

**WORKSHOPS ON
STUDENT PROGRESS ASSESSMENT
(SPA)
FOR SPN 21
CONDUCTED BY
CIE CONSULTANTS**

BRIEFING BY
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6TH MAY 2008



كمنترين قنلديديقن
KEMENTERIAN PENDIDIKAN

WHY ASSESSING STUDENTS' LEARNING?

MACRO LEVEL PERSPECTIVES

Cohen, A. D. (1994a). *Assessing language ability in the classroom*. 2nd Edition. Boston: Newbury House/Heinle & Heinle.

General purpose of assessment	Specific reason for assessment
Administrative	general assessment placement exemption certification promotion
Instructional	diagnosis evidence of progress feedback to the respondent evaluation of teaching or curriculum
Research	evaluation experimentation knowledge about language learning & language use



MICRO LEVEL PERSPECTIVES

To find out:

- if instruction was effective,
- if students need more instruction,
- if students are ready for the next step,
- if a different approach is required, and
- how instruction can be improved the next time this lesson is taught

Teachers need to:

- provide diagnostic and formative feedback to learners,
- gather information for reporting purposes (grades),
- identify the appropriate level for a new student (placement),
- determine whether or not a student meets program requirements (certification), and motivate learners to study and make steady progress

Learners need to:

- know what is expected of them,
- know what they can do to improve their performance,
- understand what will comprise their course grade,
- perceive evaluation as fair and meaningful.





STUDENT PROGRESS ASSESSMENT (SPA)



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AIMS AND OBJECTIVES OF SPA

- To replace Penilaian Menengah Bawah (PMB) - not **terminal**
- To move away from a summative system to a more educational purpose of assessing student progress or achievement
- To provide the basis for selection of students into
 - a 4 or 5-year programme
 - a General Education Programme or Applied Programme
 - a 5-year Pure Science Stream in the General Education Programme
- To assist schools, students and parents in selecting various subject combinations in the General Education Programme or Applied Education Programme



AIMS AND OBJECTIVES OF SPA

- **To evaluate student achievement through a variety of valid, reliable and meaningful assessment modes**
- **To provide detailed progress reports to students and parents**
- **To assess other dimensions of student educational development (skills, knowledge, attitudes/values)**
- **To diagnose the strengths and weaknesses of student learning and take appropriate intervention measures**
- **To make provision for school administrators and teachers to conduct assessment as and when suitable and appropriate, and be held accountable for its validity and reliability**
- **To set standards and benchmarks for all schools, especially for the end of Year 8 Student Progress Examination [SPE]**



ASSESSMENT SCHEME

STUDENT PROGRESS ASSESSMENT [SPA] COMPONENTS

SCHOOL-BASED ASSESSMENT (SBA) YEARS 7 AND 8

- Formative and Summative
- Different modes
- Not standardized, needs clear guidelines for validity and reliability purposes
- School-based marking and reporting
- Monitoring by schools

EXTERNAL EXAM (SPE) END OF YEAR 8

CORE SUBJECTS CONDUCTED BY DE

- DE prepares question papers, guidelines and marking schemes for core subjects (Bahasa Melayu, English Language, Mathematics, Science)
- Marking and reporting done by teachers of the school

OTHER SUBJECTS CONDUCTED BY A SPECIAL COMMITTEE

- Special Committee prepares question papers, guidelines and marking schemes
- Marking and reporting done by teachers of the school



DISTRIBUTION OF WEIGHTINGS FOR SPA

Assessment	Weighting
School-Based Assessment (SBA) Years 7 & 8	30%*
Student Progress Examination (SPE) End of Year 8	70%*
Total for SPA	100%

**The percentage will be adjusted based on the development and progress of SPA*

Assessment weightings for the other 4 subjects will be determined by the Special Committee



DISTRIBUTION OF ASSESSMENT WEIGHTINGS FOR SBA AND SPE

Year	Semester	Weighting (%)	Final Weightings of SPA
Year 7	Semester 1	SBA	30%
	Semester 2	SBA	
		SBA - End of Year 7 School Examination	
Year 8	Semester 3	SBA	70%
	Semester 4	SBA	
		SPE – End of Year 8 Student Progress Examination	
Total for SPA			100%

SCHOOL-BASED ASSESSMENT (Formative & Summative)

	SEMESTER 1				SEMESTER 2			
	<i>(Term 1)</i>		<i>(Term 2)</i>		<i>(Term 3)</i>		<i>(Term 4)</i>	
Y E A R 7	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework 	R E P O R T I N G	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework 	R E P O R T I N G	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework 	R E P O R T I N G	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework • End Of Year 7 School Examination 	R E P O R T I N G
Y E A R 8	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework 	R E P O R T I N G	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework 	R E P O R T I N G	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework 	R E P O R T I N G	<p>Modes Flexible and fit for purpose Examples:</p> <ul style="list-style-type: none"> •Topical Tests •Homework •Classwork •Practical Work •Fieldwork •Project Work •Coursework • END OF YEAR 8 STUDENT PROGRESS EXAMINATION 	R E P O R T I N G

WORKSHOP AIMS

The aims of the series of workshops are to train a group of resource persons in the:

- development of assessment instruments;
- management of Student Progress Assessment (SPA) or checkpoint assessment; and
- implementation, monitoring and evaluation for policy and administrative decisions.



