

UNIVERSITI SAINS MALAYSIA

First Semester Examination
Academic Session 2004/2005

October 2004

**PLG 713 – Penilaian Prestasi dan Kemahiran Amali
(Assessment of Performance and Practical Skills)**

Masa: 2 jam
[Duration: 2 hours]

Sila pastikan bahawa kertas peperiksaan ini mengandungi TIGA muka surat yang bercetak sebelum anda memulakan peperiksaan ini,

[Please check that this examination paper consists of THREE pages of printed material before you begin the examination].

Arahan :

Jawab **EMPAT** (4) soalan. Semua soalan membawa jumlah markah yang sama.

[Instructions:

Answer FOUR (4) questions. All questions carry the same marks].

Jawab **EMPAT (4)** soalan.

1. Huraikan perbezaan antara taksiran dan penilaian. Bincangkan isu-isu dan trend berkaitan kedua-dua konsep tersebut dengan memberi tumpuan terhadap aplikasinya dalam pendidikan sains.
(25 markah)
2. Apakah yang dimaksudkan dengan pentaksiran kecekapan pelajar? Apakah pentaksiran berasaskan hasil pembelajaran? Bagaimanakah pentaksiran berasaskan hasil pembelajaran menggalakkan kecekapan?
(25 markah)
3. Bincangkan bagaimana pengujian dan pengajaran boleh digabungkan. Bezakan antara pentaksiran untuk pembelajaran dan pentaksiran untuk gred.
(25 markah)
4. Bincangkan kelebihan dan kekurangan pentaksiran berasaskan perlakuan (performance-based assessment). Bagaimanakah kesaksamaan dalam pentaksiran perlakuan diperolehi dari perspektif persamaan dan ekuiti?
(25 markah)
5. Jelaskan dengan ringkas rubrik penskoran. Bincangkan kelebihan dan kekurangan menggunakan rubrik sebagai suatu teknik penilaian.
(25 markah)

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TRANSLATION

Answer **FOUR (4)** questions.

1. Elaborate on the distinction between assessment and evaluation. Discuss issues and trends in each, with special reference to their application in science education.
(25 marks)
2. What is meant by assessment of student competence? What is outcome-based assessment? How does outcome-based assessment foster student competence?
(25 marks)
3. Discuss how testing and teaching can be integrated. Differentiate between assessment for learning and assessment for grading.
(25 marks)
4. Discuss the advantages and limitations of performance-based assessment? How can fairness in performance-based assessment be attained from the perspective of equality and equity?
(25 marks)
5. Briefly explain what is a scoring rubric. Discuss the advantages and limitations of rubrics as a technique for evaluation.
(25 marks)