CHAPTER 2

LITERATURE REVIEW

This chapter is divided into three parts. The first part is assessment which includes assessment in higher education, types of assessment, and assessment methods. The second part is about alignment such as constructive alignment, learning outcomes, teaching and learning activities, assessment tasks, and alignment method. The third part is conceptual framework.

2.1. Assessment in Higher Education

Assessment is one of the important part in teaching and learning process. It is an ongoing process that assesses students' proficiency by seeing students' activities in the class using the target language (Brown, 2004). The learning process which can be assessed like the students respond to a question, offer a comment, make oral presentation, and other activities that require the students to experiment with the target language.

Contino (2013) stated that assessment is the process that uses tests and other means to collect information in order to make inferences about students' learning and the attainment of the standards. In line with this, Banta & Palomba (1999, p.4 as cited in Banta & Palomba (2015)) stated that assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

The term *assessment* in higher education has also come to encompass the entire process of evaluating institutional effectiveness. Assessment is the process of providing credible evidence of resources, implementation actions, and outcomes that undertaken for the purpose of improving the effectiveness of instruction, programs, and services in higher education ((Banta & Palomba, 2015). In order to develop human potential to be professional, higher education should have an effective education system and it can be started from the assessment.

Assessment is more than the collection of data. To make assessment work, educators must be purposeful about what they collect. As a basis for data gathering, they must clarify their goals and objectives for student learning and be aware of where these goals and objectives are addressed in the curriculum. After data are gathered, educators must examine and use assessment results to improve educational programs (Banta & Palomba, 2015).

According to Boud, D. & Associates (2010) assessment is a central feature of teaching and the curriculum. It powerfully frames how students learn and what students achieve. It is one of the most significant influences on students' experience of higher education and all that they gain from it. The reason for an explicit focus on improving assessment practice is the huge impact it has on the quality of learning.

In a different approach to understanding assessment, Boud (1995) argued that assessment is most effective and leads to learning when broader consequences

of a given assessment are considered. To be consequentially valid, assessments should not be seen in terms of the immediate results, but in terms of how they impact students' study habits and how they relate to deeper approaches of learning (Ramsden, 2003). Furthermore, Permendiknas 66 (2013) stated that

> *"Penilaian pendidikan sebagai proses pengumpulan dan pengolahan informasi untuk mengukur pencapaian hasil belajar peserta didik mencakup: penilaian otentik, penilaian diri, penilaian berbasis portofolio, ulangan, ulangan harian, ulangan tengah semester, ulangan akhir semester, ujian tingkat kompetensi, ujian mutu tingkat kompetensi, ujian nasional, dan ujian sekolah/madrasah."*

In conclusion, assessment in higher education is the process of providing credible evidence of resources, implementation actions, and outcomes in order to improve student learning.

2.2. Assessment Types

The writer divided types of assessment into three categories; based on its purpose, its method, and its time.

2.2.1. Purposes of Assessment

Earl & Katz (2006) stated that assessments will work best when its purpose is clear and when it is carefully designed to fit that purpose. The focus of this is on three distinct but inter-related purposes for classroom assessment: assessment for learning, assessment as learning, and assessment of learning.

Assessment for learning, also referred to, as assessment for formative purposes or formative assessment. Assessment for learning happens during the learning process. By using assessment for learning teachers can see how far

students' understanding and teachers can decide what they are going to do to help the students' progress (Earl & Katz, 2006).

Earl & Giles (2011) stated that assessment for learning includes all those activities undertaken by teachers, and by the students in assessing themselves, which provides information to be used as feedback to make the teaching and learning activities better in which they are engaged. According to Earl & Katz (2006):

> "Assessment for learning provides information about what students already know and can do, so that teachers can design the most appropriate next steps in instruction. When teachers are focussed on assessment for learning, they are continually making comparisons between the curriculum expectations and the continuum of learning for individual students, and adjusting their instruction, grouping practices, and resources."

On the other hand, Assessment as learning is similar with self and peer assessments that allow students to reflect on their own learning and identify areas of strength and need, also it gives self-support for their own learning. According to Earl & Katz (2006) :

> "Assessment as learning focusses on students and emphasizes assessment as a process of metacognition (knowledge of one's own thought processes) for students. Assessment as learning emerges from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but is an active process of cognitive restructuring that occurs when individuals interact with new ideas."

