

Asas Pembinaan Item Berkualiti & Penilaian Atas Talian

PBU 2021
LIM BP



Tentatif
BENGKEL PEMBINAAN ITEM BERKUALITI
(SESI DIS 2020)
POLITEKNIK BALIK PULAU
07 APRIL 2021

MASA	10.00 – 12.00	12.00 - 13.00	14.00 -16.00	16.00- 17.00
TARIKH				
07/09/2020 Isnin	TAJUK : ASAS PEMBINAAN ITEM BERKUALITI & PENILAIAN ATAS TALIAN En. Lim Boon Ping	Rehat	TAJUK: ITEM BUILDING PB (Teori & Praktikal) Pn. Wan Nur Wahidah binti Hashim	PROSES PENGHASILAN ITEM KERJA KURSUS

Objektif :

- **Berkongsi** pengetahuan dan latihan tentang **teknik dan kemahiran** dalam menghasilkan **item berkualiti** bersama *pensyarah*.



Rujukan Utama :

Garis Panduan Pengurusan Bank Item & Peraturan

Permarkahan Politeknik

LAMPIRAN E : KRITERIA PENGGUBAL DAN PANEL PENILAI

1.0 Kriteria penggubal dan pemilihan panel penilai adalah seperti berikut:

Penggubal :

i. Telah mengajar **kursus** berkenaan sekurang-kurangnya **1 semester***.

ii. Telah menjadi **pemeriksa skrip jawapan** peperiksaan akhir sekurang-kurangnya sekali.

* **Pensyarah kursus** disarankan WAJIB mengikuti :

i. Kursus Pembinaan Item Berkualiti atau yang setara dengannya dalam tempoh **tahun pertama** perkhidmatan bagi **pensyarah baharu**

ii. Kursus Pembinaan Item Berkualiti atau yang setara dengannya sekurang-kurangnya **3 tahun sekali dalam gred semasa**.

1. Pengurusan Item PA di Poli



POLITEKNIK
Jabatan Pengajian Politeknik

GARIS PANDUAN PENGURUSAN BANK ITEM DAN PERATURAN PEMARKAHAN POLITEKNIK KEMENTERIAN PENDIDIKAN MALAYSIA

BAHAGIAN PEPERIKSAAN DAN PENILAIAN
JABATAN PENGAJIAN POLITEKNIK



GUBAL

Penggubalan di Politeknik

Tempoh: 1.5 bulan (Arah Penggubalan pada Minggu 1 Kuliah)

Penilaian dan Pemurnian di Politeknik

Panel Semakan Draf Item (KJ, KP, PB)

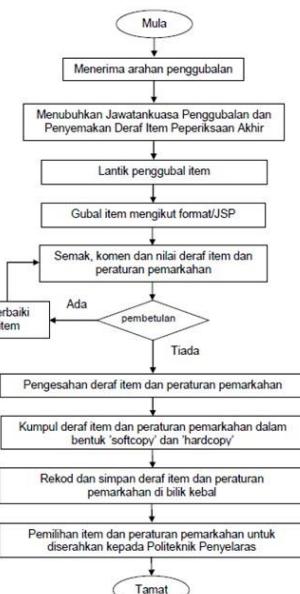
Kesahan Draf Item oleh Pengerusi Jawatankuasa Penggubalan dan Penyemakan Draf Item dan Peraturan Pemarkahan Peperiksaan Akhir

Pertukaran Draf

Semakan Ketidakakuratan & Tindakan Pembetulan

*PB=Penyemak Bahasa

LAMPIRAN B : CARTA ALIR PROSES PENGGUBALAN DAN PENYEMAKAN DRAFT ITEM DAN PERATURAN PEMARKAHAN PEPERIKSAAN AKHIR DI PERINGKAT POLITEKNIK



Tindakan:

Jawatankuasa Penggubalan dan Penyemakan Draf Item dan Peraturan Pemarkahan Peperiksaan Akhir Politeknik

Pengarah Politeknik

Pensyarah Kursus

PANEL SEMAKAN DRAFT ITEM
- Ketua Program / Pensyarah Kanan / Pensyarah Utama / Ketua Kursus Bahasa Inggeris

Ketua Jabatan / Ketua Program

Pegawai Peperiksaan

BAHAGIAN PEPERIKSAAN DAN PENILAIAN JABATAN PENGAJIAN POLITEKNIK

BPN / Jawatankuasa Penilaian dan Pemurnian Item dan Peraturan Pemarkahan Peperiksaan Akhir / Pegawai Peperiksaan

Garis Panduan Pengurusan Bank Item & Peraturan Permarkahan Politeknik



POLITEKNIK

GARIS PANDUAN PENGURUSAN BANK ITEM DAN PERATURAN PEMARKAHAN POLITEKNIK KEMENTERIAN PENDIDIKAN MALAYSIA

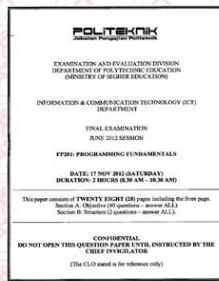
Analisis 1: Analisis Jadual Spesifikasi Ujian (JSU)

RUMUSAN

Hasil daripada dapatan analisis ini menunjukkan **taburan aras kognitif** bagi setiap kertas peperiksaan akhir politeknik.

Sekiranya taburan ini **tidak memenuhi kehendak FEIST**, maka set soalan tersebut **perlu dimurnikan**.

Taburan aras kognitif ini dapat menunjukkan kesesuaian item yang digunakan dalam Peperiksaan Akhir **selaras dengan kehendak kurikulum (CLO)**.



Analisis 2: Analisis Tahap kesesuaian Item PA (Validity Test)

Analisis tahap kesesuaian item peperiksaan akhir politeknik dilakukan oleh **panel-panel luar** dari **Institusi Pengajian Tinggi, Industri dan Badan-badan Profesional** yang dilantik berdasarkan bidang kepakaran adalah bertujuan untuk memastikan kesahan kandungan sesuatu set item memenuhi kehendak kurikulum sesuatu kursus.



2. Analisis Tahap kesesuaian Item PA (Validity Test)

Item Yang Dinilai oleh Panel Luar :

1. Format item bentuk objektif, subjektif & esei adalah bersesuaian.
 2. Kata tugas item bersifat jelas.
 3. Konteks item bersifat jelas.
 4. Keseimbangan item meliputi LOT & HOT
 5. Aras Kesukaran
 6. Masa menjawab.
 7. Item menepati keperluan pengajian.
 8. Relevant dgn keperluan semasa.

Jadual 2: Skor Min Tahap Kesesuaian Item Peperiksaan Akhir Politeknik Program Diploma Teknologi Maklumat (Pengaturcaraan)

Bil.	KURSUS*	Min Keseluruhan									
		Bilangan Sampel (N)					item atau kesesuaian				
1.	FP101 Programmig Principles	5	3.80	3.60	4.00	4.20	4.20	4.40	4.60	4.40	4.13
2	FP105 Computer Essentials	5	4.00	3.00	4.00	3.00	3.00	4.00	4.00	4.00	3.56

Analisis 3 : Analisis Tahap Kesukaran Item PA ; (Reliability/DifficultyTest)

Analisis tahap kesesuaian item ialah satu proses menganalisis secara statistik **tindakbalas calon** terhadap setiap item dalam sesuatu ujian untuk membuat pertimbangan mengenai **kualiti dan keberkesanannya** item-item tersebut.

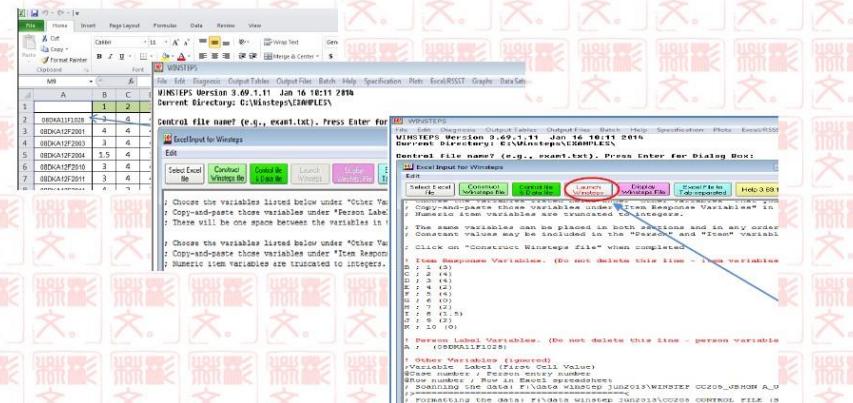
Objektif analisis item penilaian adalah untuk:

- 3.1 Mengenalpasti **kebolehpercayaan item** (*item reliability*)
 - 3.2 Mengenalpasti **aras kesukaran item** (*level of difficulty*)
 - 3.3 Menghasilkan Laporan Analisis Item Penilaian
 - 3.4 Menentukan item yang akan dimasukkan ke dalam **Bank Soalan**.

3. Analisis Tahap Kesukaran Item PA

Analisis item yang digunakan adalah berdasarkan **Model Rasch** yang menggunakan teori moden iaitu Item Response Theory (IRT).

Perisian yang digunakan adalah perisian **WINSTEP**. Analisis item yang menggunakan perisian **WINSTEP** ini akan digunakan oleh politeknik penyelaras bagi item peperiksaan akhir sahaja.



