Learning Assessment

There are concerns about issues of subjectivity, reliability, and validity when using remote learning assessment. Hence, extra care must be observed when designing remote learning assessments.

2.6.1 What needs to be considered when selecting the type of remote learning assessment?

When selecting the type of Remote Learning Assessment, instructors need to consider the following:

- a. Would the learners scores change significantly if had they been given different questions?
- b. Would their score change (for the same questions) if they have been tested at in an off-line setting?
- c. Are the tasks free from any form of bias, mainly access to and stability of Internet connection, electrical supply etc.

2.6.2 How to ensure validity and reliability?

Ensuring the validity and reliability of the remote learning assessment activities is crucial. Hence, when designing the assessment activities, the instructors must make sure that the activities:

- a. assess all CLOs as stipulated in the course syllabus. The design could be where
 - i. one remote learning assessment activity is used to assess several different CLOs; or
 - ii. several different types of activities are used to measure different CLOs.
- b. are chosen to match the level of the cognitive domain being measured (Refer to Table 2.1 and Table 2.2).
- c. free from any form of bias, mainly in the form of:
 - i. access to and stability of Internet connection, electric supply etc., and
 - ii. human error which can be reduced by using a well-developed rubric.
- d. are well-planned for smooth implementation.
- e. are verified by a committee through a strict vetting process.

2.6.3 How to prevent plagiarism and cheating?

Most remote learning assessment are being conducted in a non-controlled environment. Therefore, these types of assessments are prone to various types of plagiarism and cheating by the learners. Therefore, **every remote learning assessment task should require every learner to honour the culture of integrity in test taking by signing an honour pledge form** that reminds them of the consequences of cheating and to encourage the submission of original work. The suggested 'honour pledge' is as shown in Appendix 1.

Table 2.3 proposes some solutions to various ethical issues that instructors might face when using remote learning assessments.

Table 2.3: Ethical Issues of Remote Learning Assessment and Some Proposed Solutions

Type of Assessment	Ethical Issues	Proposed Solutions
<ul style="list-style-type: none"> ▪ Online test/ examination ▪ Online live test 	Learners copy from each other	Limit the time for answering each question. Randomize the presentation of the questions. Check for plagiarism using turn-it-in.
	Learners get answers from the internet	Use UUM Online Learning only Prevent opening other websites while answering the test by using Safe Environment Browser Check for plagiarism using turn-it-in
<ul style="list-style-type: none"> ▪ Take home/ open book examination ▪ Written report or project ▪ Literature review ▪ Reflective writing ▪ Essay ▪ Case study report ▪ Problem-based learning 	Learners copy from each other or divide questions among themselves.	Different sets of questions for different learners (at least 2 different sets).
	Copying answer from various internet sources (plagiarism).	Allow softcopy submission only to enable plagiarism checking using turn-it-in.
	Unfairness if different sets of questions being used.	Need to ensure that all question sets test the same CLO at the same cognitive level.

CHAPTER 3

RUBRICS FOR REMOTE LEARNING ASSESSMENT

3.1 Introduction

A rubric is created to measure the quality of work produced by learners in their learning process. A rubric is a tool that can be defined as the learner's expectation in a particular assignment based on a specific criterion assigned by the instructor. Generally, a rubric indicates different level of effectiveness in meeting those criteria which are essential to assess learners' performances either in their formative or summative assessments.

Rubrics can be very useful as they allow for quicker and more consistent marking. A well-defined rubric will help marking task more systematic and support both the marker as well as the learners. General benefits from using a rubric include helping to ensure consistency in the grades awarded; reducing uncertainty which may come with grading; reducing time spent on marking and grading; and making feedback with regards to assessment easier.

It is wise to test the rubric and improve it from time to time as the first rubric might not be able to capture everything needed. For example, consider whether there are clear gaps in current identified criteria or rubric which marker now think essential in the assignment given. It is also cautioned of the need to ensure that rubric has an inter-rater reliability where others using the same rubric would give the same grade to the same work as you do. In the case of remote learning, instructors must be able to design the appropriate rubrics to measure the intended learning outcomes according to the course content. The primary purpose of this rubric is to provide a clear and helpful guideline to support the instructor as well as learners to overcome the assessment challenges during an emergency or predicament. Any form of assessment whether it is the midterm examination, quizzes, assignment, project presentation, portfolio, case study can be carried out via online or other traditional methods. Conventionally, rubrics describe potentials for knowledge and skills that can be generalised across the task. There are a lot of diversity within the category of a rubric.

3.1.1 Framework of the rubric

There are four elements that should be considered in the process of developing rubrics. The four main elements of rubrics development are: Task description (e.g. pages or words), Scale (e.g. Excellent, Good, Fair, Poor & Unsatisfactory), Dimension (e.g. Organisation, Clarity, Argument & Language) and description of dimension (the summary what a student needs to do to get a certain score based on certain dimension).