Assessment as learning focusses on the explicit developing of students' capacity over time to be their own best assessors, but teachers need to start by introducing and modelling external and make the opportunities for students to assess themselves (Earl & Katz, 2006).

Assassment of leaning refers to strategies designed to confirm what students has learnt, determine whether they achieve the curriculum outcomes or

not or the goals of their individualized programs, or to certify proficiency and make decisions about students' next programs or placements. It is also designed to provide evidence of achievement to parents and the students themselves as their reflection or evaluation (Earl & Katz, 2006). Assessment of learning also known as summative assessment, and usually occurs in the end of course or semester.

2.2.2. Methods of Assessment

Assessment in language learning can be categorized by it methods; there are formal assessment and informal assessment. Brown (2004) stated that informal assessment can like a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a student's competence.

On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement (Brown, 2004). Formal assessment almost similar with test, but not all formal assessments are test.

2.2.3. Times of Assessment

Diagnostic assessment, formative assessment, and summative assessment are distinguished based on the time of its implementation. Airasian, P. W. &

Russel, M. K.(2012) stated that diagnostic assessment is used to diagnose what the learner already knows and/or the nature of difficulties or misconceptions that the learner might have. It also provide information to assist teacher planning and guide differentiated instruction (Tomlinson & McTighe, 2006: 71). Brown (2004) defined formative assessment as *"..... evaluating students in the process of 'forming' their competencies and skills with the goal of helping them to continue that growth process."* In addition, formative assessments are used to change or ameliorate instruction while it is still going on (Airasian & Russell, 2012).

On the flip side, summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress (Brown, 2004).

In a recent paper, Harlen (2007, p. 16) evaluates formative and summative assessments. He defines formative assessment as one that "*promotes learning by using evidence about where students have reached in relation to the goals of their learning, to plan the next steps in their learning and know how to take them*."

On the other hand, Harlen (2007, p.16) stated that summative assessment is seen as being comprehensive in nature and its purpose is seen as providing cumulative information on which levels of achievement are determined at exit from the course of study (as cited in Mahboob, 2008) .

2.3. Assessment Methods

Stiggins et al. (2004, p. 90) divided assessment method into four basic categories which are selected response and short answer, extended written response, performance assessment, and personal communication.

2.3.1. Selected Response and Short Answer

According to Stiggins et al. (2004, p.91), selected response and short answer methods consist of those in which students select thecorrect or best response from a list provided. It includes multiple choice, true/false,matching, short answer, and fill-in questions. For allselected response assessments, students' scores are figured as the number or proportion ofquestions answered correctly.

2.3.2. Extended Written Response

Stiggins et al. (2014, p.91) stated that extended written response assessment requires students to construct a written answer inresponse to a question or task rather than to select one from a list. An extended written response is one that is at least several sentences in length, such as compare pieces of literature, analyze artwork, interpret music, scientific information, describe in detail a scientific, mathematical, or economics process or principle,such as how supply and demand works.

Stiggins et al (2004, p.91-92) judged correctness of extended written responses by applying one of two types of predetermined scoring criteria. One type gives points for specific pieces of information thatare present. The second

type of criteria can take the form of a rubric. Scores therefore also take one of two forms: number or percentage of points attained,or rubric scores.

2.3.3. Performance Assessment

According to Stiggins et al. (2004, p.92), performance assessment is assessment based on observation and judgment and looked ata performance or product and make a judgment as to its quality. Examples include thefollowing:

• Complex performances such as playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group.

• Creating complex products such as a term paper, a lab report, or a work of art.

Along with extended written response assessments, performance assessments have twoparts: a performance task or exercise and a scoring guide. The scoring guide canaward points for specific features of a performance or product that are present, or itcan take the form of a rubric, in which levels of quality are described.

2.3.4. Personal Communication

Stiggins et al. (2004, p.93) argued that gathering information about students through personal communication is just what itsounds like—we find out what students have learned through interacting with them. For examples,looking at and responding to students' comments in journals and logs, asking questions during instruction, interviewing students in conferences, listening to students as they participate in class, and giving examinations orally.

