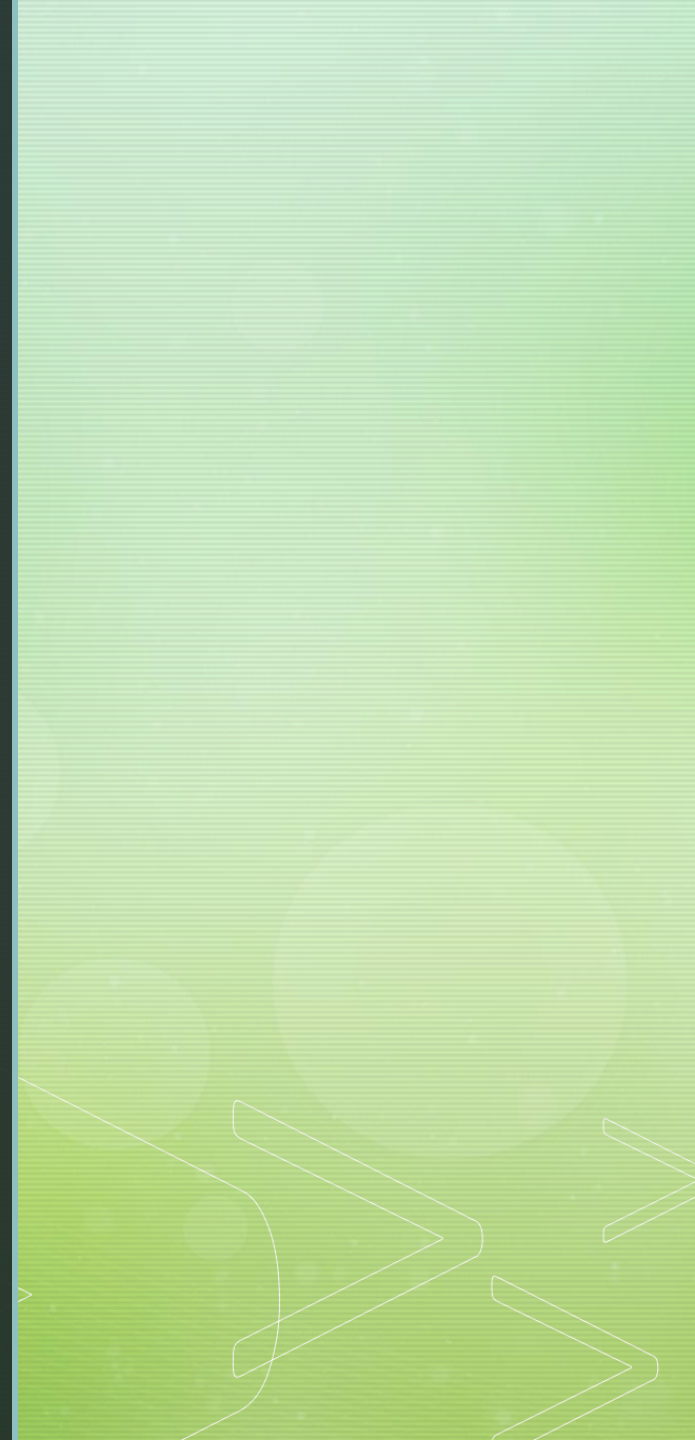


Authentic Assessment: Meaning, Characteristics, and Practices



Learning Objectives:



1. Identify the relationship of assessment, evaluation and marks to determine the attainment of student learning outcomes,
2. Discuss the authentic assessment meaning, characteristics, and practices,
3. Illustrate the phases of authentic assessment.

In 1935, the distinguished educator Ralph Tyler proposed an “enlarged concept of student evaluation,” encompassing other approaches besides tests and quizzes. He urged teachers to sample learning by collecting product of their efforts throughout the year. That practice has evolved into what is today termed “**authentic assessment**,” which encompasses a range of approaches including portfolio assessment, journals and logs, products, videotapes of performances.