3.1.2 Remote learning rubric (RLR)

The RLR helps instructors and learners to assess assignments consistently from learners-to-learners and from instructor-to-learners. Nowadays the instructors are very much committed to their workload and time limit to grading too many learners in the emergency situation which RLR will be a suitable method to save time in grading on time. Besides, this will also help in giving untimely, effective feedback and encourage learners learning in a defensible way. RLR can enhance teaching methods by evaluating rubric results, whereby RLR can help learners to comprehend expectations and components of an assignment given by instructors. Rubrics can be used for any task in a course, or for any mode

of assessment in which learners are asked to demonstrate what they have learned. These rubrics too can be used by learners to carry on with their self- facilitation and peer-reviews on the task assigned.

3.2 Holistic Rubric versus Analytical Rubric

There is a major difference between the holistic and analytic rubric. Holistic rubrics provide a single score to summarise a learner's performance based on a given task. On the other hand, analytic rubrics provide several scores for the task, based on each different category that is being evaluated discretely. In concise, holistic scoring gives learners a single, overall assessment score for the assignment. Meanwhile, analytic scoring provides learners with at minimum rating score for each category or criterion, though often the rubric for analytic scoring offers instructors enough chance to postulate some feedback on each category or criterion.

If two instructors were to both read, score and provide comments on the same learner's assignment without a rubric, it is highly unlikely that they will score the essay with the same marks. This is because their exceptional personal values, capability, and attentions considerations will be the key factors that influence how they assign a score and determine what they like and dislike regarding the task assigned. This type of scoring is considered biased and unfair because learners' progress towards a learning outcome is entirely determined by the will and choice of scoring method based on the preference of the instructor. Utilising a clear rubric will contribute in making a fairer scoring across multiple instructors and help to reduce scoring biasness in assessment.

Rubrics are applied analytically or holistically depending on the type of task assigned. In analytic rubric, scores are assigned based on each criterion listed in the rubric. Analytical rubrics are most commonly used throughout the year to evaluate formative tasks so that students have a clear breakdown of their progress across multiple criteria listed in the rubric. Table 3.2 shows a research paper that is assessed using 5 criteria known as knowledge, thinking skills, communication, quality of argument and writing as well as language. All these five criteria are measured using 4 standards such as **adequate** (50-59%), **competent** (60-69%), **good** (70-79%) and **excellent** (80-100%). This information is most effective when it is paired with effective, personalised feedback so that learners have clear steps to improve. In contrast, single overall score is allocated in applying holistic rubrics. Rubrics with multiple criteria can be applied holistically too. Holistic rubric can be assigned with scores from 1 to 4 in the same research paper (Table 3.1). Holistic rubrics help instructors to be more efficient in their individual scoring; however, they require more norming and calibration upfront to ensure fairer scores.

Table 3.1: Research Paper (Analytic Rubric)

Criteria	Standards			
	Adequate (50-59%)	Competent (60-69%)	Good (70-79%)	Excellent (80-100%)
Knowledge of forms, conventions, terminology, and strategies relative to the importance of sources to subject	Demonstrates limited knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates some knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and idea	Communicates information and idea with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Quality of argument and writing	Argument is simple and unoriginal, and the writing is weak and inconsistent	Argument takes on a fair and expected position, and the writing is moderately clear and coherent	Argument bridges on the complex and original, and the writing is clear and coherent	Argument is complex and original, and the writing is strong, fluid, and creatively coherent
Language	Several errors in spelling and grammar	A few errors in spelling and grammar	Some errors in spelling and grammar	No errors in spelling and grammar

Source: Adapted from Centre for Teaching Excellence, Appendix B: Sample Analytic Rubric (Rubrics: Useful Assessment Tools).

Table 3.2: Research Paper (Holistic Rubric)

	Criteria
4 80-100%	Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one point of development at the expense of

	Criteria
	developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose.
3 70-79%	Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently.
2 60-69%	Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points, and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities, and may read confusingly and incoherently.
1 50-59%	Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points, weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently.

Source: Adapted from John Bean, *Engaging Ideas*, Exhibit 15.4: Holistic Scale for Grading Article Summaries (262)

3.3 Example of Rubrics for Different Assessments Used

3.3.1 Case Study Report

A case study usually intends to achieve the following learning objectives:

- a. Develop a broad and deep knowledge of course concepts.
- b. Analyse business situations accurately and thoroughly.
- c. Apply sound business judgment and use logical reasoning.
- d. Synthesize (combine) the facts in the situation, course concepts, and business judgment to draw logical conclusions and make realistic recommendations.
- e. Write a case analysis that is well-organized, well-written in Standard Written English, and uses appropriate business vocabulary.

