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**DEVELOPMENT AND EVALUATION OF A
PORTFOLIO ASSESSMENT PACKAGE
FOR YEAR FIVE LOCAL STUDIES**

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ABSTRAK

Kajian ini adalah mengenai pembentukan dan penilaian satu Pakej Penilaian Berportfolio untuk Kajian Tempatan bagi Tahun Lima. Reka bentuk dan pembentukan pakej tersebut tercetus daripada keperluan untuk membentuk satu kaedah penilaian alternatif untuk Kajian Tempatan yang membolehkan pelajar melakukan pemikiran beraras tinggi, penilaian sendiri dan rakan sebaya, dan mempergunakan maklum balas khususnya maklum balas daripada guru.

Data yang terkumpul dianalisis secara kualitatif dengan menggunakan prosedur kod Strauss dan Corbin (1990). Dapatan kajian menunjukkan bahawa pelajar dapat melakukan pemikiran beraras tinggi semasa menyelesaikan tugas penilaian berportfolio. Selain daripada itu pelajar dapat mengenal pasti kelebihan dan kelemahan respons masing-masing dan respons rakan sebaya mereka semasa menyelesaikan tugas melalui penilaian sendiri dan penilaian rakan sebaya. Di samping itu, pelajar juga dapat memberi cadangan untuk mengatasi kelemahan yang telah dikenalpastikan. Dapatan kajian juga menunjukkan bahawa maklum balas guru semasa menilai hasil kerja pelajar terbahagi kepada tiga jenis: pujian, kritikan, dan nasihat. Didapati pelajar lebih suka maklum balas guru yang berbentuk nasihat dan mereka menggunakan maklum balas tersebut untuk mengkaji semula, mengubah, dan membaiki hasil kerja mereka. Mengenai penilaian Pakej Penilaian Berportfolio dari perspektif pelajar, dapatan kajian menunjukkan bahawa pelajar mempunyai persepsi positif terhadap tugas penilaian dalam Pakej Penilaian Berportfolio. Mereka mempunyai pandangan positif terhadap amalan penilaian sendiri dan penilaian rakan sebaya. Persepsi pelajar terhadap penilaian hasil kerja mereka dan maklum balas guru

yang berikutan adalah positif. Pada keseluruhannya, pelajar gemar menggunakan Pakej Penilaian Berportfolio.

Penilaian pakej ini dijalankan dengan menggunakan penilaian proses dan produk menurut Stufflebeam. Penilaian proses membekalkan maklumat untuk perkembangan berterusan projek tersebut. Penilaian produk pula membekalkan maklumat mengenai pakej tersebut daripada perspektif pelajar. Maklumat yang dikumpulkan melalui penilaian proses dan produk telah digunakan untuk membuat cadangan bagi perkembangan Pakej Penilaian Berportfolio yang selanjutnya. Di samping itu pula, Pakej Penilaian Berportfolio juga disyorkan kepada Bahagian Sekolah, dan Bahagian Pendidikan Guru, Kementerian Pendidikan untuk digunakan di sekolah-sekolah dan institusi-institusi pengajian di bawah kawalan mereka.

Justeru itu, boleh disimpulkan bahawa Pakej Penilaian Berportfolio adalah satu alat pembelajaran-penilaian yang boleh digunakan untuk memperkembangkan kebolehan pelajar untuk berfikiran aras tinggi, metakognisi dan kawalan sendiri. Kemahiran pelajar untuk berfikiran beraras tinggi dapat dikembangkan melalui penggunaan tugas penilaian Pakej Penilaian Berportfolio. Metakognisi pula diperkembangkan melalui proses mengamalkan penilaian sendiri, penilaian rakan sebaya, dan refleksi. Pelajar telah menunjukkan kebolehan mereka dalam kawalan sendiri melalui penggunaan maklum balas khususnya daripada guru. Akhirnya, dapatan kajian menunjukkan bahawa pelajar berusia sebelas tahun yang hanya sederhana dari segi pencapaian akademiknya, boleh menggunakan Pakej Penilaian Berportfolio untuk melakukan pemikiran beraras tinggi, penilaian sendiri dan rakan sebaya, dan seterusnya menggunakan maklum balas daripada guru untuk memperbaiki hasil kerja mereka.

ABSTRACT

This study is about the development and evaluation of a Portfolio Assessment Package for Year Five Local Studies. The design and development of the package was spurred by the need to develop an alternative assessment for Local Studies that would enable students to practice higher order thinking, self- and peer-assessment, and utilisation of feedback especially feedback from the teacher.

The data collected were analysed qualitatively using Strauss and Corbin's (1990) coding procedure. The findings indicated that students' were able to perform higher order thinking when responding to the portfolio assessment tasks. Besides that students were able to identify the strengths and weaknesses of their responses and the responses of their peers through self- and peer-assessment respectively. In addition students were also able to make recommendations to overcome the weaknesses that they had identified. The findings also showed that the teacher, when assessing students' work, offered students three types of feedback. Feedback was in the form of praise, criticism, and advice. It was found that students preferred feedback in the form of advice and utilised the feedback to review, revise, and improve their work. On the evaluation of the Portfolio Assessment Package based on students' perspective, the findings showed that students had a positive perception of the assessment tasks in the Portfolio Assessment Package. They also felt positively about self-assessment and peer-assessment practices. Their perception of the teacher's assessment of their work and the feedback that the teacher offered them was also positive. On the whole the students liked using the Portfolio Assessment Package.

The evaluation of the Package was conducted using Stufflebeam's process and product evaluation. Process evaluation provided information for the on-going

development of the package. Product evaluation on the other hand provided information on the package from the students' perspective. The information gathered through process and product evaluation was used to make recommendations for further development of the Portfolio Assessment Package, in addition to making recommendations to the Schools Division of the Ministry of Education and the Teacher Education Division of the Ministry of Education.

It can be concluded that the Portfolio Assessment Package is a learning-assessment tool, which can be used to develop students' ability to perform higher order thinking, metacognition, and self-regulation. Students developed their higher order thinking skills by using the assessment tasks of the Portfolio Assessment Package. Students' metacognition on the other hand was developed through students' practice with self-assessment, peer-assessment and reflections. Students showed their ability to self-regulate their learning through the utilisation of feedback especially teacher's feedback. Finally, the findings showed that even academically average eleven-year-old students could use the Portfolio Assessment Package to perform higher order thinking, self- and peer-assessment, in addition to utilising the teacher's feedback to improve their work.

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