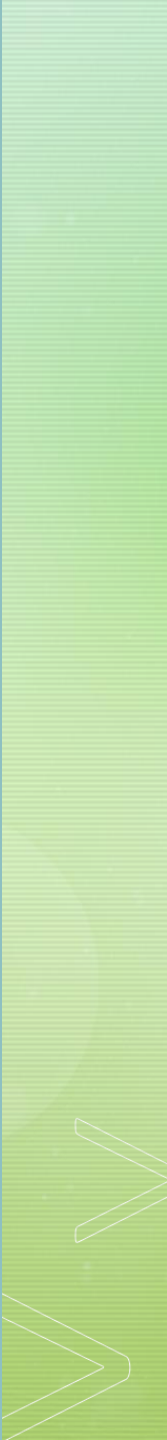


Both evaluation and assessment are based on the judgment of an experience, thoughtful human being – an expert. Machines don't assess, papers don't assess, and test don't assess. It is only **humans** who assess. Only classroom teacher is the better person who assesses the progress and development of his or her students.





The terms assessment, evaluation, testing, and marks are often used in determining the degree of attainment of student's learning outcomes. In times, they are used interchangeably. It will be useful to clarify their meaning to distinguish them from one another.



▸ **Assessment**- refers to the process of gathering data and information about what students know and can do. Through assessment, the teacher can find out what students are learning.

Evaluation – involves the task of interpreting, forming conclusion, and making judgment about the information which was gathered in the process of assessment.

Marks → are the reports of the result on the evaluation based on information obtained in assessment process. Marks have certain components related to the learning activities undertaken by the students.

- 20% for class participation
- 10% for completed assignment
- 20% for quizzes
- 30% for submitted report
- 20% for oral presentation of completed project

Assessment involves review of evidence of learning such as journal entries, written work, portfolios, skill demonstrations, performance in learning activities, test results, and rubric ratings which covers a period and should reveal the progress of students in competencies. **Evaluation** on the other hand occurs when a mark or grade is assigned after the quiz, a presentation or a completed task.

Why do we have to use authentic assessment?



The common practices of using recall and recognition objective the skills and knowledge they have mastered (Richard Stiggins, 1997).

Authentic assessment is a product, or a performance correlated with real experiences (Newton Public School).

Other names of authentic assessment are **performance assessment**, **alternative assessment**, and **direct assessment**.

Characteristics of Authentic Assessment

1. It starts with a clear and definite criteria of performance made known to the students.
2. It is a criterion-referenced rather than norm-referenced and so it identifies strengths and weaknesses but does not compare students nor rank their levels of performance.
3. It requires students to make their own answer to questions rather than select from given options as in multiple choice items and requires them to use a range of HOTS.

4. It often emphasizes performance and therefore students are required to demonstrate their knowledge, skills, or competencies in appropriate situations. Authentic assessment do not rely on ability to recall facts or memorize details, instead students are asked to demonstrate skills and concepts they have learned.

5. It encourages both teacher and student to determine their rate of progress in cooperatively attaining desired students learning outcomes.

Example of Authentic Assessment

1. Doing Science experiments
2. Conducting Social Science field Research
3. Writing stories and reports
4. Reading and interpreting literary pieces
5. Solving Mathematical problems that have real-world implication

6. Performing particular skills or competencies

7. Simulation or role playing

8. Exhibiting and displaying completed works

9. Submitting Portfolios

10. Submitting original creative projects

Attribute	Traditional Assessment	Authentic Assessment
Action/option	Selecting a response	Performing a task
Setting	Contrived/imagined	Simulation/Real-life
Method	Recall/recognition	Construction/application
Focus	Teacher-structured	Student-structured
Outcome	Indirect evidence	Direct evidence

Phase 1

Identify learning outcome

Phase 2

Determine criteria and acceptable evidences of performance

Phase 5

Implement supporting learning experiences and instructional activities

Phase 3

Implement assessment strategies

Phase 4

Evaluate results to determine attainment of outcome to ensure continuous improvement