3. Analisis Tahap Kesukaran Item PA

Laporan Jadual Keputusan Analisis Item PA

KURSUS: MECHANICS OF CIVIL ENGINEERING STRUCTURES					
KOD KURSUS: DCC2063					
JENIS ITEM: SOALAN BAHAGIAN A (ESEI)					
ITEM	INFIT MNSQ	PT-MEASURE CORR	ARAS KESUKARAN ITEM	CLO	TINDAKAN
S1(a)	0.95	0.51	M	1	DITERIMA
S1(b)	0.90	0.52	L	1	DITERIMA
S1(c)	1.11	0.59	M	1	DITERIMA
S2(a)	1.09	0.34	H	1	DISEMAK/DITOLAK
S2(b)	0.92	0.59	M	1	DITERIMA
S2(c)	0.95	0.63	M	1	DITERIMA

JENIS ITEM: SOALAN BAHAGIAN B (ESEI)					
ITEM	INFIT MNSQ	PT-MEASURE CORR	ARAS KESUKARAN ITEM	CLO	TINDAKAN
S1(a)	0.92	0.32	H	1	DISEMAK/DITOLAK
S1(b)	1.12	0.61	M	2	DITERIMA
S1(c)	1.14	0.71	M	2	DITERIMA
S1(d)	0.85	0.69	M	2	DITERIMA
S2(a)	0.92	0.42	L	2	DITERIMA

- Reliability 0.8 to 1.0
- Infit Mean Square 0.7 to 1.3
- Point Measure Correlation 0.4 to 0.8

3. Analisis Tahap Kesukaran Item PA

Borang Maklum Balas **KETIDAKAKURAN** (B1C/BPN)

B1C/BPN

BORANG MAKLUM BALAS KETIDAKAKURAN
(Dirilis oleh Jabatan Akademik Politeknik Penyelaras)

PROGRAM	POLITEKNIK	KOD KURSUS	POITEKNIK PENGUBAL	NOMBOR ITEM	CATATAN / TINDAKAN POLITEKNIK PENYELARAS
1					
2					
3					
4					
5					
6					
7					
8		Lain-lain (nyatakan)			

Ketidakakuruan :

- P1) Item digubal tidak mengikut FEIST**
 - (P1t) Tidak mengikut domain taksonomi**
 - (P1c) Tidak mengikut CLO**
 - (P1m) Tidak mengikut agihan markah**
- P2) Peraturan pemarkahan tidak menjawab soalan**
- P3) Item sama berulang**
- P4) Set sama berulang**
- P5) Tidak digubal dalam dwi-bahasa**
- P6) Tidak mengikut format penulisan**
- P7) Rajah/ jadual tidak jelas**
- P8) Lain-lain (dinyatakan)**

4. Analisis CLO, CORR,PLO, PLORR

Pengukuran dan analisis hasil pembelajaran merupakan **keperluan MQA dalam MQF(COPPA: Bidang Area 3 – Penilaian Pelajar dan Bidang Area 7 – Pemantauan dan Semakan Program)**

Analisis CLO

- Hasil pembelajaran kursus (*Course Learning Outcome, CLO*) bagi setiap kursus perlu **sejajar** dengan *PLO*.

- Pencapaian hasil pembelajaran kursus dianalisis melalui sistem ke dalam bentuk laporan yang dikenali sebagai ***Course Outcome Review Report (CORR)***.

- Laporan disediakan di akhir setiap sesi pembelajaran kursus.

- Pencapaian hasil pembelajaran kursus yang dicapai dan cadangan penambahbaikan (**CQI**) perlu diisi oleh setiap pensyarah dan penyelaras kursus

4. Analisis CLO, CORR,PLO, PLORR

Laporan Analisis CORR

PROGRAMME		DEP - DIPLOMA KEJURUTERAAN ELEKTRONIK (KOMUNIKASI)										
CLASS		DEP6B										
SESSION		DESEMBER 2013										
2. PROGRAMME LEARNING OUTCOME												
CODE	COURSE	PLO									PLO11	
		PL01 KNOWLEDGE	PL02 TECHNICAL SKILLS	PL03 PROFESSIONALISM & ETHICS	PL04 SOCIAL SKILLS	PL05 COMMUNICATION SKILLS	PL06 CRITICAL THINKING	PL07 LIFE LONG LEARNING	PL08 ENTREPRENEURIAL SKILLS	PL09 LEADERSHIP SKILLS		
EP002	WIRELESS COMMUNICATION	49	81	58	xx	xx	xx	xx	xx	xx		
EM003	MICROWAVE DEVICES	62	76	74	xx	xx	xx	xx	xx	xx		
EM004	MICROWAVE COMMUNICATION SYSTEM	75	0	xx	0	xx	xx	xx	xx	xx		
ET101	ELECTRICAL TECHNOLOGY	0	0	xx	xx	xx	xx	xx	0	xx		
ET102	WIRING INSTALLATION	6	0	xx	xx	xx	xx	xx	0	xx		
ET201	ELECTRICAL CIRCUITS	70	79	xx	xx	xx	xx	xx	83	xx		
PB201	BY2222BB/BB-2SDH	72	77	xx	xx	xx	xx	57	xx	xx		
	AVERAGE ATTAINMENT (%)	63	72	72	75	56	86	57	71	80	-	
REFLECTION (KOMEN DAN CADANGAN)												
PENCAPAIAN / ACHIEVEMENT		CADANGAN (Cadangan untuk bantuan PLO yang lemah< 50%)										
<p>Contoh: Rata kemasukuananya semua CLO telah mencapai saizan lebih dari 50%, walaupun sebahagian purata markah adalah dalam lengkapnya 60-70 peratus. Perkataan yang relevan dengan objektif akademik pelajar mengisyaratkan makalah kahidahan serta tidak mengandungi hampir semua maklumat yang diberikan.</p>		<p>Cadangan: Menarikkan semua pelajar mengambil dan menghantar semua maklumat yang diberikan. - Mewujudkan suasana pembelajaran yang menarik dan menyeronokkan pelajar, serta membolehkan kaedah pengajaran.</p>										
2. PREPARED BY / DISEDIAKAN OLEH												
		Name:	Signature:	Date:								

4. Analisis CLO, CORR,PLO, PLORR

Analisis PLO

- Analisis pencapaian *PLO* bergantung kepada indeks prestasi utama (**Key Performance Indicators, KPI**) yang telah ditetapkan dalam program yang direkabentuk.
- Lazimnya pencapaian *PLO* terhadap graduan bagi sesuatu program dinilai atau **diukur sebaik sahaja pelajar bergraduat**.
- Pencapaian hasil pembelajaran program dianalisis melalui sistem ke dalam bentuk laporan yang dikenali sebagai ***Programme Learning Outcome Review Report (PLORR)***.

Summary :

1. Analisis-Analisis Item PA

- 
- Analisis JSU
 - Analisis Kesesuaian Item (Validity Test)
 - Analisis Tahap Kesukaran (Reliability/DL Test)
 - Analisis CLO, CORR, PLO, PLORR

2. Pembinaan Item Berkualiti

- 
- Format
 - Taburan Aras Kognitif
 - Tahap Kesukaran
 - Kata Tugas
 - Masa Jawab
 - Contoh

Analisis 2 : Analisis Tahap kesesuaian Item PA (Validity Test)

	BIL.	KURSUS*	
1.	FP101 Programming Principles	Bilangan Sampel (N) Format item bentuk objektif, subjektif dan esei adalah bersesuaian.	
2.	FT105 Computer Essentials	5/3.80 5/4.00 3/3.00 4/4.00 3/3.00 4/4.00 4/4.00 4/4.00 3/3.00 4/4.00 3/3.00 3/3.00 4/4.00 4/4.00 3/3.00 3/3.56	Format item bentuk objektif, subjektif dan esei adalah bersesuaian. Kata tugas item bersifat jelas. Konteks item bersifat jelas. Keseimbangan item meliputi LOT & HOT 5. Aras Kesukaran 6. Masa menjawab. Aras kesukanan item adalah bersesuaian Keseimbangan item meliputi Low Order Thinking dan High Order Thinking Item menepati keperluan pengajaran. Relevant dgn keperluan semasa.
		Jadual 2: Skor Min Tahap Kesesuaian Item Peperiksaan Akhir Politeknik (Pengurusan)	
		Program Diploma Teknologi Maklumat (Pengurusan)	
		Item Tahap Kesesuaian	
		Min Keseluruhan	

Item Yang Dinilai oleh Panel Luar :

1. **Format** item bentuk objektif, subjektif & esei adalah bersesuaian.
2. **Kata tugas** item bersifat jelas.
3. **Konteks** item bersifat jelas.
4. **Keseimbangan** item meliputi **LOT & HOT**
5. **Aras Kesukaran**
6. **Masa** menjawab.
7. Item menepati **keperluan pengajaran**.
8. Relevant dgn **keperluan semasa**.

2.1 Format Item PA 2019

PANDUAN PENYEDIAAN DAN PENULISAN KERTAS SOALAN PEPERIKSAAN AKHIR POLITEKNIK MALAYSIA

1. Pensyarah kursus yang dilantik bertanggungjawab menyediakan set item yang lengkap seperti yang diarahkan.
2. Bahasa penulisan adalah dalam dwibahasa. Item hendaklah digubal dalam Bahasa Inggeris dan diikuti terjemahannya dalam Bahasa Malaysia (*Italic*).
3. Pensyarah bertanggungjawab untuk memastikan kerahsiaan dan keselamatan item dijaga sepenuhnya sepanjang proses penyediaan dokumenten tersebut.
4. Setiap item perlu dinyatakan *CLO* dan Aras Kognitif.
5. Format formula diselaraskan – maksimum 2 mukasurat. Penyediaan Formula Selaras adalah tanggungjawab politeknik penyelaras namun pengubal item digalakkan memberi cadangan formula yang ingin digunakan dan sebarang pindaan adalah melalui politeknik penyelaras.
6. Tajuk bagi setiap jadual adalah berada di bahagian atas jadual, manakala tajuk bagi rajah dan lain-lain berada di bahagian bawah.
7. Sekiranya item merupakan soalan dengan penyelesaian terbuka (*open ended solution*) pengubal harus memberi panduan menjawab bagi item tersebut.
8. Pernyataan "SOALAN TAMAT" perlu dinyatakan selepas soalan terakhir.
9. Format muka depan peperiksaan akhir versi deraf adalah seperti Lampiran I.
10. Semua item ditulis menggunakan format seperti ketetapan berikut (rujuk bersama Lampiran II):

2.1 Format Item PA 2019

a) Format Muka Depan

SULIT	
BAHAGIAN PEPERIKSAAN DAN PENILAIAN JABATAN PENDIDIKAN POLITEKNIK DAN KOLEJ KOMUNITI KEMENTERIAN PENDIDIKAN MALAYSIA	
JABATAN KEJURUTERAAN MEKANIKAL	
PEPERIKSAAN AKHIR SESI JUN 2018	
DET2013: ELECTRICAL CIRCUITS	
TARIKH : 02 JULAI 2018 MASA : 8.30 AM – 10.30 AM (2 JAM)	
Kertas ini mengandungi SEPULUH (10) halaman bercetak. → Bahagian A: Objektif (20 soalan) Bahagian B: Struktur (10 soalan) Bahagian C: Esei (3 soalan) Dokumen sokongan yang disertakan : Kertas Graf, Formula dsb / Tiada	
JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIARAHKAN (CLO yang tertera hanya sebagai rujukan)	
SULIT	

SULIT	
BAHAGIAN PEPERIKSAAN DAN PENILAIAN JABATAN PENDIDIKAN POLITEKNIK DAN KOLEJ KOMUNITI KEMENTERIAN PENDIDIKAN MALAYSIA	
JABATAN KEJURUTERAAN MEKANIKAL	
PEPERIKSAAN AKHIR SESI JUN 2018	
DJJ5123: PNEUMATIC AND HYDRAULICS	
TARIKH : 02 JULAI 2018 MASA : 8.30 AM – 10.30 AM (2 JAM)	
Kertas ini mengandungi SEPULUH (10) halaman bercetak. → Struktur (4 soalan) Dokumen sokongan yang disertakan : Kertas Graf, Formula dsb / Tiada	
JANGAN BUKA KERTAS SOALAN INI SEHINGGA DIARAHKAN (CLO yang tertera hanya sebagai rujukan)	
SULIT	

2.1 Format Item PA 2019

b. Format Penulisan Kertas Soalan PA

FORMAT PENULISAN KERTAS SOALAN PEPERIKSAAN AKHIR POLITEKNIK MALAYSIA

→ **JENIS FONT** : TIMES NEW ROMAN (Bahasa Inggeris)
TIMES NEW ROMAN ITALIC (Bahasa Malaysia)

→ **SAIZ FONT** : 12

JARAK BARIS : 1.5 (UNTUK SOALAN SUBJEKTIF)

JARAK BARIS : 1.0 (UNTUK SOALAN OBJEKTIF)

MARGIN : Top = 1.0", Bottom = 1.0"
Left = 1.5", Right = 1.0"

TAB : 0.5"

HEADER : SULIT dan KOD & NAMA KURSUS / NAMA POLITEKNIK
. PENGGUBAL (SAIZ FONT : 10)

FOOTER : SULIT dan mukasurat (SAIZ FONT : 10)

2.1 Format Item PA 2019

c. Format Penulisan Kertas Soalan PA

Best Practice : Softcopy & EDIT !

