

*A*  
*Quick Guide to*  
**Aligning**  
**Assessment**  
*with*  
**Learning**  
**Domains**

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RADINA MOHAMAD DELI

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# Contents

<b>Preface</b>	ix
<b>Acknowledgement</b>	xi
<b>Contributing Authors</b>	xiii
<b>Introduction</b>	1
<b>Formative and Summative Assessment</b>	5
<b>Domains of Learning</b>	7
Cognitive Domain	9
Affective Domain	21
Psychomotor Domain	31
<b>Conclusion The Art of Asking Good Questions</b>	45
<b>References</b>	49

## Preface

Nurturing high-quality students is a top priority for institutions of higher education. The success of such an endeavour largely depends on the consistency between student assessments, programme goals, and the intended learning outcomes. To ensure that these aspects are appropriately aligned, the right knowledge and information must be made accessible to academics who are involved in the assessment of students' learning. This handbook, aptly named *A Quick Guide to Aligning Assessment with Learning Domains* aims to provide easy access to fundamentals of outcome-based assessment alongside discipline-specific examples to be adapted in line with a programme's needs. It is hoped that by understanding the concepts of assessment and learning domains, academics will be better equipped to plan and manage their teaching and learning activities to meet the demands of quality assessment.

This handbook is an outcome of a project initiated by the Centre for Applied Learning and Multimedia (CALM) of Universiti Malaysia Sarawak (UNIMAS) under the Fellowship of Teaching and Learning (FoTL) initiative.

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# Introduction

Outcome-Based Education (OBE) is a shift in education focus, from curriculum, resources, and processes towards outcomes and objectives. Within the OBE framework, assessment tasks, and teaching and learning activities need to be constructively aligned with the intended Learning Outcomes (LOs) as shown in Figure 1.1.

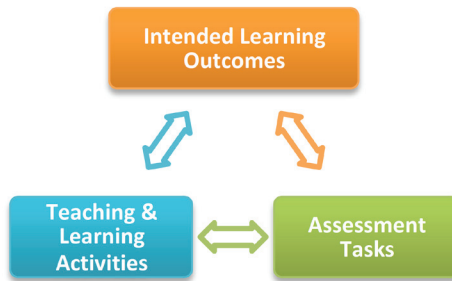


Figure 1.1: OBE model

In the implementation of OBE, the Outcome-Based Assessment (OBA) is used to attain the intended outcomes of a programme or a course. The OBA involves two types of assessments:

1. Formative assessment concerns students' learning progress.
2. Summative assessment validates students' achievement of Learning Outcomes at the end of the learning experience.

The design or revision of an assessment prioritizes consistency. Consistency is translated when the objectives of the unit/course/lesson being assessed, the teaching/learning activities, and the assessment tool correspond with one another.

The steps of developing an effective assessment according to OBA involve the following:

- i. Identify the objective of the course/learning unit being assessed
- ii. Identify the level of Bloom's Taxonomy being assessed
- iii. Determine the suitability between assessment levels and course levels
- iv. Determine the suitable form of assessment
- v. Select appropriate verb to construct the assessment
- vi. Establish the extent to which the content of the assessment is equivalent to the objectives being assessed

Assessment is an important aspect in teaching and learning particularly with regards to administering and enhancing students' learning process and experiences. Careful planning and sound knowledge of what and how to assess are key to crafting an effective assessment design. Such a design should function to evaluate students in terms of what they have learned and how best to demonstrate their learning.

In OBE, what is expected of students from their learning experiences is formally recognized as Learning Outcomes (LOs) which serve to determine the assessment design. They are defined as the minimum performance or competence level that is established within a course or a programme. Assessment, therefore, refers to the process of finding evidence for students' LOs achievement upon successful completion of a university course or

# *A Quick Guide to* **Aligning Assessment with Learning Domains**

**T**imely and relevant, this handbook, *A Quick Guide to Aligning Assessment with Learning Domains*, guides readers to acquire and apply the concepts of assessment and learning domains for their teaching and learning activities. Readers will discover the fundamentals of outcome-based assessment alongside discipline-specific examples, with particular emphasis on the cognitive, affective, and psychomotor domains. Recommended to all academics, this little book will equip them with understanding and application to meet the demands of quality assessment.



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