Table 3.3 provides a sample of an instruction to be given to learners in a case study assignment

Table 3.3 Case Study Assignment

Required Sections	Guidelines
1. Executive Summary	<ul style="list-style-type: none"> ▪ One to two paragraphs in length ▪ After the cover page of the report ▪ Briefly identify the major problems facing the manager/key person

	<ul style="list-style-type: none"> ▪ Summarize the recommended plan of action and include a brief justification of the recommended plan
2. Statement of the Problem	<ul style="list-style-type: none"> ▪ State the problems facing the manager/key person ▪ Identify and link the symptoms and root causes of the problems ▪ Differentiate short term from long term problems ▪ Conclude with the decision facing the manager/key person
3. Causes of the Problem	<ul style="list-style-type: none"> ▪ Provide detail analyses of the problem/s identified in the Statement of the Problem ▪ In the analysis, apply theories and models from the text and/or readings ▪ Support conclusions and/or assumptions with specific references to the case and/or the readings
4. Decision Criteria and Alternative Solutions	<ul style="list-style-type: none"> ▪ Identify criteria against which you evaluate alternative solutions (i.e. time for implementation, tangible costs, acceptability to management) ▪ Include two or three possible alternative solutions ▪ Evaluate the pros and cons of each alternative against the criteria listed ▪ Suggest additional pros/cons if appropriate
5. Recommended Solution, Implementation and Justification	<ul style="list-style-type: none"> ▪ Identify who, what, when, and how in your recommended plan of action ▪ Solution and implementation should address the problems and causes identified in the previous section ▪ The recommended plan should include a contingency plan (s) to back up the ‘ideal’ course of action ▪ Using models and theories, identify why you chose the recommended plan of action – why it’s the best and why it would work
6. External Sourcing	<ul style="list-style-type: none"> ▪ 5 external sources (in addition to your textbook) should be referenced to back up your recommendations or to identify issues. This information would be ideally sourced in current journals, magazines and newspapers and should reflect current management thought or practice with respect to the issues identified.
7. Spelling Grammar and Presentation	<p>Your case analysis report should</p> <ul style="list-style-type: none"> ▪ Include the six (6) sections listed above ▪ Be double spaced and numbered all pages ▪ Have 1-inch margin – top bottom left and right ▪ Use 12-point font size; Times New Roman ▪ Be free of spelling errors ▪ Use American Psychological Association (APA) format of reference system

Table 3.4 Sample Rubric for Case Study Report

Attributes	Sub-attributes	Substantially exceeds requirements	Exceeds requirements	Meets requirements	Meets minimal requirements	Minimal requirements not met
Content (Knowledge)	Understanding and application of course theories/concepts	Excellent knowledge of the theories/ concepts shown	Very good knowledge of the theories/ concepts shown	Adequate knowledge of the theories/ concepts demonstrated.	Several errors or omissions in knowledge of theories/concepts.	Fails to demonstrate knowledge of the theories/concepts.
	Business judgment	Thorough understanding of the application of related business concepts and judgment to the case.	Good business judgment, logical reasoning, and some understanding of related course concepts.	Some sound business reasoning applied.	Shows limited application of business reasoning. May have a few minor errors of fact.	Inappropriate, and/ or off-topic generalizations, faulty assumptions, or major errors of fact.
	Synthesis of course theories/ concepts and case analysis	Convincingly interpreted and linked to theories/ concepts. Considers context and limits of position where appropriate.	Relevant. Appropriately interpreted and linked to main theories/concepts.	Some obvious or superficial connections to theories/concepts.	A few generalized connections made. Connections not clearly linked to case.	No clear connections between the facts of the case and relevant theories/concepts.
Case Analysis (Problem Solving/ Critical Thinking Skills)	Problem identification	Able to provide explanation of problem very clearly and accurately.	Independently able to explain a problem clearly without assistance.	Able to explain a problem with minimum assistance.	Able to partially explain a problem with maximum assistance.	Not able to explain a problem, even with assistance.
	Analysis	Able to organize and analyse gathered information or data, clearly describe all factors	Able to organize and analyse gathered information or data, clearly de-	Able to organize and analyse gathered information or data, but does	Find difficulty in organizing and analysing gathered information and in explaining factors	Not able to organize and analyse gathered information or data and

		that contribute to the problem or explain the root of the issue.	scribe some factors that contribute to the problem or explain the root of the issue.	not clearly describe factors that contribute to the problem or clearly explain the root of the issue.	that contribute to the problem or explain the root of the issue.	fail to define factors that contribute to the problem/issue or explain the root of the issue.
	Decision-making	Able to make excellent decisions based on comparison and contrast between information, problems, and available solutions.	Able to make good decisions based on comparison and contrast between information, ideas, and available solutions.	Able to make decisions based on comparison and contrast between information, ideas, and available solutions.	Able to make decisions based on comparison and contrast between information, ideas, and available solutions with some assistance.	Not able to make decisions based on comparison and contrast between information, ideas, and solutions even with assistance.
	Evaluation and selection	Able to evaluate several solutions and able to clearly and accurately select alternative solutions in detail.	Able to evaluate several solutions and clearly and accurately select alternative solutions without assistance.	Able to evaluate several solutions and able to select a solution that partially solves a problem with minimum assistance.	Able to evaluate several solutions but not able to select an appropriate solutions with maximum assistance.	Not able to select appropriate alternative solution.
Style and mechanics (Written Communication Skills)	Organization	Organizational strategy creates a persuasive logical flow with smooth transitions.	Organizational strategy contributes to understanding. Most transitions are smooth	Appropriate but unevenly developed. Should do more to support the logical flow of the paper. May have a few awkward/missing transitions.	Inappropriate and/or inconsistent organization. Hard to follow the logical flow. Several poor/missing transitions.	No organizational strategy is evident. Rambles. Connections between paragraphs are confusing. Sentences within some paragraphs are unrelated.