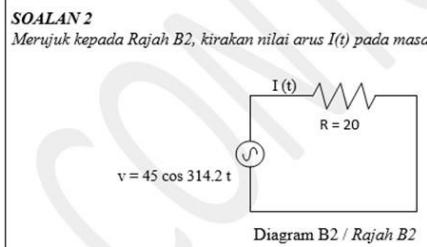
<p>SULIT</p> <p>SECTION A : 20 MARKS BAHAGIAN A : 20 MARKAH</p> <p>INSTRUCTION: This section consists of TWENTY (20) objective questions. Mark your answers in the OMR form provided.</p> <p>ARAHAN: Bahagian ini mengandungi DUA PULUH (20) soalan objektif. Tandakan jawapan anda di dalam borang OMR yang disediakan.</p> <p>CLO1 C3</p> <p>1. Refer to the series circuit in Figure A1, find the bandwidth if the resonant frequency (f_r) is 6kHz.</p> <p>Merujuk kepada litar sesiri dalam Rajah A1, dapatkan lebar jalur jika frekuensi resonan (f_r) adalah 6kHz.</p>		<p>DET2012: ELECTRICAL CIRCUITS</p> <p>KOD & NAMA KURSUS</p>
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2.1 Format Item PA 2019 : 4 KESALAHAN UMUM

a) Kaedah Label Diagram/ Table

CLO2
C3

QUESTION 2
Referring to Diagram B2, calculate the value of current $I(t)$ at time $t=0$.



[3 markah]

Diagram B2 / Rajah B2

Kaedah melabel Jadual atau Rajah:

Diagram B2 / Rajah B2 ; bermaksud rajah yang digunakan untuk Bahagian B Soalan 2.

Table C5 / Jadual C5 ; bermaksud jadual yang digunakan untuk Bahagian C Soalan 5.

2.1 Format Item PA 2019 : KESALAHAN UMUM

b) Format Tak Seragam



CLO1
C1

(a) Define the terms below:
Berikan definisi bagi istilah berikut:

i. Base quantity
Kuantiti asas [2 marks]
[2 markah]

ii. Derived quantity
Kuantiti terbitan [2 marks]
[2 markah]

CLO3
C3

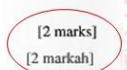
(c) Convert the following units.
Tukarkan unit-unit yang berikut .

i. 100.5 mm^3 into cm^3 .
 100.5 mm^3 kepada cm^3 . [3 marks]
[3 markah]

ii. 20 m/s^2 into km/h^2 .
 20 m/s^2 kepada km/h^2 . [3 marks]
[3 markah]

2.1 Format Item PA 2019 : KESALAHAN UMUM

b) Format Tak Seragam



CLO1
C1

(a) Define the terms below:
Berikan definisi bagi istilah berikut:

i. Base quantity
Kuantiti asas [2 marks]
[2 markah]

ii. Derived quantity
Kuantiti terbitan [2 marks]
[2 markah]

CLO3
C3

(c) Convert the following units.
Tukarkan unit-unit yang berikut .

i. 100.5 mm^3 into cm^3 .
 100.5 mm^3 kepada cm^3 . [3 marks]
[3 markah]

ii. 20 m/s^2 into km/h^2 .
 20 m/s^2 kepada km/h^2 . [3 marks]
[3 markah]

2.1 Format Item PA 2019 : KESALAHAN UMUM

b) Format Tak Seragam

CLO1
C2

- (b) A rod with a diameter of 30 mm is subjected to compressive force of 170 kN. This force causes a reduction of 0.17×10^{-3} m of the rod's length. The initial length of the rod is 250 mm. Determine the modulus of elasticity of this material.
- Satu rod berdiameter 30 mm dikenakan daya mampatan sebanyak 170 kN. Beban ini menyebabkan pengurangan panjang 0.17×10^{-3} m. Panjang asal rod adalah 250 mm. Tentukan modulus keanjalaman bahan ini.*

[8 marks]
[8 markah]



2.1 Format Item PA 2019 : KESALAHAN UMUM

c) Translation

CLO1
C1

- (a) List **FIVE (5)** types of assessment that can be made by the Inland Revenue Board (IRB) to the chargeable person.
- [5 marks]
- (b) Mr Razlan first arrived in Malaysia on November 1, 2013. His pattern of stays in Malaysia from 2013 to 2017 were as follows:-
- (a) *Senaraikan LIMA (5) jenis taksiran yang boleh dibuat oleh Lembaga Hasil Dalam Negeri (LHDN) kepada orang yang boleh dikenakan cukai.*
- [5 markah]
- (b) *En Razlan pertama kali tiba di Malaysia pada 1 November 2013. Tempoh beliau berada di Malaysia dari tahun 2013 hingga 2017 adalah seperti berikut:-*



2.1 Format Item PA 2019 : KESALAHAN UMUM

c) Translation

CLO1
C1

BI

CLO1
C1

BM

- (a) List **FIVE (5)** types of assessment that can be made by the Inland Revenue Board (IRB) to the chargeable person.

[5 marks]

- (b) Mr Razlan first arrived in Malaysia on November 1, 2013. His pattern of stays in Malaysia from 2013 to 2017 were as follows:-

- (a) *Senaraikan LIMA (5) jenis taksiran yang boleh dibuat oleh Lembaga Hasil Dalam Negeri (LHDN) kepada orang yang boleh dikenakan cukai.*

[5 markah]

- (b) *En Razlan pertama kali tiba di Malaysia pada 1 November 2013. Tempoh beliau berada di Malaysia dari tahun 2013 hingga 2017 adalah seperti berikut:-*

2.1 Format Item PA 2019 : KESALAHAN UMUM

d) Translation OF Unit

CLO1
C3

1. Refer to the series circuit in Figure A1, find the bandwidth if the resonant frequency (f_r) is 6kHz.

Merujuk kepada litar sesiri dalam Rajah A1, dapatkan lebar jalur jika frekuensi resonan (f_r) adalah 6kHz.

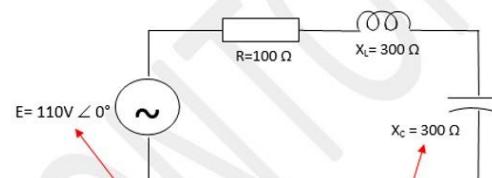


Diagram A1 / Rajah A1

- A. 1 KHz / 1KHz
B. 2 KHz / 2KHz
C. 4 KHz / 1KHz
D. 9 KHz / 9KHz

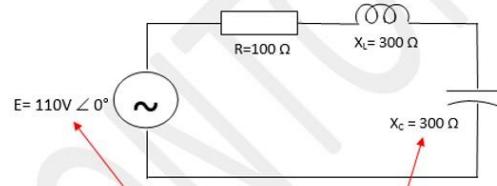
2.1 Format Item PA 2019: KESALAHAN UMUM

d) Translation OF Unit

CLO1
C3

- Refer to the series circuit in Figure A1, find the bandwidth if the resonant frequency (f_r) is 6kHz.

Merujuk kepada litar sesiri dalam Rajah A1, dapatkan lebar jalur jika frekuensi resonan (f_r) adalah 6kHz.



- A. 1 KHz / 1KH_z
- B. 2 KHz / 2KH_z
- C. 4 KHz / 1KH_z
- D. 9 KHz / 9KH_z

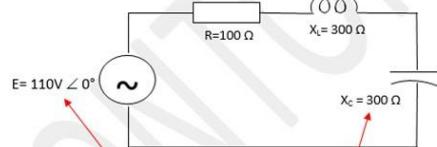
2.1 Format Item PA 2019: KESALAHAN UMUM

d) Translation OF Unit

CLO1
C3

- Refer to the series circuit in Figure A1, find the bandwidth if the resonant frequency (f_r) is 6kHz.

Merujuk kepada litar sesiri dalam Rajah A1, dapatkan lebar jalur jika frekuensi resonan (f_r) adalah 6kHz.



- A. 1 kHz
- B. 2 kHz
- C. 4 kHz
- D. 9 kHz

Technical term, nombor dan unit, tidak perlu diterjemahkan ke Bahasa Malaysia.



2. Pembinaan Item Berkualiti

- Format
- Taburan Aras Kognitif
- Tahap Kesukaran
- Kata Tugas
- Masa Jawab
- Contoh

Analisis 2 : Tahap kesesuaian Item PA (Validity Test)

BIL.	KURSUS*	Item Tahap Kesesuaian	
		Bilangan Sampel (N)	Konteks item bersifat jelas
1.	FPT101 Programming Principles	5	Format item bentuk objektif, subjektif & esei adalah bersesuaian.
2	FPT105 Computer Essentials	5	Format item bentuk objektif, subjektif dan esei adalah bersesuaian.
		3.60	Kata tugas item bersifat jelas
		4.00	Konteks item bersifat jelas
		4.20	Keseimbangan item meliputi Low Order Thinking dan High Order Thinking
		4.40	Aras kesukaran item adalah bersesuaian
		4.60	Pembagian markah adalah bersesuaian
		4.80	Masa menjawab adalah mencukupi
		5.00	Item menerapkan keperluan pengajaran
		5.20	Item adalah relevan dengan keperluan semasa IPT
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2.2 Taburan Aras Kognitif

FEIST (Final Exam Item Specification Table)

 <p>JADUAL SPESIFIKASI ITEM PEPERIKSAAN AKHIR (FINAL EXAM ITEM SPECIFICATION TABLE-FEIST)</p>	
<p>PROGRAM: Program Diploma Teknologi Maklumat (Pengaturcaraan) (DIP)</p>	
<p>POLITEKNIK PENYELARAS: Politeknik Kuala Terengganu (PKT)</p>	
<p>JABATAN AKADEMIK: Jabatan Teknologi Maklumat dan Komunikasi</p>	
<p>Disember 2012</p>	
<p>Bahagian Peperiksaan Dan Penilaian / Unit Peperiksaan Politeknik</p>	

