

Workshop 1

“Workshop on Holistic Assessment for ISATE2010”

Date: 28 September 2010 (16 : 20 - 17 : 50)

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Good practise in student assessment should entail the use of a variety of assessment tasks (assignments, tests, presentations, portfolios peer and self assessment etc.) rather than rely on a single assessment tool like an examination. The challenge in using multiple assessment tasks is how to combine the results of each assessment to form a valid robust and “professional” judgement about students’ performance. This workshop explores how to use a holistic approach to formulating a judgement. By using a holistic approach, the assessment and the grading can potentially better foster, as well as measure, deeper learning.

Workshop Objectives:

In this workshop participants will:

- Discuss the potential benefits of multiple assessment methods
- Review the different information collected from assessments.
- Compare holistic assessment grading with analytical grading.
- Judge the value of using a holistic assessment in fostering and measuring deeper learning.

Workshop Plan:

The workshop will be activity based. Participants will work in small teams of 5 to 7 people. Activities will include discussions, analysis of data, and presentations. There will be four key activities.

Activity 1: What is learning?

Participants will explore different ideas and types about learning and choose a type of learning that they think best reflects the desired outcomes of their course.

Activity 2: Different assessment methods?

Participants will examine the value of different tools for assessing students in respect to the unique information each tool can provide.

Activity 3: Combining Multiple Assessment Tools in an

Participants will discuss the rationale behind the principle of using multiple assessment tools to assess student and become familiar with the idea of an Assessment Plan

Activity 4: Deriving a Grade from Multiple Assessment Tools

Participants will compare the pros and cons of analytical versus holistic grading schemes when determining a final subject and compare these different approaches to grading to the idea of professional judgement.