Source: Riddle, E. J., Smith, M., Frankforter, S. A. (2016). A rubric for evaluating student analyses of business cases. *Journal of Management Education*, 40, 598-618.

	Sentence styles	Varied, appropriately complex and clear; controlled, and employed for effect.	Some variety and complexity. Uneven control. Overall, most sentences clearly express ideas.	Limited variety, simple structure, unsophisticated.	Little variety. Poorly developed sentences.	Superficial or stereotypical language.
	Vocabulary	Precise, appropriate, advanced, and professional vocabulary.	Accurate, generally appropriate, less advanced or precise.	Some oversimplified language. May rely on clichés.	Language is oversimplified or inappropriate in a business document.	Oral rather than written language patterns predominate.
	Grammar Spelling/Usage	Punctuation essentially error free. Carefully edited.	Very few errors. Carefully edited.	Errors do not interfere with readability. Shows evidence of some editing.	Errors interfere with readability. Not always consistent with standard written English.	Numerous errors interfere with reader comprehension. Consistently awkward; difficult to understand.
	Documentation of sources (if applicable)	Thoroughly documented in proper format.	Sources are almost always carefully documented.	Sources mostly documented, occasional misses.	Sources are poorly documented	Documentation is inappropriate or absent.

3.3.2 Reflective Writing

Reflection papers and assignments are designed to reinforce what have been learned through lectures, discussions, and activities presented in class and in the readings. Most reflection papers are often about personal reasons and thoughts; they should not be done in collaboration with other students unless directed to do so by the instructor.

(Glenn Buck, “Writing in Education & Human Development,” Lynchburg College, <http://www.lyncburg.edu/writing-center/writing-education-and-human-development#What%20is%20a%20reflection%20paper?>)

These four levels of reflective writing listed in Table 3.5 distinguish the four types of written accounts you might see a reflector produces. In this case, the three top levels might pass a reflective assignment, where descriptive writing would not.

Table 3.5: The Four Types of Reflective Writing

Item	Level	Description
1	Descriptive writing	<ul style="list-style-type: none"> • This account is descriptive, and it contains little reflection. It may tell a story but from one point of view at a time and generally one point at a time is made. Ideas tend to be linked by the sequence of the account/story rather than by meaning. The account describes what happened, sometimes mentioning past experiences, sometimes anticipating the future – but all in the context of an account of the event. • There may be references to emotional reactions, but they are not explored and not related to behaviour. • The account may relate to ideas or external information, but these are not considered or questioned and the possible impact on behaviour or the meaning of events is not mentioned. • There is little attempt to focus on particular issues. Most points are made with similar weight. • The writing could hardly be deemed to be reflective at all. It could be a reasonably written account of an event that would serve as a basis on which reflection might start, though a good description that precedes reflective accounts will tend to be more focused and to signal points and issues for further reflection.
2	Descriptive account with some reflection	<ul style="list-style-type: none"> • This is a descriptive account that signals points for reflection while not actually showing much reflection • The basic account is descriptive in the manner of description above. There is little addition of ideas from outside the event, reference to alternative viewpoints or attitudes to others comment and so on. However, the account is more than just a story. It is focused on the event as if there is a big question or there are questions to be asked and answered. Points on which reflection could occur are signalled. • There is recognition of the worth of further exploring but it does not go very far. In other words, asking the questions makes it more than a descriptive account, but the lack of attempt to respond to the questions means that there is little actual analysis of the events

		<ul style="list-style-type: none"> • The questioning does begin to suggest a ‘standing back from the event’ in (usually) isolated areas of the account • The account may mention emotional reactions, or be influenced by emotion. Any influence may be noted, and possibly questioned • There is a sense of recognition that this is an incident from which learning can be gained, but the reflection does not go sufficiently deep to enable the learning to begin to occur
3	Reflective writing (level 1)	<ul style="list-style-type: none"> • There is description but it is focused with particular aspects accentuated for reflective comment. There may be a sense that the material is being mulled around. It is no longer a straight-forward account of an event, but it is definitely reflective. • There is evidence of external ideas or information and where this occurs, the material is subjected to reflection. • The account shows some analysis and there is recognition of the worth of exploring motives or reasons for behaviour • Where relevant, there is willingness to be critical of the action of self or others. There is likely to be some self-questioning and willingness also to recognize the overall effect of the event on self. In other words, there is some ‘standing back’ from the event. • There is recognition of any emotional content, a questioning of its role and influence and an attempt to consider its significance in shaping the views presented • There may be recognition that things might look different from other perspectives that views can change with time or the emotional state. The existence of several alternative points of view may be acknowledged but not analysed • In other words, in a relatively limited way the account may recognize that frames of reference affect the manner in which we reflect at a given time but it does not deal with this in a way that links it effectively to issues about the quality of personal judgement.
4	Reflective writing (level 2)	<ul style="list-style-type: none"> • Description now only serves the process of reflection, covering the issues for reflection and noting their context. There is clear evidence of standing back from an event and there is mulling over and internal dialogue • The account shows deep reflection, and it incorporates a recognition that the frame of reference with which an event is viewed can change • A metacognitive stance is taken (i.e. critical awareness of one’s own processes of mental functioning – including reflection). • The account probably recognizes that events exist in a historical or social context that may be influential on a person’s reaction to them. In other words, multiple perspectives are noted • Self-questioning is evident (an ‘internal dialogue’ is set up at times) deliberating between different views of personal behaviour and that of others. • The view and motives of others are taken into account and considered against those of the writer.