2.2 Taburan Aras Kognitif

FEIST Format Lama :

Politeknik Penyelaras		Politeknik Kuala Teren...		Low	Verb:[C1,C2]**	MEMORIZING, UNDERSTANDING	Knowledge & comprehension		
Jabatan Akademik		Jabatan Teknologi Mak...		Medium	Verb:[C2,C3]**	APPLICATION, COMPREHENSION	Application (simple), simple analysis, comprehension (complex)		
Nama Program		Diploma in Information...		High	Verb:[C4,C5]**	THINKING, CALCULATING... etc	Application (complex), analysis(jika ada)		
Ketua Program En Abdul Halim bin Abu Pansyarah Kursus 1. Napisa binti Haru Course: FP201 - PROGRAMMING FUNDAMENTALS Final Examination Format : Objective (40); Subjective (Structured) (2); Course Learning Outcome (CLO) Upon completion of this course students should be able to:- 1. Apply program structure and debugging process in C++ programming language accordingly. (C3, P3) 2. Design programs using appropriate control structures, arrays, structures, functions and pointers. (C5, P3) 3. Solve problems using C++ programming language environment with proper coding style guidelines and take in the security issues into consideration.(P4, A3)									
CONTEXT									
TOPIC		COURSE LEARNING OUTCOME	TAXONOMY DOMAIN	TYPE OF ITEM					
		CLO1	CLO2	CLO3	Cognitive Level	Objective (40)	Subjective (Structured) (2)		
						L M H			
Introduction to C++ Programming		✓				C1 - C3	3 2 1		
Basic C++ Program		✓	✓			C1 - C3	5 3 2		
Program Control		✓	✓	✓		C1 - C4	8 3 3 2		
Array and Structures		✓	✓	✓		C1 - C5	8 3 3 2		
Function		✓	✓	✓		C1 - C5	8 5 1 2		
Pointer		✓	✓	✓		C1 - C4	5 3 1 1		
Secure Programming in C++						C1 - C4	3 1 1 1		
TOTAL ITEM						40 20 12 8	2		

L=Low, M=Medium, H=High

Bagi soalan subjektif (struktur), setiap soalan harus dibina mengikut agihan markah di bawah:

** Agihan Markah: L=12 Markah, M=8 Markah, H=5 Markah

2.2 Taburan Aras Kognitif

FEIST Format baru :

DIRECTED DATE	SESI JUN 2013	TOPIC	COURSE LEARNING OUTCOME (CLO)		SUGGESTION		
FOOT PANEL	NORZIYAH CHE HASNAN	DURATION (HOURS)	COURSE LEARNING OUTCOME (CLO)		TAXONOMY COGNITIVE LEVELS (%)		
SECTION A (MCQ)	2	MCQ/SHORT ANSWER/ESSAY STRUCTURED QUESTION	LEVEL/SEMESTER		LEVEL/SEMESTER		
SECTION B (AJA)		NO. OF QUESTIONS	MARKS	CL KNOWLEDGE	CM COMPREHENSION	CA APPLICATION	
		30	45	50 - 65	45 - 70	5	
		30	45	50 - 60	60 - 70	10 - 20	
		TOTAL MARKS	100	50 - 60	60 - 70	10 - 20	
INSTRUCTION	ANSWER ALL QUESTIONS	COURSE LEARNING OUTCOME (CLO)		COURSE LEARNING OUTCOME (CLO)		COURSE LEARNING OUTCOME (CLO)	
1. explain the fundamental programming constructs element (control structures, arrays, structures, functions and pointers) and articulate how they are used to develop a program. (C2, PLO1)		1. explore the fundamental programming constructs element (control structures, arrays, structures, functions and pointers) and articulate how they are used to develop a program. (C2, PLO1)		1. explain the fundamental programming constructs element (control structures, arrays, structures, functions and pointers) and articulate how they are used to develop a program. (C2, PLO1)		1. explain the fundamental programming constructs element (control structures, arrays, structures, functions and pointers) and articulate how they are used to develop a program. (C2, PLO1)	
2. apply programming constructs to realize a computer program with debugging techniques to achieve a working program. (C3, P3, PLO1, PLO2)		2. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)		2. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)		2. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)	
3. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)		3. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)		3. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)		3. solve computing problems using suitable algorithmic solutions and code these algorithms' solutions in a computer programming language. (C4, P3, A2, PLO2, PLO3)	
CLO1		TOPIC		JENIS SOALAN		DOMAIN TAKSONOMI	
CLO2		BAHASAN A: MULTIPLE CHOICE QUESTIONS(MCQ)		C1		C2	
CLO3		Q1-Q5		BIL. ITEM		MARAHK	
CLO4		Q6-Q10		BIL. ITEM		MARAHK	
CLO5		Q11-Q15		BIL. ITEM		MARAHK	
CLO6		Q16-Q20		BIL. ITEM		MARAHK	
CLO7		Q21-Q25		BIL. ITEM		MARAHK	
CLO8		Q26-Q30		BIL. ITEM		MARAHK	
CLO9		Q31-Q35		BIL. ITEM		MARAHK	
CLO10		Q36-Q40		BIL. ITEM		MARAHK	
CLO11		Q41-Q45		BIL. ITEM		MARAHK	
CLO12		Q46-Q50		BIL. ITEM		MARAHK	
CLO13		Q51-Q55		BIL. ITEM		MARAHK	
CLO14		Q56-Q60		BIL. ITEM		MARAHK	
CLO15		Q61-Q65		BIL. ITEM		MARAHK	
CLO16		Q66-Q70		BIL. ITEM		MARAHK	
CLO17		Q71-Q75		BIL. ITEM		MARAHK	
CLO18		Q76-Q80		BIL. ITEM		MARAHK	
CLO19		Q81-Q85		BIL. ITEM		MARAHK	
CLO20		Q86-Q90		BIL. ITEM		MARAHK	
CLO21		Q91-Q95		BIL. ITEM		MARAHK	
CLO22		Q96-Q100		BIL. ITEM		MARAHK	
CLO23		Q101-Q105		BIL. ITEM		MARAHK	
CLO24		Q106-Q110		BIL. ITEM		MARAHK	
CLO25		Q111-Q115		BIL. ITEM		MARAHK	
CLO26		Q116-Q120		BIL. ITEM		MARAHK	
CLO27		Q121-Q125		BIL. ITEM		MARAHK	
CLO28		Q126-Q130		BIL. ITEM		MARAHK	
CLO29		Q131-Q135		BIL. ITEM		MARAHK	
CLO30		Q136-Q140		BIL. ITEM		MARAHK	
CLO31		Q141-Q145		BIL. ITEM		MARAHK	
CLO32		Q146-Q150		BIL. ITEM		MARAHK	
CLO33		Q151-Q155		BIL. ITEM		MARAHK	
CLO34		Q156-Q160		BIL. ITEM		MARAHK	
CLO35		Q161-Q165		BIL. ITEM		MARAHK	
CLO36		Q166-Q170		BIL. ITEM		MARAHK	
CLO37		Q171-Q175		BIL. ITEM		MARAHK	
CLO38		Q176-Q180		BIL. ITEM		MARAHK	
CLO39		Q181-Q185		BIL. ITEM		MARAHK	
CLO40		Q186-Q190		BIL. ITEM		MARAHK	
CLO41		Q191-Q195		BIL. ITEM		MARAHK	
CLO42		Q196-Q200		BIL. ITEM		MARAHK	
CLO43		Q201-Q205		BIL. ITEM		MARAHK	
CLO44		Q206-Q210		BIL. ITEM		MARAHK	
CLO45		Q211-Q215		BIL. ITEM		MARAHK	
CLO46		Q216-Q220		BIL. ITEM		MARAHK	
CLO47		Q221-Q225		BIL. ITEM		MARAHK	
CLO48		Q226-Q230		BIL. ITEM		MARAHK	
CLO49		Q231-Q235		BIL. ITEM		MARAHK	
CLO50		Q236-Q240		BIL. ITEM		MARAHK	
CLO51		Q241-Q245		BIL. ITEM		MARAHK	
CLO52		Q246-Q250		BIL. ITEM		MARAHK	
CLO53		Q251-Q255		BIL. ITEM		MARAHK	
CLO54		Q256-Q260		BIL. ITEM		MARAHK	
CLO55		Q261-Q265		BIL. ITEM		MARAHK	
CLO56		Q266-Q270		BIL. ITEM		MARAHK	
CLO57		Q271-Q275		BIL. ITEM		MARAHK	
CLO58		Q276-Q280		BIL. ITEM		MARAHK	
CLO59		Q281-Q285		BIL. ITEM		MARAHK	

2.2.1 Perkara yang perlu dikenal pasti dalam FEIST

1. Jenis Item :

EFFECTIVE DATE	SEI JUN 2018
EXAMINEE TITLE	NORZAHAH AHMAD FUNDAMENTALS
LAST NAME	NORZAHAH CHE HASSAN
DURATION (HOURS)	2
FINAL EXAMINATION FORMAT	<input checked="" type="checkbox"/> MCQ/ SHORT ANSWER/ ESSAY STRUCTURED QUESTION
INSTRUCTION	ANSWER ALL QUESTIONS
COURSE LEARNING OUTCOME (CLO)	
1. explain the fundamental programming constructs element (control structures, arrays, structures, functions and pointers) and articulate how they are used to develop a program. (C2, PLO1) 2. apply programming constructs to realise a computer program with debugging techniques to achieve a working program. (C3, P3, PLO1, PLO2) 3. solve computing problems using suitable algorithmic solutions and code these algorithmic solutions in a computer programming language. (C4, P5, A2, PLO1, PLO2, PLO4)	

COURSE LEARNING OUTCOME (CLO)	TOPIK / RTA					JENIS SOALAN						SUGGESTION TAXONOMY COGNITIVE LEVELS (N)														
	T1	T2	T3	T4	T5	BAHASAH RIBUAN A : MULTIPLE CHOICE QUESTION (MCQ)	BIL. ITEM	MARAKAH	BIL. ITEM	MARAKAH	BIL. ITEM	MARAKAH	BIL. ITEM	MARAKAH	BIL. ITEM	MARAKAH	BIL. ITEM	MARAKAH	C1	C2	C3	C4	C5	C6	JUMLAH MARAKAH	
CLO1	/	/	/	/	/	Q1	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-01	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-02	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-03	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-04	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-05	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-06	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-07	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-08	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-09	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-10	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-11	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-12	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-13	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-14	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-15	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-16	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-17	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-18	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-19	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-20	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-21	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-22	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-23	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-24	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-25	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-26	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-27	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-28	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-29	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-30	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-31	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-32	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-33	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-34	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-35	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-36	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-37	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-38	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-39	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-40	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-41	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-42	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-43	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-44	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-45	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-46	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-47	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-48	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-49	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-50	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-51	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-52	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-53	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-54	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-55	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
						Q1-56	1	1.5</																		

TABURAN PERATUSAN MARKAH MENGIKUT ARAS KOGNITIF BAGI SETIAP TAHAP

FEIST JTMK

EFFECTIVE DATE	06/01/2018		
CODE & COURSE TITLE	DFC2073 PROGRAMMING FUNDAMENTALS		
FEIST PANEL	NOIRZAHM (CHE) HASSAN		
DURATION (HOURS)	2		
	MCQ/SHORT ANSWER/ ESSAY STRUCTURED QUESTION		
FINAL EXAMINATION FORMAT	Number of Questions intended for this course	NO. OF QUESTIONS	MARKS
	SECTION A (MCQ)	30	45
	SECTION B (SA&EQ)	30	55
		TOTAL MARKS	100
DISTRIBUTION	ANSWER ALL QUESTIONS.		

