

AUTHENTIC ASSESSMENT TOOLS



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LEARNING OBJECTIVES:

📍 Construct different types of authentic tools to measure intended learning outcomes.

📍 Apply the guidelines in constructing the different types of authentic assessment tools in measuring learning.

AUTHENTIC ASSESSMENT

Authentic assessment refers to evaluating students' abilities by having them perform real-world tasks that demonstrate meaningful application of their knowledge and skills.

Unlike traditional tests or quizzes, authentic assessments focus on how learners apply what they've learned in practical situations.



WHY USE AUTHENTIC ASSESSMENT

We do not just want students to **know** the content of the disciplines when they graduate.

We want the students to **use** the acquired knowledge and skills in the real world.





MODES OF ASSESSMENT

1. **Observations** – includes date and information that the teacher collects for daily work with students.
2. **Performance Samples** – are tangible results that demonstrate student achievements.
3. **Actual Performance** – tests and measures of students at a specific place and time.

OBSERVATION-BASED ASSESSMENT TOOLS



GUIDELINES

1. Observe not only one but all the students.
2. Observation must be frequent and regular as possible.
3. Observations must be recorded in writing.
4. Observations should cover both routine and exceptional occurrences.
5. Reliability of observations are gathered and synthesized.

Diane Hart (19994)



DEVELOPMENTAL CHECKLIST

An observation tool which requires the teacher to describe the traits or the learning behavior being assessed.

♥ Individual Developmental Checklist

♥ Group Developmental Record Sheet

Daily Classroom Observation Form	
Student Name : _____	Date: _____
Observer's Name: _____	Grade/Class: _____
Area	Observation Checklist
Attention during Lessons	<input type="checkbox"/> Fully attentive <input type="checkbox"/> Needs reminders <input type="checkbox"/> Frequently distracted <input type="checkbox"/> Not attentive
Focus on Tasks	<input type="checkbox"/> Stays focused <input type="checkbox"/> Needs gentle reminders <input type="checkbox"/> Easily distracted <input type="checkbox"/> Frequently off-task
Following Instructions	<input type="checkbox"/> Follows easily <input type="checkbox"/> Needs repetition <input type="checkbox"/> Often confused <input type="checkbox"/> Struggles significantly
Staying Seated	<input type="checkbox"/> Remains seated <input type="checkbox"/> Needs prompts <input type="checkbox"/> Frequently leaves seat <input type="checkbox"/> Rarely seated
Use of Time	<input type="checkbox"/> Manages time well <input type="checkbox"/> Occasionally slow <input type="checkbox"/> Needs time management support <input type="checkbox"/> Frequently off-task



INTERVIEW SHEETS



Research Proposal Interview Sheet

Student's Name _____ Date _____

Interviewer's Name _____

Course / Subject _____

Topic _____

1. Why did you select this topic?
2. What are the sources of your materials?
3. What is the theoretical basis of your research topic?
4. How do you plan to gather data for your research?
5. What research instruments do you intend to use?
6. What is your time able for the completion of your research?
7. How much do you expect to spend for this research?

Interview sheets consists of a list of questions the teacher intends to ask space for recording the student's answers.

PERFORMANCE SAMPLES ASSESSMENT TOOLS



PORTFOLIO

A portfolio is a combination of pieces of evidence of an individual's skills, ideas, interests, and accomplishments.

The portfolio serves the following purposes:

- a. The teacher can assess the growth and development of the students at various levels.
- b. Parents are informed of the progress of their children in school.
- c. Instructional supervisors are able to evaluate the strengths and weakness of the academic program.

PORTFOLIO

What can be included in a Portfolio?

- Essays
- Pictures
- Art Works
- Conference Notes
- Graphs/Charts
- Video tapes
- Audio tapes
- Group reports
- Field reports
- Compact Disk

ACTUAL PERFORMANCE ASSESSMENT TOOLS





PERFORMANCE CHECKLIST



Performance Checklist in Solving a mathematics problem (example)

- identifies the given information
- identifies what is being asked
- uses variables to replace the unknown
- formulates the equation
- performs algebraic operations
- obtains an answer

Consist of behaviors that make up a certain type of performance.