However, as long as the learning target and criteriafor judging response quality are clear, information gathered via personal communicationcan be used to provide descriptive feedback to students, for instructional planning, andfor student self-reflection and goal setting. If planned well and recorded systematically,information from personal communication can be used as the basis for assessments *of*learning.

2.4. Constructive Alignment

As cited in Kabouha & Elyas (2015), constructive alignment theory (Biggs, 1996), by and large, is "*one of the most influential ideas in higher education*" (Biggs & Tang, 2007: 11). The basic principle of constructive alignment is that the curriculum should be designed in a way that the learning activities and assessment tasks are aligned with the learning outcomes that are intended in the course of study (Biggs, 2003).

As cited in Kabouha & Elyas (2015), constructive alignment is a theory of motivation and planning which looks at teaching far beyond what goes on in the classroom (Brabrand, 2007). Therefore, it should be the starting point when designing a language course, or a learning module that is based on what students should know and be able to demonstrate at the end of a particular course.

Good and clear descriptions of assignments have been listed as one of the core criteria for making assessment supportive of learning goals (Knight, 1995 as cited in Mahboob, A. (2008)). This information is relevant to this study because it

forms part of the material used to explore the nature and quality of (constructive) alignment (Biggs, 1996) in this research.

According to Biggs (2003) constructive Alignment has two aspects. The 'constructive' aspect refers to what the learner does, which is to construct meaning through relevant learning activities. The 'alignment' aspect refers to what the teacher does, which is to set up a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes.

In short, constructive alignment is a match between what learner does which includes assessments and activities and the intended learning outcomes (ILOs).

2.4.1. Intended Learning Outcomes

According to Dokumen 005-KKNI (2015), *"Capaian pembelajaran (learning outcomes) adalah suatu ungkapan tujuan pendidikan, yang merupakan suatu pernyataan tentang apa yang diharapkan diketahui, dipahami, dan dapat dikerjakan oleh peserta didik setelah menyelesaikan suatu periode belajar. Capaian pembelajaran adalah kemampuan yang diperoleh melalui internalisasi pengetahuan, sikap, keterampilan, kompetensi, dan akumulasi pengalaman kerja."*As cited in Kabouha & Elyas (2015), the lack of clear intended learning outcomes that set out explicitly has led to a mismatch between what it is taught and what it is required from students to achieve. Therefore, more detailed core learning outcomes to which teaching, learning and assessment can be constructively aligned are needed (Harden, 2002b).

The teacher should link the material of the course to the intended learning outcomes so that the students are made aware of the purpose of the learning activities, which they usually carry out in class. They should continuously be encouraged to reflect on their own learning process in relation to the explicit intended learning outcome as well as in relation to specific personal academic interests. Furthermore, according to Wilson (2000):

> "students learning outcomes defined particular level of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his/her engagement in a particular set of collegiate experiences."

In addition, Biggs & Tang (2011: 101) stated that "The ILOs are statements, written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience." In conclusion, intended learning outcomes are the activities that teacher wants the students are able to achieve.

2.4.2. Teaching and Learning Activity

Teaching and learning activity included independent learning with the pre-reading with self-addressed questions, and small group learning and collaborative learning with learning partners, a reflective diary, and most important, as all were practising teachers, their workplace, so that all the learning activities mentioned in the ILOs were embedded in the TLAs in one way or another (Biggs & Tang, 2011: 102).Teaching/learning activities (TLAs) need to be aligned to the target verbs in the intended learning outcomes (ILOs) they are to facilitate, there are also

general criteria all TLAs should meet, whatever verbs they address (Biggs & Tang, 2011: 58).

2.4.3. Assessment Task

Assessment tasks (ATs) should addressed each ILO. Assessment tasks are the evidence for the achievement of learning outcomes (Biggs & Tang, 2011: 103). Students will learn what they think they'll be assessed on, not what what's in the curriculum, or what's been covered in class. To overcome this, teachers should make sure that the assessment tasks represent what teachers intended the students to learn (Biggs, 2003: 4). Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment (Boud 1995: 35 as cited in Clarence et al (2015)).