LEVEL/SEMESTER	SUGGESTION TAXONOMY COGNITIVE LEVELS (%)					
	C1: KNOWLEDGE	C2: COMPREHENSION	C3: APPLICATION	C4: ANALYSIS	C5: SYNTHESIS	C6: EVALUATION
(SEM 1 & 2)	30 - 45		65 - 70			0
(SEM 3 & 4)	10 - 40		60 - 70		0 - 20	
(SEM 5 & 6)	10 - 40		60 - 70		0 - 20	

COURSE LEARNING OUTCOME (CLO)	COURSE LEARNING OUTCOME (CLO)															
	CLO 1			CLO 2			CLO 3			CLO 4						
CLO 3	/	/	/	Q15-Q26	1	1.5	1	1.5	1	1.5	1	1.5	4.5			
	/	/	/	Q15-Q26	1	1.5	1	1.5	2	3	1	1.5	6.0			
TOTAL MCQ	CLO 1			CLO 2			CLO 3			CLO 4			4.5			
	CLO 1			CLO 2			CLO 3			CLO 4			4.5			
TOPIK / RTA					DOMAIN TAKSONOMI											
COURSE LEARNING OUTCOME (CLO)	JENIS SOALAN					C1	C2	C3	C4	C5	C6	JUMLAH MARKAH				
	T1	T2	T3	T4	T5	BAHAGIAN B: STRUCTURED QUESTION (SQ)	BIL. ITEM	MARKAH	BIL. ITEM	MARKAH	BIL. ITEM	MARKAH	JUMLAH MARKAH			
CLO1	/	/	/	Q1(a)-Q1(d)	1	2	1	4	1	2	1	4	2			
	/	/	/	Q1(h)	1	2	1	3	1	2	1	3	2			
CLO2	/	/	/	Q1(e)			1	3	1	3	1	3	3			
	/	/	/	Q1(g)-Q1(h)			1	2	1	3	1	4	5			
CLO3	/	/	/	Q2(1)-Q2(2)(a)	1	2	1	4	1	6	1	4	6			
	/	/	/	Q2(1)-Q2(2)(b)	1	2			1	6	1	6	12			
TOTAL SQ	CLO 1			CLO 2			CLO 3			CLO 4			6.0			
	CLO 1			CLO 2			CLO 3			CLO 4			6.0			
TOTAL C					C1	24	C3	19.5	C5	35.5	C7	22	100			
TOTAL					C1-C2	42.5	C3-C4	57.5	C5-C6	57.5	C7-C8	0	0			

Analisis1 : Analisis Jadual Spesifikasi Ujian

Menentukan **taburan aras kognitif** kertas soalan peperiksaan akhir sesuatu kursus.

LANGKAH 2

Tentukan kata kerja dalam item tersebut

1.

a) Strategic Management is all about gaining and maintaining a sustainable competitive advantage. List down 5 (FIVE) types of competitive advantages.

LANGKAH 4

Rekod aras kognitif soalan ke dalam Jadual Spesifikasi Ujian, JSU (*Template UiTM*).

Analisis 2 : Tahap kesesuaian Item PA (Validity Test)

1.1.1 Diploma Teknologi Maklumat (Pengaturcaraan)

Item Yang Dinilai oleh Panel Luar :

1. **Format** item bentuk objektif, subjektif & esei adalah bersesuian.
 2. **Kata tugas** item bersifat jelas.
 3. **Konteks item** bersifat jelas.
 4. Keseimbangan item meliputi **LOT & HOT**
 5. **Aras Kesukaran**
 6. Masa menjawab.
 7. Item menepati keperluan pengajian.
 8. Relevant dgn keperluan semasa

2. Pembinaan Item Berkualiti

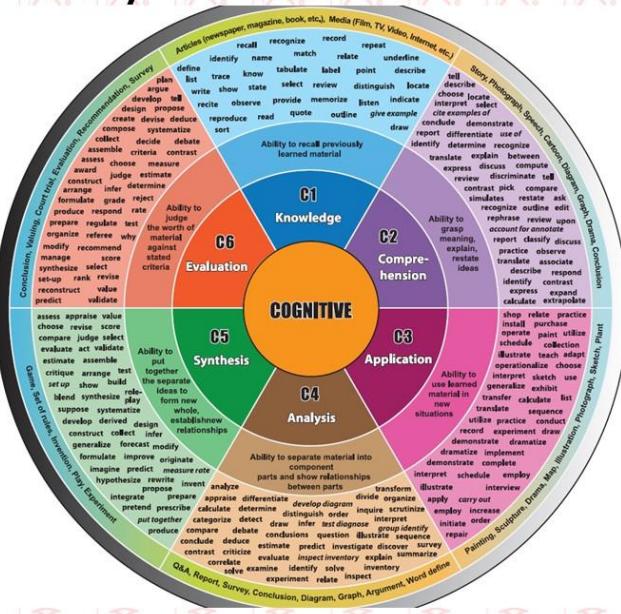


- i) Format
 - ii) Taburan Aras Kognitif
 - iii) Tahap Kesukaran
 - iv) Kata Tugas & Konteks**
 - v) Masa Jawab
 - vi) Contoh

2.3 Konteks & Kata Tugas

- Perkara yang diperlukan :
 - i. Syllabus
 - ii. FEIST
 - iii. Taxonomy Bloom
 - iv. Pass Year Questions
 - v. Modul Pembinaan Item Berkualiti

Taxonomy Bloom- 3 versi :

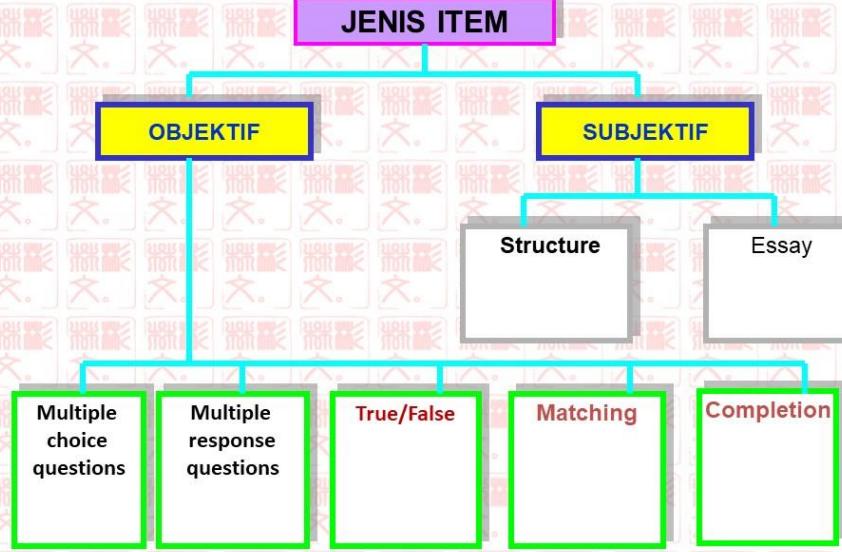


MODUL PEMBINAAN ITEM BERKUALITI POLITEKNIK



- MODUL DALAM PROSES EDITING
- DIBANGUNKAN OLEH TEAM MASTER TRAINER SENIOR DAN BPN
- DIJANGKA DAPAT DIEDARKAN PADA TAHUN 2020

2.3 Konteks & Kata Tugas



2.3 Konteks & Kata Tugas

A) Pembinaan Item Objektif Multiple Choice Question

8. Identify which is NOT the type of looping control structure.
Kenalpasti yang manakah BUKAN jenis struktur kawalan gelung.

- A. For
- B. If...else
- C. While
- D. Do....while

Multiple Response Question :

- A. i and ii
- B. iii and iv
- C. i, iii and iv
- D. ii, iii and iv

2.3 Konteks & Kata Tugas

A) Pembinaan Item Objektif

Multiple Response Question :

- A. i and ii
 - B. i and iv
 - C. ii and iii
 - D. iii and iv
- A. i and ii
 - B. i and iii
 - C. ii and iv
 - D. iii and iv

Note:

Arrange the options in **ascending order**, smallest Roman value to the biggest.

Limit the number of these type of item to **15% in a test.**

2.3 A) Pembinaan Item Objektif

MCQ : Stimuli, Stem & Distractor

1. Refer to the series circuit in Figure A1, find the bandwidth if the resonant frequency (f_r) is 6kHz.

Merujuk kepada litar sesiri dalam Rajah A1, dapatkan lebar jalur jika frekuensi resonan (f_r) adalah 6kHz.

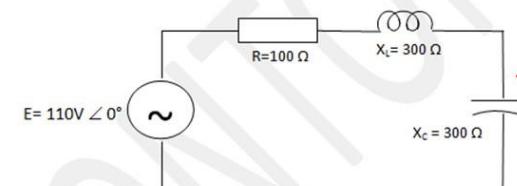


Diagram A1 / Rajah A1

- A. 1kHz
- B. 2kHz
- C. 4kHz
- D. 9kHz

Distractor

Key

Distractor

Distractor

2.3 A) Pembinaan Item Objektif

Stimuli, Stem & Distractor

Stimulus

Textual or graphical / pictorial information used to be the focal point of a question.

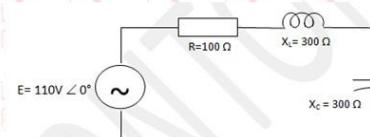


Diagram A1 / Rajah A1

Stimulus

2.3 A) Pembinaan Item Objektif Stimuli, Stem & Distractor

Stem

statement(s) needed to answer the item

- Refer to the series circuit in Figure A1, find the bandwidth if the resonant frequency (f_r) is 6kHz.

Merujuk kepada litar sesiri dalam Rajah A1, dapatkan lebar jalur jika frekuensi resonan (f_r) adalah 6kHz.