		<ul style="list-style-type: none">• There is recognition of the role of emotion in shaping the ideas and recognition of the way different emotional influences can frame the account in different ways.• There is recognition that prior experience, thoughts (own and other's) interact with the production of current behaviour• There is observation that there is learning to be gained from the experience and points for learning are noted• There is recognition that the personal frame of reference can change according to the emotional state in which it is written, the acquisition of new information, the review of ideas and the effect of time passing
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Table 3.6: Sample Rubric for Reflective Journal

Attributes	Sub-attributes	Reflective practitioner	Aware practitioner	Reflective novice	Unacceptable
Content (Knowledge)	Relevance	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to student and/or course learning goals.
	Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of course concepts.	The reflection demonstrates student attempts to analyse the experience but analysis lacks depth.	Student makes attempts at applying the learning experience to understanding of course concepts but fails to demonstrate depth of analysis.	Reflection does not move beyond description of the learning experience(s).
	Interconnections	The reflection demonstrates connections between the learning experience and material from other courses and/or past experience.	The reflection demonstrates connections between the learning experience and material from other courses and/or past experience.	There is little to no attempt to demonstrate connections between the learning experience and material from other courses and/or past experience.	No attempt to demonstrate connections to previous learning or experience.
Autonomous Learning & Inquisitive Mind (Life-Long Learning Skills)	Engagement	Highly engage in autonomous learning.	Consistently engage in autonomous learning.	Minimally engage in autonomous learning.	Least attempt to engage in autonomous learning.
	Self-learning	Excellent ability to self-learn.	Good ability to self-learn.	Limited ability to self-learn	Not able to self-learn.
	Interest	Demonstrate excellent interest in exploring issues for a given task.	Demonstrate good interest for exploring issues for a given task.	Demonstrate limited interest in exploring issues for a given task.	No interest in exploring issues for a given task.
	Effort	Excellent effort to complete task.	Good effort to complete task.	Minimal effort to complete task.	No effort to complete task.

Source: Adapted from Jones, S. (n.d.). Using reflection for assessment. Office of Service Learning, IUPUI.

	Self-criticism	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	Not attempt at self-criticism.
Style and mechanics (Written Communication Skills)	Organization	Organizational strategy creates a persuasive logical flow with smooth transitions.	Organizational strategy contributes to understanding. Most transitions are smooth.	Inappropriate and/or inconsistent organization. Hard to follow the logical flow. Several poor/missing transitions.	No organizational strategy is evident. Rambles. Connections between paragraphs are confusing. Sentences within some paragraphs are unrelated.
	Sentence styles	Varied, appropriately complex and clear; controlled, and employed for effect.	Some variety and complexity. Uneven control. Overall, most sentences clearly express ideas.	Little variety. Poorly developed sentences.	Superficial or stereotypical language.
	Clarity	Language is unclear and confusing throughout.	There are frequent lapses in clarity and accuracy	Minor, infrequent lapses in clarity and accuracy.	The language is clear and expressive. The reader can create a mental picture of the situation being described.
	Mechanics	Free from grammar, punctuation, spelling, & sentence structure errors.	Only a few grammar, punctuation, spelling, & sentence structure errors.	Some grammar, punctuation, spelling, & sentence structure errors.	Frequent grammar, punctuation, spelling, & sentence structure errors.
	Aesthetics	Excellent formatting & appearance (font, spacing, margins, etc.)	Good formatting & appearance (font, spacing, margins, etc.)	Fair formatting & appearance (font, spacing, margins, etc.)	Poor formatting & appearance (font, spacing, margins, etc.)

3.3.3 Online portfolio/e-portfolio

“Portfolio is a laboratory where students construct meaning from their accumulated experience (Paulson and Paulson, 1991, p.5).”

Portfolios may enable lecturers to not only observe what students know and can do, but also learn how students learn through student reflections. However, a portfolio is not a placeholder for all or random student work. In order to ensure that the portfolio process is educational and that it serves a method to assess student learning outcomes, instructors need to be aware about which artefacts need to be included for what purposes (Berkeley Centre for Teaching and Learning).

3.4 Should the Same Rubric be applied to Measure a Learning Outcome?

There are unlimited different modes to construct rubrics. However, not all rubrics are created equal. Rubrics with reasonable scales, consistent language, specific requirements, and positive descriptions are more helpful for learners and instructors alike. The instructors can take an effective rubric to the next level by involving other instructors to further refine the rubrics with other instructors before the actual implementation. The new rubrics could be discussed with the learners.