OBJECTIVES/EXPECTED OUTCOMES

At the end of the course, participants should be able to:

- Develop the assessment objectives and assessment schemes for specific subjects;
- Construct tables of specifications for a range of assessment objectives;
- Construct valid and reliable diagnostics/ formative assessment tools/instruments and test items for SPA based on a wide range of assessment objectives;



- Develop a package of guidelines and exemplary assessment materials;
- Produce specimen papers of test items and marking schemes;
- Develop a mechanism for recording and reporting (include marking and grading), for SPA, for e.g. use of rubrics;
- Devise a procedure for moderating SPA;
- Devise a proposed strategy for setting and monitoring national standards for evaluating student's progress and assessment.



OBSERVERS AND PARTICIPANTS

- Approximately 240 teachers, facilitators and observers)
- Facilitators and observers are officers from CDD, DI, DS, DE, DP and SHBIE
- Facilitators will help resource persons (CIE)



TEACHERS WILL BE GROUPED INTO SIX MAIN GROUPS ACCORDING TO MAIN SUBJECTS

LANGUAGES

- English Language
- Bahasa Melayu
- French
- Arabic
- English Language & Communication

MATHEMATICS

- Lower Sec. Maths
- Mathematics Syll. D
- Additional Maths
- Functional Maths

SCIENCE

- Lower Sec. Science
- Combined Science
- Physics
- Biology
- Chemistry
- Functional Science

BUSINESS/ COMMERCE

- Commerce
- Principle of Accounts
- Commercial Studies
- Economics

ART AND TECHNOLOGY

- D & T
- Computer Studies
- Agriculture
- Art
- Home Economics
- Fashion & Fabrics

HUMANITIES

- Geography
- History
- MIB
- Peng. Ugama Islam

RESOURCE PERSONS

DR NEWMAN BURDETT

RACHEL BETTLEY

MARK SOAMES – Science Group

HELEN TONER – Languages Group

MALCOLM THOMPSON – Art & Technology Group

CATHERINE COUCOM – Business & Commerce Group

MICHAEL WELLS - Humanities Group

NICKY RUSHTON – Mathematics Group



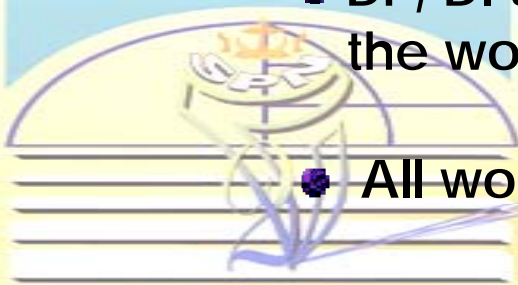
WORKSHOP VENUES

LANGUAGES GROUP	ROOM G2/G3, GROUND FLOOR, UBD
MATHEMATICS GROUP	LECTURE THEATRE G 12, GROUND FLOOR, UBD
SCIENCE GROUP	LECTURE THEATRE G 14, GROUND FLOOR, UBD
ART AND TECHNOLOGY GROUP	ROOM 1.5 FIRST FLOOR, UBD
HUMANITIES GROUP	ROOM 1.11 FIRST FLOOR, UBD
BUSINESS/COMMERCE GROUP	ROOM 1.13 FIRST FLOOR, UBD



POST-WORKSHOP (MULTIPLIER EFFECT)

- Selected teachers and facilitators from each subject group will conduct the workshops to other teachers;
- Department of Schools will oversee and coordinate with all the necessary arrangements for the workshops (venues, schedules, participants, refreshments, stationeries, etc);
- Officers from CDD, DE and DI will also be involved as facilitators and resource persons;
- DP, DI and SHBIE will be involved in the monitoring of the workshops; and
- All workshops should be completed by August 2008.



POST-WORKSHOP (MULTIPLIER EFFECT)

- All notes from the workshops will be downloaded to SM Rimba website (<http://smrimba.net>), then click e-portal.



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THANK YOU

AND

WASSALAM



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