ORAL QUESTIONING

An appropriate assessment method for actual performance when objectives are:

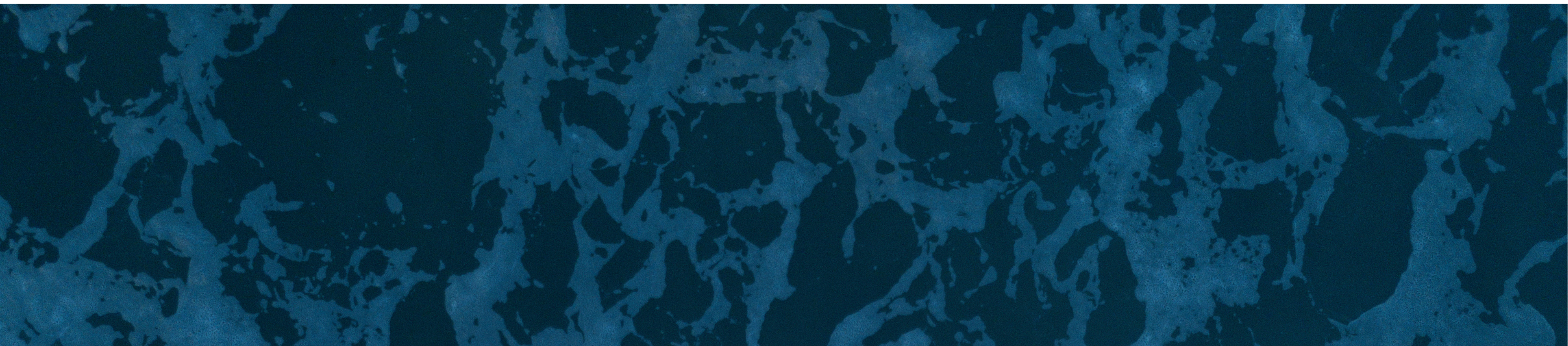
- (a) to assess the student's stock knowledge and/or
- (b) to determine the student's ability to communicate ideas in coherent verbal sentences.

OBSERVATION AND SELF-REPORTS

This needs a tally sheet as a device when used by the teacher to record the frequency of student behaviors, activities or remarks.

A self-checklist is a list of several characteristics or activities presented to the subjects of a study.

THANK YOU!





ASSIGNMENT

Instructions:

Select 1 performance task from the list provided. Before finalizing your choice, make sure that no more than 3 students have selected the same task. Coordinate with your classmates to ensure fair distribution. Once your task is approved, create a Performance Checklist that will be used to evaluate that specific performance. Your checklist must contain at least 8-10 clear and measurable criteria relevant to your chosen task.

-Role-play / Skit

-Debate

-Group Reporting / Presentation

-Storytelling / Oral Narration

-Spoken Poetry / Poetry Recitation

Art / Painting / Visual Creation

-Singing / Musical Performance

-Dance / Choreography

-Short Film / Video Presentation

-Public Speaking / Speech Delivery

ASSIGNMENT

Instructions:

After making the Performance Checklist, search up a performance on Youtube (or any social platform as long as there's a video and you can see the performer) based on the performance task you chose, then assess the performer using the Performance Checklist you made.

What should be included in the performance checklist?

-Name of the Performer:

-Assessed by:

-Performance Task: (what kind of performance)

-Date: (date you assessed the performer)

-Video Link: (video link of the performance you assessed)

-Checklist (minimum of 8)

ASSIGNMENT

Instructions:

After assessing the performer, write a reflection, learnings, or insights of your experience on creating the Performance Checklist and assessing the performer. Write it on a yellow pad with 2-3 paragraphs and a minimum of 5 sentences each paragraph.

The Performance Checklist should be printed then when it's time to assess, use a red ballpen for checking.

The deadline would be on Monday, March 10, 2026. (Face to Face)

(If it would be online, just make a gdrive link for the class containing the assignment and send the gdrive link on the same day, before 12NN. The printed assignment would still be submitted on Face to Face schedule.)

Have fun on the task and God bless! 🙏