If, however, a course curriculum is designed in such a way that when students work towards meeting the assessment requirements they are in fact achieving the purposes and outcomes of the course then assessment as a 'lever' has a valid educational purpose. In short, if the 'planned' curriculum and the 'actual' curriculum are the same, then students will engage in the desired learning activities.

2.4.4. Alignment Methods

There are three common methods for systematically evaluating and documenting the alignment between standards and assessments: sequential development, expert review, and document analysis. (Case & Zucker, 2005)

First is the sequential development. This method is the easiest to understand because it follows a logical process (Webb, 1997a as cited in Case & Zucker (2005)). First, the academic content standards are established with input and research from educators, experts, and the public (La Marca, Redfield, Winter, Bailey, and Despriet, 2000; Resnick et al., 2003; Webb, 1997a as cited in Case & Zucker (2005)). Then, the standards are used to design the blueprint for the structure and content of the assessment. This methodology ensures that each standard has an adequate number of items corresponding to it. The link between each standard and item can be easily documented for evidence of alignment.

The second method is the expert review. This methodology is used to analyze the alignment between standards and assessments after both have been developed. These experts are knowledgeable about the content covered by the standards and about the process for developing tests (Webb, 1997a as cite in Case & Zucker (2005)). The process may include educators, administrators, parents, and other members of the public, in addition to content and assessment experts. Frequently, expert review occurs after sequential development to provide evidence of alignment between standards and an assessment.

The last is document analysis. In this methodology, the standards and assessment documents (such as test forms) are analyzed using a system for encoding their content and structure (Case & Zucker, 2005). The alignment of the documents can then be quantified and systematically compared. This methodology is especially suited to complex alignment studies. These methodologies can be used independently or in a combination of the three.

According to Anderson, L. W. (2002), an example from document analysis is taxonomy table. The process of aligning must be emphasized that alignment estimatesusing the Taxonomy Table are based oncurriculum units or entire courses, not individual lessons.Thus, the analysis involved a group of objectives,a variety of instructional activities, and, generally,more than one assessment (both formal and informal).

The alignment process involves four steps. First, each objective is placed in its appropriate cell or cells of the Taxonomy Table. The verbs and nouns included in the statement of the objective are used to place the objective in the proper cell. Second, each instructional activity (and accompanying support materials) is similarly placed in its appropriate cell, based once again on clues provided by verbs and nouns included in the descriptionof the activity.

Third, using clues from included verbs and nouns, each assessment task (whether it be a performance assessment or one of a series of test items) is placed in its appropriate cell. In the case of traditional tests, each item is considered an assessment task and placed appropriately. Fourth, the three completed Taxonomy Tables, one each derived from the analysis of the objectives, instructional activities and materials, and assessments, are compared. Complete alignment is evidenced when there are common cells included on all three completed Taxonomy Tables. That is, the objective, instructional activities and materials, and assessments all fall into the same cell (e.g., understand conceptual knowledge).

2.5. Conceptual Framework

Based on the statements above, assessment in higher education is the process of providing credible evidence of resources, implementation actions, and outcomes in order to improve student learning. Types of assessment divided into three categories, which are based on its purpose, its method, and its time. According to Earl & Katz (2006), there are three purposes of assessment which are assessment for learning, assessment as learning, and assessment of learning. Brown (2004) stated that formal and informal assessment are the methods of the assessment. Brown (2004) also added that there are three types of assessment based on the time of the implementation which are diagnostic assessment, formative assessment, and summative assessment.

Moreover, constructive alignment is a match between what learner does which includes assessments and activities and the intended learning outcomes (ILOs). In order to achieve students' successful learning, there should be an alignmnet of the intended learning outcomes (ILOs), assessment tasks (Ats), and also teaching and learning activities (TLAs).

Table 2.1 Conceptual Framework of the Study

Assessment Types		Assessment Method	Constructive Alignment	Alignment Method
Method	• Formal • Informal	• Selected response and short answer • Extended written answer • Performance assessment • Personal communication	• ILOs • TLAs • ATs	• Document Analysis
Time	• Diagnostic • Formative • Summative			
Purpose	• Assessment for learning • Assessment of learning • Assessment as learning			