Should the same rubrics be applied across different groups of learners taking the same course? Should the same rubrics be applied across different courses in a particular academic programme?

For programmes under the scope of AACSB accreditation, it recommended that rubrics used are consistent with regards to performance levels¹ as the quality assurance criteria for learners has been set for each programme. Thus, the achievement target² can be assessed when closing the loop exercise is done. Instructors for courses under the scope of AACSB accreditation are encouraged to seek further advice from their respective programme coordinators on the appropriate rubrics to be used in assessing the intended learning outcomes.

¹ For example, the performance levels are ‘weak’, ‘fair’, ‘good’, ‘very good’

² the quality assurance criterion for program A is that no more than 5% of students were at the level of ‘Weak’ for each trait/criterion.

Table 3.7: Sample Rubric for e-Portfolio

Criteria	Unsatisfactory	Emerging	Proficient	Exemplary
Selection of Artifacts	The artifacts and work samples do not relate to the purpose of the e-portfolio.	Some of the artifacts and work samples are related to the purpose of the e-portfolio.	Most artifacts and work samples are related to the purpose of the e-portfolio.	All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio. A wide variety of artifacts is included.
Descriptive Text	No artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date.	All artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date.
Reflective Commentary	The reflections do not explain growth or include goals for continued learning.	A few of the reflections explain growth and include goals for continued learning.	Most of the reflections explain growth and include goals for continued learning.	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term).
	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.
Citations	No images, media or text created by others are cited with accurate, properly formatted citations.	Some of the images, media or text created by others are not cited with accurate, properly formatted citations.	Most images, media or text created by others are cited with accurate, properly formatted citations.	All images, media or text created by others are cited with accurate, properly formatted citations.

Navigation	The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the navigation menu. Many of the external links do not connect to the appropriate website or file.	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu. Some of the external links do not connect to the appropriate website or file.	The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file.	The navigation links are intuitive. The various parts of the portfolio are labelled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu, and all external links connect to the appropriate website or file.
Usability and Accessibility: Text Elements, Layout, and Colour.	The e-portfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline).	The portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs.	The e-portfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.	The e-portfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.
	Lack of paragraphing impedes scanning.	Inconsistent use of font styles (italic, bold, underline) distracts the reader.	In general, use of headings, sub-headings and paragraphs promotes easy scanning.	Use of headings, sub-headings and paragraphs promotes easy scanning
	Many formatting tools are under or over-utilized and decrease the reader accessibility to the content.	Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.	Use of font styles (italic, bold, underline) is generally consistent.	Use of font styles (italic, bold, underline) is consistent and improves readability
	Horizontal and vertical white space alignment are used inappropriately, and the content appears disorganized and cluttered.	Horizontal and vertical white space alignment are sometimes used inappropriately to organize content	Horizontal and vertical white space alignment are generally used appropriately to organize content	Horizontal and vertical white space alignment are used appropriately to organize content.

	Colour of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently throughout the e-portfolio.	Colour of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the e-portfolio.	Colour of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the e-portfolio.	Colour of background, fonts, and links enhance the readability and aesthetic quality, and are used consistently throughout the e-portfolio.
Writing Conventions	There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are no errors in grammar, capitalization, punctuation, and spelling.
Multimedia Elements (Optional)	The graphic elements or multimedia do not contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content.	Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.	Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.	All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.
	The graphics do not include alternate text in web-based portfolios.	Some of the graphics include alternate text in web-based portfolios.	Most of the graphics include alternate text in web-based portfolios.	Accessibility requirements using alternate text for graphics are included in web-based portfolios.
	Audio and/or video artifacts are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).	A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled).	Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.	All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.

Source: Vandervelde, J. <https://www2.uwstout.edu/content/profdev/rubrics/eportfoliorubric.html>

CHAPTER 4

VETTING AND GRADING SYSTEM

4.1 Vetting Process

The vetting of exam question is an essential process in any educational institutions and is considered mandatory in order to maintain quality standard of any examinations. Question vetting is the process of reviewing and evaluating question items according to specified criteria with the intention to detect flaws and to edit them accordingly to improve their quality. Vetting sessions are not only used for screening of questions towards technical and language problems, but also to generate the content-related validity of assessment questions. An exclusive session for content-related validity of question, if at all practiced, is done before the students take the examination. Arrangement of content validity session, however, require calling upon several subject experts, briefing them on purpose of assessment, course learning outcome to evaluate the content validity of items and measures. This makes the vetting process a serious task for every faculty member in the vetting team.

A vetting process is important to sustain the validity of test items and avoid or minimize the threats. Flawed or badly written items are the major threats. They are frequently encountered in any form of tests. Most questions, even those produced by experienced item writers are still flawed in some ways. So, once an item is constructed, it should undergo a critical review by a vetting committee.