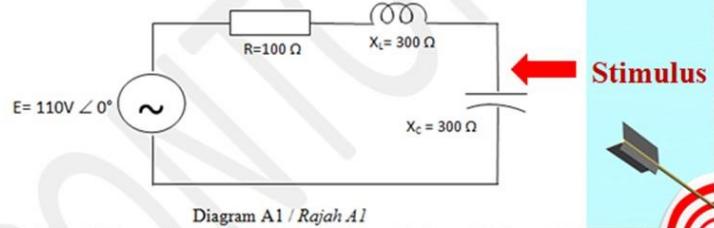


Diagram A1 / Rajah A1

2.3 A) Pembinaan Item Objektif Stimuli, Stem & Distractor

Distractor

wrong or partially wrong answers which do not meet the STEM

- A. 1kHz **Distractor**
- B. 2kHz **Key**
- C. 4kHz **Distractor**
- D. 9kHz **Distractor**

Key
The Only answer.

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

- Developed with close reference to the FEIST.

- Level of Difficulties
- CLO

- Assess only what is covered in the Syllabus.

- Terminologies used must be IDENTICAL to the ones used in the Curriculum:

2.3 Apply operators and expression

2.3.1 Define operator.

2.3.2 Explain the types of operators:

- a. Assignment operators
- b. Arithmetic operators
- c. Increment and decrement operators (Unary)
- d. Relational operators
- e. Logical operators
- f. Conditional operators

2.3.3 Identify the syntax for each operator with example.

2.3.4 Write expression using operators. Explain typecasting. Describe operators' precedence.

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

- Avoid Negative stems. **Highlight** the NEGATIVE word if used.

Which of the following NOT belong to repetition statement.

- A. If else
- B. While
- C. For
- D. Do while

- Avoid using DOUBLE NEGATIVES in a question.

Example :

The following are good biological control EXCEPT:

- A. not saving labour cost
- B. not causing air pollution
- C. not easy to get suitable predator *
- D. cannot discourage pests

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

6. Do not use "All of the above" and "None of the above" as distractors.

- A. "all of the above",
- B. "none of the above",

7. Stem should **Not too lengthy** or given any **clue**.

8. We are not obliged to use verbs as in taxonomy Bloom only. More often than not, word-questions like **WHAT**, **WHICH**, **WHEN**, **WHERE** and **WHY** are used.

However, **do not overuse** any of the word-questions because it will make our item set **monotonous**.

9. Provide partial or full answer in objective Question

Subjective Question :

Question 1

- A) Write a program using "for" command to limit password input for 3 time.

Objective Question :

```
#include<iostream.h>
main()
{
    for (int a=1; a<=3; a++)
    {
        cout<<endl;
        for (int b=1; b<=a+0; b++)
            cout<< "*\t";
    }
}
```

Figure A5 / Rajah A5

12. Identify the correct output for the program in **Figure A5**.
Kenalpasti output yang betul bagi alurcara dalam Rajah A5.

A. *
**

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

Question 1 :

Looking at the communication technology in the new millennium, a few advancements have been achieved. Which of the following is the invention of the great Alexander Graham Bell from Italy?

- A. Car
- B. Telephone
- C. Bridge
- D. Airplane

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

Question 1 :

Looking at the **communication technology** in the new millennium, a few advancements have been achieved. Which of the following is the invention of the great Alexander Graham Bell from Italy?

- A. Car
- B. Telephone
- C. Bridge
- D. Airplane

What are the **weaknesses of the above example**?

- the **stem is too long** and contain **unnecessary info**;
- the **stem contains a clue** to the answer
- the **options are not homogeneous**; and

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

Question 1 :

Looking at the **communication technology** in the new millennium, a few advancements have been achieved. Which of the following is the invention of the great Alexander Graham Bell from Italy?

- A. Car
- B. Telephone
- C. Bridge
- D. Airplane

Which of the following is invented by Alexander Graham Bell?

- A. Pager
- B. Telephone*
- C. Telegraph
- D. Fax

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

10. All response options should be **grammatically consistent** with the stem.

An item in which options do not all follow grammatically from the stem is:

An electric transformer can be used:

- A. For storing electricity.
- B. To increase the voltage of alternating current.
- C. It converts electrical energy into mechanical energy.
- D. Alternating current is changed into direct current.

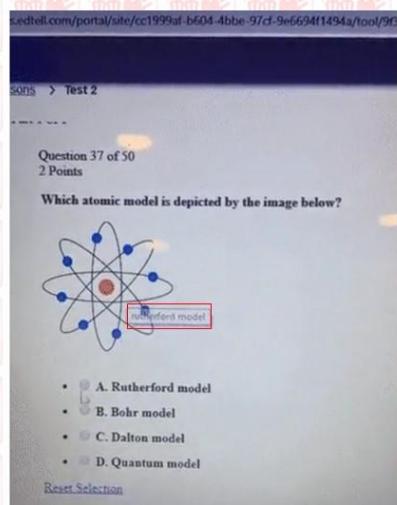
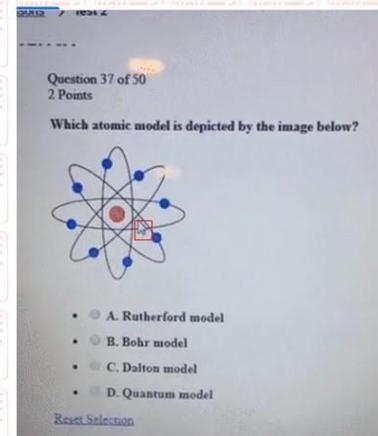
A better example for this question is:

An electric transformer can be used to:

- A. Store electricity.
- B. Increase the voltage of alternating current.
- C. Convert electrical energy into mechanical energy.
- D. Change alternating current to direct current.

2.3 A) Pembinaan Item Objektif General Step in Development Exam Items

11. **Online Assessment – Mouse over**

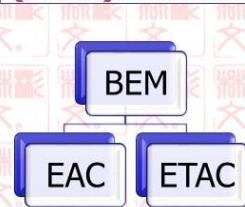


2. Pembinaan Item Berkualiti



- i) Format
- ii) Taburan Aras Kognitif
- iii) Tahap Kesukaran
- iv) Kata Tugas & Konteks**
- v) Masa Jawab
- vi) Contoh

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Sydney Accord

Dublin Accord

Engineering Technology Accreditation Council (ETAC) is a delegated body by the Board of Engineers Malaysia established in early 2015 as the only recognized accrediting body for engineering technology bachelor degrees, engineering diplomas and engineering technology diploma programmes offered in Malaysia.

ETAC is made up of representatives from the Board of Engineers Malaysia (BEM), the Malaysian Qualification Agency (MQA), the Public Services Department (Jabatan Perkhidmatan Awam Malaysia (JPA)) and other relevant learned societies

2.3 Kata Tugas & Konteks Versi Taksonomi

BIL	UNIT/BIDANG	TAHAP PENGAJIAN	TAKSONOMI POLITEKNIK 2016		TAKSONOMI DALAM GGP 2014
			Sijil		
1	Bidang Kejuruteraan Elektrik	Diploma (Poli)	/		
		Diploma (KK)	/		
		Ijazah Sarjana Muda	/		
		Sijil			
2	Bidang Kejuruteraan Mekanikal	Diploma (Poli)	/		
		Diploma (KK)			
		Ijazah Sarjana Muda	/		
		Sijil			
3	Bidang Pelancongan dan Hospitaliti	Diploma (Poli)	/		
		Diploma (KK)			
		Ijazah Sarjana Muda	/		
		Sijil			
4	Bidang Pengurusan dan Perdagangan	Diploma (Poli)	/		
		Diploma (KK)	/		
		Ijazah Sarjana Muda			
		Sijil			
5	Bidang Rekabentuk dan Kreatif	Diploma (Poli)	/		
		Diploma (KK)			
		Ijazah Sarjana Muda	/		
		Sijil			
6	Bidang Kejuruteraan Awam dan Ajam Bina	Diploma (Poli)	/		
		Diploma (KK)			
		Ijazah Sarjana Muda	/		
		Sijil			
7	Bidang Teknologi Pertanian	Diploma (Poli)	/		
		Diploma (KK)			
		Ijazah Sarjana Muda			
		Sijil			
8	Bidang Perkomputeran	Diploma (Poli)			
		Diploma (KK)			

Taksonomi dlm GP2014= GP Amalan Baik Penilaian Pelajar MQA2013= GP Pembangunan Hasil Pembelajaran Versi Dis2019

2.3 Kata Tugas & Konteks Versi Taksonomi

Taksonomi dlm GP2014 = GP Amalan Baik Penilaian Pelajar MQA2013 = GP Pembangunan Hasil Pembelajaran Versi Dis2019

6C GUIDELINES TO GOOD PRACTICES: ASSESSMENT OF STUDENTS

Appendix 2: Examples of Cognitive Processes and Action Verbs in Bloom's Taxonomy

Bloom's levels of thinking process begin by recognizing and recalling facts, concepts, theories, principles, procedures, criteria and steps on self learning. The recognition and recalling process is essential towards performing more complex cognitive tasks especially in understanding events, abstraction, cause and effect of physical phenomena and answering familiar textbook problems. The cognitive complexity increases as the tasks move from understanding to higher order thinking skills such as justifying an idea or action and generating new products or new ways of viewing things.

Elaboration on the six levels of thinking in Bloom's taxonomy					
1 Remembering	2 Understanding	3 Applying	4 Analysing	5 Evaluating	6 Creating
Can the student RECALL information?	Can the student EXPLAIN ideas or concepts?	Can the student USE the new knowledge in another familiar situation?	Can the student DIFFERENTIATE between and relate to other familiar situations?	Can the student JUSTIFY an opinion, decision or course of action?	Can the student GENERATE new products, ideas or ways of viewing things?
Recognising Locating knowledge in memory that is consistent with presented material.	Interpreting Changing from one form of representation to another.	Summarising Drawing a logical conclusion from presented information.	Executing Applying knowledge (often procedural) to a routine task.	Differentiating Distinguishing relevant from irrelevant parts or important from unimportant parts of a process or product.	Generating Coming up with alternatives or hypotheses based on criteria
Synonyms: • Identifying • Finding • Selecting • Indicating	Synonyms: • Paraphrasing • Translating • Representing • Clarifying • Converting • Rewriting • Restating • Expressing	Synonyms: • Abstracting • Generalising • Outlining • Precising	Synonyms: • Carrying out • Measuring • Constructing • Demonstrating • Computing • Calculating • Manipulating • Operating	Synonyms: • Discriminating • Selecting • Focusing • Distinguishing between • Separating	Synonyms: • Hypothesizing • Proposing • Developing • Engendering • Synthesising • Providing options
Recalling Retrieving	Infering Abstracting a general theme or major point				Planning Devising a

2.3 Kata Tugas & Konteks

Obvious Mistake

DJJ5123: PNUEMATIC & HYDRAULICS

CLO1
C3

- (b) List **FIVE (5)** basic components of the Hydraulic System and their functions.
Senaraikan **LIMA (5)** komponen asas Sistem Hidraulik beserta dengan fungsinya.

