AUTHENTIC ASSESSMENT IN TEACHING AND LEARNING

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What is Assessment?

Refers to various methods used to determine the extent to which students achieve the intended learning outcomes of instruction.

Includes all measures employed by teachers and schools to answer the question: Did students learn what they were supposed to learn?

Traditional examples: quizzes, periodical tests, reports, term papers.
What is authentic Assessment?

- Alternative to traditional assessment
- Evaluates students’ abilities in real world contexts
- Aims to develop and measure multiple skills: cognitive skills, ability to integrate learning, creativity, ability to work collaboratively, and written and oral expression skills (instead of rote learning and passive test-taking)
- Values the learning process as much as the finished product
Key Points

Assessment is an ongoing process aimed at understanding and improving student learning. Multiple methods, criteria, and standards evidence are used. Students know, can do, and understand. It’s more than just collecting data.
Sequence in Preparing Instructionally Relevant Assessment

INSTRUCTION Indicates the learning outcomes to be attained by students.

LEARNING TASK Specifies the particular set of learning task(s) to be assessed.

ASSESSMENT Provides a procedure designed to measure a representative sample of the instructionally relevant learning tasks. Is there close agreement?
What is the importance of authentic assessment?

To find out what the students know (knowledge)

To find out what the students can do, and how well they can do it (skill; performance)

To find out how students go about the task of doing their work (process)

To find out how students feel about their work (motivation, effort)
What is Student Assessment for?

TO HELP US DESIGN AND MODIFY PROGRAMS TO BETTER PROMOTE LEARNING AND STUDENT SUCCESS.

TO PROVIDE COMMON DEFINITIONS AND BENCHMARKS FOR STUDENT ABILITIES THAT WILL ENABLE US TO ACT MORE COHERENTLY AND EFFECTIVELY TO PROMOTE STUDENT LEARNING.
What is Student Assessment for?

To provide feedback, guidance, and mentoring to students so as to help them better plan and execute their educational programs.

To provide improved feedback about student learning to support faculty in their work.
Functions of Assessment

1. Diagnostic: tell us what the student needs to learn
2. Formative: tell us how well the student is doing as work progresses
3. Summative: tell us how well the student did at the end of a unit/task
What can be assessed?

- Student learning characteristics
- Ability differences
- Learning styles
- Student motivational characteristics
- Interest
- Self-efficacy
- Goal orientation
Criteria In Choosing an Assessment Method

➢ It should be reliable.
➢ It should be valid.
➢ It should be simple to operate, and should not be too costly.
➢ It should be seen by students and society in general.
➢ It should benefit all students.
Who should be involved in assessment?

- The teacher
- The student
- The student’s peer
- Administrator
- Parents
Why Use Authentic Assessment?

Authentic Assessments are Direct Measures

We do not just want students to know the content of the disciplines when they graduate. We, of course, want them to be able to use the acquired knowledge and skills in the real world. So, our assessments have to also tell us if students can apply what they have learned in authentic situations.
What should we do with the information from our assessment?

01 Use it to improve the focus of our teaching (diagnosis)

02 Use it to focus student attention of strengths and weaknesses (motivation)

03 Use it to improve program planning (program assessment)

04 Use it for reporting to parents
Informal Assessment: teachers’ spontaneous, day to day observations of student performances.

Examples:
- Asking questions
- Listening to student discussions
- Conducting student conferences
Formal assessment:
assessment that is planned in advance and used to assess a
predetermined content and/or skill domain.

Strengths
- allows the teacher to evaluate all students systematically on
  the important skills and concepts
- helps teachers determine how well students are progressing
  over the entire year
- provides useful information to parents and administrators.
Performance Assessments

- assessment that elicits and evaluates actual student performances

>Types of Performances:
Products: drawings, science experiments, term papers, poems, solution to authentic problems
Behavior: time trial for running a mile, reciting a poem, acting tryouts, dancing
How to Create Authentic Assessments?

1. Step 1: Identify the standards
2. Step 2: Select an authentic task
3. Step 3: Identify the criteria for the task
4. Step 4: Create the rubric
Using GRASPS tasks to create authentic assessment

- **G** – GOAL (What task do I want my students to achieve?)
- **R** – ROLE (What is the student’s role in the task?)
- **A** – AUDIENCE (Who is the student’s target audience?)
- **S** – SITUATION (What is the context? What’s the challenge?)
- **P** – PERFORMANCE (What will students create or develop?)
- **S** – STANDARD (On what criteria are they going to be judged?)
Authentic assessments evaluate how students are learning the course material and subject matter over time. Traditional assessments such as quizzes and exams are useful in providing a snapshot of the students' mastery over the subject at a specific interval, but these assessments do not necessarily evaluate how the student can (or will) apply what was learned beyond the classroom.
Authentic assessments in teaching and do not have to be chosen over traditional assessments. A mix of both types of assessments can be effective, and in some cases (depending on the course objectives and outcomes), required.
“TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN.”

BENJAMIN FRANKLIN
THANK YOU FOR LISTENING!