A meeting of vetting examination questions should at least be carried at the department and school levels, engaging two different vetting committees. Item must be tested for its technical, content and language aspects before submitting it for school vetting. An important task of this committee should examine the representativeness of assessment questions across the content. The other important job of this committee should be, to look into the structure and principles of questions format and the language and grammar used to structure the items. The vetted questions should then be passed on to the next level of school vetting whose job is to review and fine-tune the items if necessary.

4.1.1 Vetting Process of Exam Questions

Many variables are given careful attention during the vetting process to ensure that the examination questions are correct, fair, valid and reliable. These variables can be divided into three aspects: Technical, Content and Language Accuracy. Compliance of the questions with these three aspects ensure both content and construct validity, besides ensuring that the examination measures the understanding of prescribed content/process and not understanding of the question itself.

4.1.2 Aspects to be considered during vetting process

4.1.2.1 Technical Aspect

There should be technical accuracy, that is, the question complies with the recommended format and requirements of its type. The task or demands of question is appropriate with the provision of enough time and the marks awarded for each question or the total marks allotted for each question type is as required.

4.1.2.2 Content Aspect

The content aspect looks into the relevance of the question to subject area/discipline covered. The distribution of questions should be in relation to the subject area/discipline and according to specified rubrics, such as:

- a. Information in the question is valid, appropriate and current.
- b. Content being tested is within the syllabus, is deemed important, does not contravene any regulations or laws and is not culturally or racially sensitive.
- c. The difficulty level of each question commensurate with the ability level of the group to be tested and there should be a range of difficulty, from easy to difficult questions.
- d. There should be a proper mix of skills tested, from factual to understanding, prediction, inference or implication and there should be no cues in the text or stem towards the right answer
- e. There should be no overlap of exact content being tested in the questions within and between question types.
- f. Two main types of questions/item are: (A) Multiple Choice Questions (MCQs) and (B) Essay Questions (EQs).

A. Multiple Choice Questions (MCQs)

- i. Each MCQ should be integrated rather than single subject/discipline oriented
- ii. The stem is clear, short and precise and there is a definite, explicit and singular question/problem in the stem
- iii. Questions with negative stems, for example, NOT, EXCEPT etc. are to be avoided or its number kept to a minimum and when used, the negative word is underlined/capitalized/bold
- iv. All options are of similar length and have a reasonable chance of being selected as answers
- v. All options are consistent in terms of aspect or perspective, that is, distracters are of the same class as the key
- vi. Options which are synonymous with, include or overlap others are avoided and are presented in some logical order, for example, chronologically, most to least, least to most, etc.
- vii. Distracters relate to some superficial logic or a popular misconception /belief and have a 'ring of truth'
- viii. There is only one unequivocal key or correct/best answer and the key should not be too obvious (test taker does not need to read the text/stem further or read the other options)
- ix. Vary the location of the answer/key as random a basis as possible
- x. Vague qualitative modifiers such as "many", "large", "much", "small", "old" and "important", etc. are avoided
- xi. Cues to the key such as "always", "never", "all", etc. are avoided and there should be no double negatives in both stems and/or options.

B. Essay Questions (EQs)

- i. EQs are broken down into scenarios containing facts for thinking from multidisciplinary approach
- ii. The sequence of scenarios should depict development of different stages of problem or issue
- iii. Each scenario should provide relevant new information and requires clinical appraisal, problem solving or decision making.

4.1.2.3 Language Aspect

- a. Standardization of spelling norms
- b. Terminology used is the current version and punctuation marks are correct and proper
- c. Language used is simple, clear and direct and is not colloquial or oral oriented
- d. Consistent use of tenses
- e. Appropriate 'action' verbs are used, for example, indicate, show, illustrate, give, etc.
- f. No spelling errors, no typography errors and no grammar mistakes.

The assessment methods have become a challenging task for teaching faculty in order to maintain high quality standards. So properly prepared question papers/items/tasks for assessment is a must to guide the students to understand the questions properly and help them to answer appropriately. The vetting process of UUM exam questions is shown in Figure 4.1.