[10 marks]
[10 markah]

CLO2
C4

- (c) Draw with a label the circuit for Open Center System operation in hydraulic system.
Lukis berserta dengan label litar bagi operasi "Sistem Pusat Terbuka" dalam sistem hydraulic.

[10 marks]
[10 markah]

KONSTRUK TIDAK TEPAT

QUESTION 4

SOALAN 4

PBM2024: ADVANCE MATHEMATICS 2

CLO2
C1

- a) Find the area of a region bounded by the straight line $y = 3x - 5$, the x -axis, the lines $x = 2$ and $x = 10$.

Cari luas kawasan yang dilingkungi oleh garis lurus , $y = 3x - 5$ paksi- x
pada $x = 2$ dan $x = 10$

[5marks]

[5markah]

CLO2
C2

- b) i. Find the area of a region bounded by the curve, $y = 2x - x^2$, the x -axis , the lines $x = 0$ and $x = 2$

Cari luas kawasan yang dilingkungi oleh lengkung $y = 2x - x^2$ paksi-x pada $x = 0$ dan $x = 2$.

[8 marks]

[8markah]

Best Practice



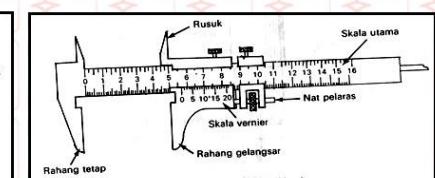
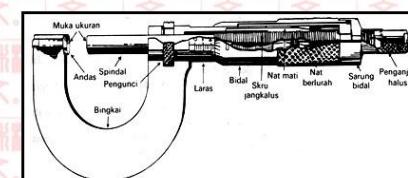
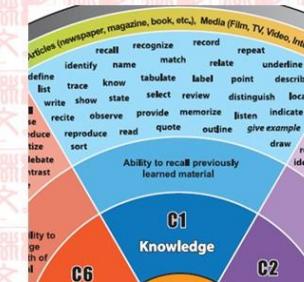
Bring a notebook & Write IT Down



Best Practice

Ubah cara menyampaikan boleh meningkatkan aras bagi item respons terhad

1. Lakarkan sebuah angkup vernier dan namakan lima(5) bahagian yang terdapat padanya. (5 markah)
 2. Nyatakan DUA (2) kebaikan dan dua(2) keburukan menggunakan mikrometer. (4 markah)



Tukarkan kepada soalan seperti berikut :

- Jelaskan persamaan dan perbezaan kedua-dua alat pengukur diatas ?



2. Pembinaan Item Berkualiti



- i) Format
- ii) Taburan Aras Kognitif
- iii) Tahap Kesukaran
- iv) Kata Tugas & Konteks
- v) Masa Jawab**
- vi) Markah

JENIS ITEM DAN PERUNTUKAN MASA

JENIS-JENIS SOALAN	ANGGARAN PERUNTUKAN MASA SETIAP ITEM
Betul / Salah	20-30 Saat
Aneka Pilihan (Fakta)	40-60 Saat
Aneka Pilihan (Komplek)	70-90 Saat
Padankan (5 Stimulus / 6 Pilihan)	2-4 Minit
Soalan Pendek	2-4 Minit
Aneka Pilihan (Pengiraan)	2-5 Minit
Penyataan Masalah (Asas Matematik)	5-10 Minit
Esei Pendek	15-20 Minit
Analisa Data / Graf	15-25 Minit
Esei Panjang	35-50 Minit



Marks

- b) Acid rain can cause a great impact to human, environment and materials. Debate in detail environmental impact on acid deposition caused by acid rain.

Total 10 marks
Choose any 5 answer

Answer

- i) Sterilization of lakes and forests. 2
- ii) Reducing the populations of small invertebrates and decomposers. 2
- iii) Reducing agricultural yields. 2
- iv) Causing extensive structural damage by corroding marble, metal, and stonework. 2
- v) Degrading water supplies by leaching heavy metals from the soil into drinking-water supplies. 2
- vi) Increases in lung cancer and colon cancer. 2

Content



1. Analisis-Analisis Item PA

2. Pembinaan Item Q

-Format

-Taburan Aras Kognitif

-Konteks, Kata tugas, Masa

3. Penilaian Atas Talian

3. Online Assessment

i) Intro



3.1 Designing Lessons for Online Assessments

CABARAN PENILAIAN ONLINE

- i. Kekangan internet terutamanya apabila pelajar berada di kampung.
- ii. Penilaian yang melibatkan instrumen – perlu kreativiti pensyarah.
- iii. Mudah meniru antara pelajar.

- Start planning & designing assessments **early**.
- **Instructions, rubrics** and expectations to be clear & complete.
- Provide **a space for students to ask** questions.
- Use **variety of assessment types & tools**.
- Provide **videos, simulations, case studies** for deeper engagement.
- **Promote academic integrity** in the online environment.
- **Have contingency plans**.

Weleschuk, Dyjur & Kelly (2019)

3.1 Designing Lessons for Online Assessments

Online Assessment

Question to ourselves :

- a. Formative or Summative ?
- b. Synchronous or Asynchronous ?
- c. Open-ended or Closed-Ended Question?
- d. Tools.

3.1 Designing Lessons for Online Assessments

1. Example :**Online Delivery & Assessment**

CLO	DELIVERY	ASSESSMENT
Demonstrate an understanding of the theory of writing in L1 and L2, principles, approaches and techniques of teaching writing.	MOOC, Synchronous & Asynchronous (Task-based Learning)	Kahoot, MOOC
Implement effective lessons for teaching writing skills creatively and innovatively.	Synchronous & Asynchronous (Task-based Learning)	Mini Project - Identify issues in learning writing - Plan innovative ways to teach writing - Create lesson plan Mini Research - Conceptual Paper – (Melor & Harwati, 2020)

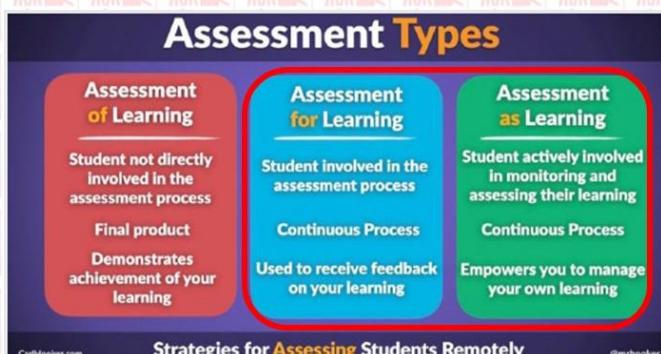
3.1 Designing Lessons for Online Assessments

a. Formative or Summative ?

	Formative	Summative
What	Assessment FOR learning	Assessment OF learning
Purpose	Improve learning & teaching	Measure of competency
When	On-going	End of course
How used by S	Learn thru feedback & practice	Grades

3.1 Designing Lessons for Online Assessments

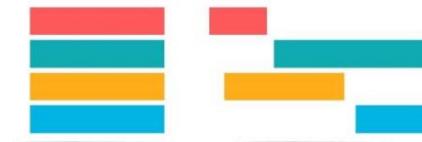
a. Formative



3.1 Designing Lessons for Online Assessments

b. Synchronous or Asynchronous ?

Synchronous vs Asynchronous



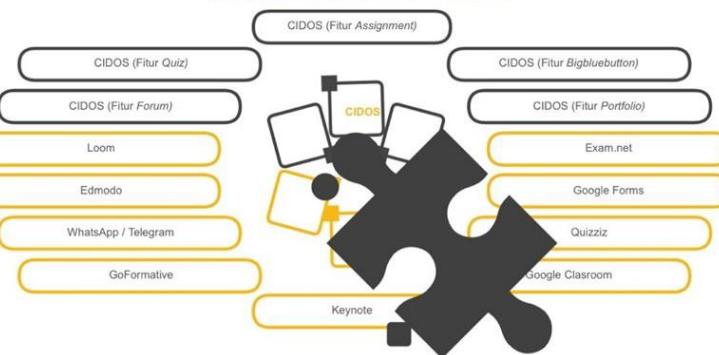
1. Formative = Synchronous

2. Summative = Synchronous or Asynchronous

3.1 Designing Lessons for Online Assessments

a. Formative Assessment – Evidence to ensure ‘learning is happening’

APLIKASI DAN PERISIAN PENILAIAN DAN PEPERIKSAAN SECARA DALAM TALIAN



3.1 Designing Lessons for Online Assessments

A. Formative Assessment – Evidence to ensure ‘learning is happening’.



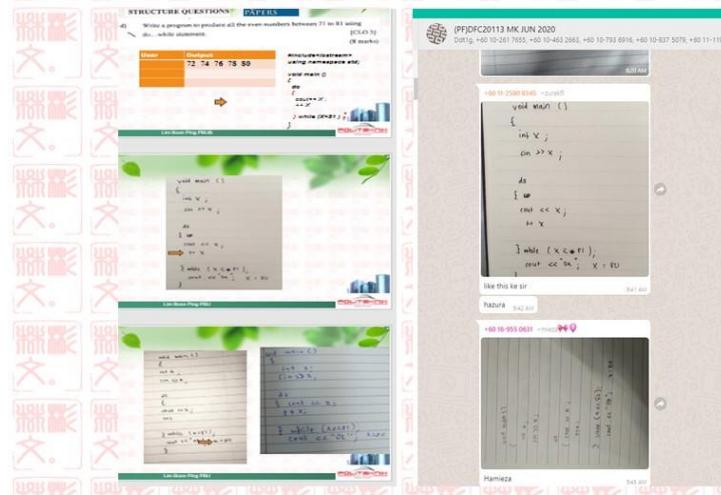
3.1 Designing Lessons for Online Assessments

a. Formative Assessment – Focus on Feedback – POLLING for feedback.

The screenshot shows two side-by-side interfaces. On the left, the Google Classroom interface displays a poll titled 'CIDOS- BBB' with results: 'Yes' (16, 73%) and 'No' (1, 5%). Below the poll, it says 'Waiting for responses (15/18) ...' and has a 'Publish polling results' button. On the right, the Microsoft Zoom interface shows a question titled 'Passyear cin' with options A, B, C, and D. The student 'XIAN0347 [TEO YEE XIANG]' has selected option A.

3.1 Designing Lessons for Online Assessments

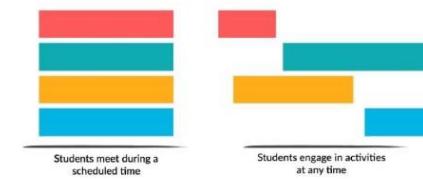
a. Formative Assessment – Focus on Feedback – WhatsApp Group.



3.1 Designing Lessons for Online Assessments

b. Synchronous or Asynchronous ?

Synchronous vs Asynchronous



CarHooker.com Strategies for Assessing Students Remotely @mrhooker

1. Formative = Synchronous

2. Summative = Synchronous or Asynchronous

3.1 Designing Lessons for Online Assessments

B. Summative assessment – Measure student's performance

PENILAIAN DAN PEPERIKSAAN AKHIR SECARA DALAM TALIAN

TIPS & PANDUAN

- Platform LMS
Digalakkan menggunakan **CIDOS**
- Perbanyakkan soalan
Bagi tujuan penyusunan item secara rawak
- Hadkan masa menjawab
Menetapkan masa menjawab bagi setiap soalan
- Soalan pemikiran aras tinggi (HOTS)
Memperbanyakkan soalan "mengapa" dan "bagaimana"
- Mepelbagaikan jenis soalan
Pendapat, justifikasi, gambarajah, jadual, analisis data
- Test- run
Mengenalpasti jawapan yang mudah didapati melalui carian online



3.1 Designing Lessons for Online Assessments

4. CIRI-CIRI PENILAIAN ONLINE (SUMMATIVE E-ASSESSMENT)

- Conducted online
- Submitted online
- Has digital proof
- Progress is trackable digitally

5. CADANGAN KADEAH/PLATFORM PENILAIAN ONLINE:

- LMS – CIDOS, Google Classroom – Date& Time
(Pros: Kepelbagaian platform penilaian)
- Whatsapp & Telegram (Pros: lebih mudah dan cepat)
- Kahoot (Cons: Lebih sesuai untuk tujuan formatif)
- Teams (Pros: Kepelbagaian platform penilaian)
- Webex (Pros – boleh incorporated dengan LMS)

3.1 Designing Lessons for Online Assessments

b. Summative Assessment — Synchronous - whatapp

+60 11-2429 6947 --äkmäl
Alright Sir 1142 AM

Tq. All. Sila bersedia utk Online Test (chapter 1 &3). Online Test akan diada pada 9/4 jam 3pm hingga 410pm.
1142 AM ✓

4/9/2020

Online test, 9/4, 3.00 to 4.15. Sila bagi maklumbalas 'ok' jika bersedia ikut list ini :
0. Lim. ok.
1. Shafiq
2. Saran
3. Kasturi
4. danial
5. Akmal.
6.Yemuna
2:29 PM ✓

+60 11-2429 6947 --äkmäl
Online test, 9/4, 3.00 to 4.15. Sila bagi maklumbalas 'ok' jika bersedia ikut list ini :
0. Lim. ok.
1. Shafiq
2. Saran
3. Kasturi
4. danial
5. Akmal.
6.Yemuna
2:29 PM ✓

3.1 Designing Lessons for Online Assessments

b. Summative Assessment — Synchronous - whatapp

Kitu mula Bhg A, 2 soalan pilih SATU. 0305 TO 0340, hantar sebelum 0345. 3:05 PM ✓

POLYTECH
SCHOOL OF VIRTUAL ASSESSMENT (SOVA) 3:05 PM ✓

MODULE CODE	MODULE NAME	MODULE INSTITUTE/DEPARTMENT
ASSESSMENT	SPECIAL REQUIREMENT	DATE/TIME
NAME		INSTITUTION
DATE		YEAR

SpecialAdis2019CovidQ1Q2A.pdf
5 pages - PDF - 354 kB 3:05 PM ✓

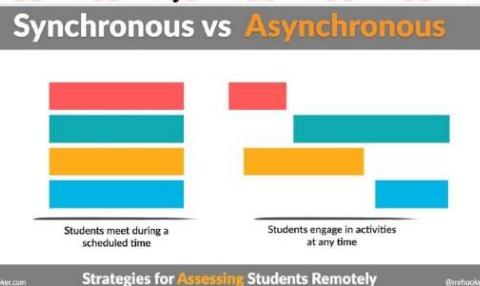
A)Tulis nama di setiap muka Surat.
B) kertas Dan tulisan mesti SAMA utk elak Dari plagiarism. 3:07 PM ✓

Masa menjawab sudah tamat. Snap gambar semua kertas jawapan dan post sekali dim group sebelum 0345. 3:40 PM ✓

+60 11-2429 6947 --äkmäl
2:41 PM

3.1 Designing Lessons for Online Assessments

b. Synchronous or Asynchronous ?



Strategies for Assessing Students Remotely @mrhooker

1. Formative = Synchronous

2. Summative = Synchronous or Asynchronous

3.1 Designing Lessons for Online Assessments- Summative Assessment

7. Cadangan Penyelesaian :

i. Kekangan internet terutamanya apabila pelajar berada di kampung.

Low Bandwidth (Synchronous Assessments)

- WhatsApp
- Telegram
- Podcast

Medium Bandwidth (Synchronous & Asynchronous Assessments)

- YouTube
- Collaborative Activities

High Bandwidth (Synchronous)

- Virtual Classes/Meeting - Presentation
- Streaming
- Skype

3.1 Designing Lessons for Online Assessments

6. CABARAN PENILAIAN ONLINE- SUMMATIVE ASSESSMENT

ii. Penilaian yang melibatkan instrumen – perlu kreativiti pensyarah.

7. Cadangan Penyelesaian :

Kriteria Penilaian :

- i. Penilaian kepada pelajar perlu jelas
(Set out clear objective ass/ clearly defined tast – to test, to identify..)
- ii. Learning domain yang diuji perlu dimaklumkan kepada pelajar sebelum penilaian dibuat.
- iii. Mudah dilaksanakan, mudah membuat skor dan mudah diinterpretasikan
- iv. **Limit Timing setting**

v. Question – Shuffle setting

Penilaian yang bersesuaian :

- i. Quiz – Google form
- ii. Test – Take home Test
- iii. Practical Work – Video call, video presentation
- iv. Practical Test - Video call, video presentation
- v. EOC - Assignment
- vi. Final Exam - Take home exam (Ada panduan sebelum, semasa dan selepas exam)

3.1 Designing Lessons for Online Assessments

6. CABARAN PENILAIAN ONLINE- SUMMATIVE ASSESSMENT

- i. Kekangan internet terutamanya apabila pelajar berada di kampung.
- ii. Penilaian yang melibatkan instrumen – perlu kreativiti pensyarah.
- iii. Mudah meniru antara pelajar.

7. Cadangan Penyelesaian :

Tambah baik **sistem gred bersesuaian dengan kaedah penilaian online**. Contoh: Gred ditinggikan 95-100 (A+), 94-90 (A), 89-85 (A-), 84-80 (B+).

3.1 Designing Lessons for Online Assessments

Online Assessment

Question to ourselves :

- a. Formative or Summative ?
- b. Synchronous or Asynchronous ?
- c. **Open-ended or Closed-Ended Question?**
- d. Tools.

Online Assessment

c) Open Ended VS Closed Ended Question

Closed Ended Q :

- As closed-ended question requires only **one correct answer**, students are more likely to **memorize** the statement or formula without deep understanding of the concept and content of a course being taught.
- In addition, these questions are more **similar** to the questions that were asked in the **textbook**.
- Can be **google** easily.

Online Assessment

• Open Ended VS Closed Ended Question

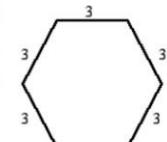
Open Ended Q :

- In general, open-ended questions require **complex thinking** and produce **a variety of solutions** (Badger 1992).
- Cooney et al. (2004) suggested that all students **learn in different ways**, and how they **demonstrate their knowledge varies**.
- The students' **level of confidence** is raised due to the increased challenges.
- it is an efficient method of evaluation. Questions of this type can **provide information about the students' achievement more clearly**

Online Assessment

Open Ended VS Closed Ended Question?

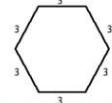
1. Calculate the perimeter of the hexagon.



Online Assessment

Open Ended VS Closed Ended Question

1. Calculate the perimeter of the hexagon.



1. Sketch a six-sided figure with a perimeter of 18.

- Their answer to this question would give the lecturers **more information about students' understanding** of perimeter. Open-ended questions that ask students to generate examples that meet certain criteria allow the lecturers to **distinguish the students' understanding of a topic**.

Online Assessment

Open Ended VS Closed Ended Question

2. Round 37.67 to the nearest 10th.



Resources

bpn.mypolycc.edu.my



UTAMA INFO BPN MUST TURUN SOALAN LAZIM HUBUNGKAMI

BAHAGIAN PEPERIKSAAN & PENILAIN
JABATAN PENDIDIKAN POLITEKNIK & KOLEJ KOMUNITI



Resources

bpn.mypolycc.edu.my

MUAT TURUN

GARIS PANDUAN

APLIKASI ANDROID



ARAHAN-ARAHAN

- 1 ARAHAN EXAM DEGREE ED09/2.2020
- 2 Arahan-Arahan Peperiksaan Dan Kaedah Penilaian (Diploma) Edisi 6 Jun 2019
- 3 Arahan-Arahan Peperiksaan Dan Kaedah Penilaian (Setjana Mudi) Edisi 1, 2018
- 4 Arahan-Arahan Peperiksaan Dan Kaedah Penilaian Pra-Diploma Politeknik
- 5 BPN-Polytechnic Examination & Assessment Rules and Regulation (Diploma)

GARIS PANDUAN

- 1 BD - Akta Institusi-Institusi Pelajaran (Tatatertib) 1976- AKTA 174
- 2 BIPD - Buku Panduan Projek Pelajar (Diploma) - Edisi 2016
- 3 BIPD - Dasar Lathan Industri Institusi Pengajian Tinggi
- 4 BIPD - Garis Panduan Menjalani Latihan Industri Luar Negara
- 5 BIPD - Garis Panduan Pengurusan dan Keadaan Penilaian Lathan Industri Politeknik KPT - Edisi 2013
- 6 BK - Garis Panduan Pindahan Kredit & Pengecualian Kursus Program Pengajian Politeknik 2013
- 7 BK - KOMPILASI PANDUAN PEMBANGUNAN HASIL PEMBELAJARAN 2019
- 8 BK - Manual Pembangunan Kurikulum Politeknik
- 9 BPN - Dasar Dan Prinsip Pentaksiran Pengajian Politeknik
- 10 BPN - Garis Panduan Moderasi Pemeriksaan Skrip Jawapan
- 11 BPN - GARIS PANDUAN PANEL PENILAI LUAR PINDAAN 2017
- 12 BPN - GARIS PANDUAN PELAKUAN FA EOISI 2018
- 13 BPN - Garis Panduan Pelaksanaan Penilaian Kerja Kursus
- 14 BPN - Garis Panduan Pelaksanaan Penilaian Khas
- 15 BPN - Garis Panduan Pelantikan Panel Penilai Luar Item Peperiksaan Politeknik
- 16 BPN - Garis Panduan Pengurusan Bank Item Dan Peraturan Pemarkahan Politeknik