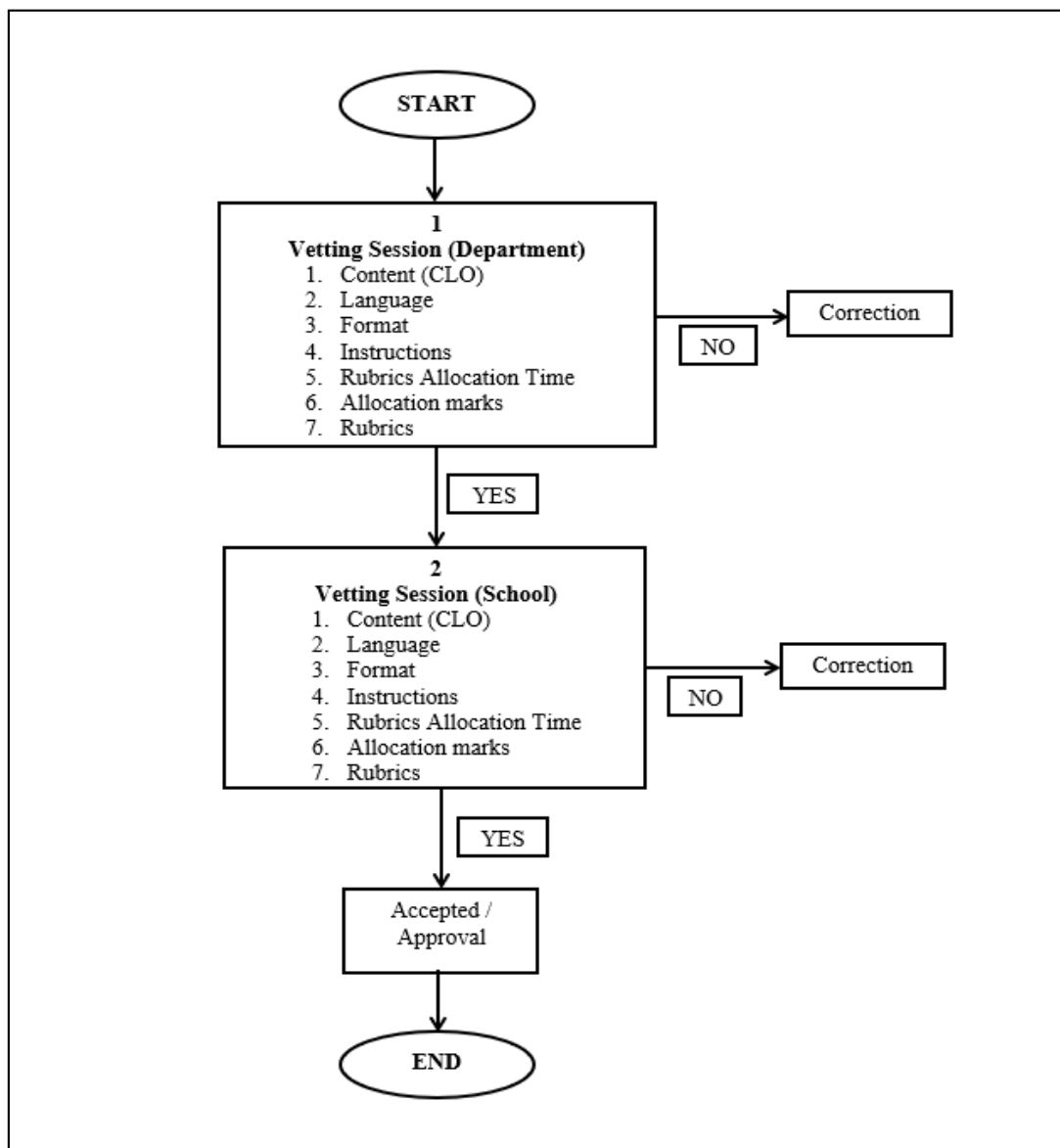


Figure 4.1. The vetting process of UUM exam questions

4.2 UUM Current Grading System

During the Covid-19 outbreak, UUM has not made any changes to the grading system. Thus, the following section informs instructors and learners of the current grading system used for both the undergraduate and postgraduate programmes.

4.2.1 Grading system for undergraduate programmes

Students will be evaluated based on the following grading system.

Grade	Range	Description
A+	89.45-100	Excellent
A	79.45-89.44	Excellent
A-	74.45-79.44	Good
B+	69.45-74.44	Good
B	64.45-69.44	Good
B-	59.45-64.44	Satisfactory
C+	54.45-59.44	Satisfactory
C	49.45-54.44	Pass
C-	44.45-49.44	Fail
D+	39.45-44.44	Fail
D	34.45-39.44	Fail
F	0.01-34.44	Fail

4.2.2 Grading system for postgraduate programmes

Students will be evaluated based on the following grading system.

Grade	Mark Scale	Grade Point
A+	90-100	4.00 (Excellent)
A	80-89	4.00 (Excellent)
A-	75-79	3.67 (Good)
B+	70-74	3.33 (Good)
B	65-69	3.00 (Good)
B-	60-64	2.67 (Satisfactory)
C+	55-59	2.33 (Satisfactory)
C	50-54	2.00 (Fail)
C-	45-49	1.67 (Fail)
D+	40-44	1.33 (Fail)
D	35-39	1.00 (Fail)
F	0-34	0.00 (Fail)

4.2.3 Project paper

A project paper will be graded based on the above grading system, which will be considered in calculating the CGPA.

Master's research paper

A master's research paper will be evaluated based on the following grading system.

Mark Scale	Grade Point
90-100	High Distinction
75-89	Distinction
60-74	Credit
55-59	Pass
0-54	Fail

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A SAMPLE OF AN HONOUR PLEDGE FORM



In my honour I, _____name_____, (matric number)__, as a student from the school _____(the name of the school)_____, Universiti Utara Malaysia have neither knowingly given nor received any inappropriate assistance in academic work on this assignment for the course _____name of the course (course code)_____. I have also not plagiarized or be complicit with those who do. I pledge that throughout the duration of receiving this remote learning assessment task till submission I have been honest and observed no dishonesty.

Signature:

Name:

Date: