AUTHENTIC ASSESSMENT FOR THE PERFORMING STUDENT

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Since time immemorial, the common idea about assessment is test papers and answer sheets. If the student gets a score of 75% and above, then the student receives a passing grade but if lower than that then the student is subjected to remediation. That is true for the academic type of subjects but what if the nature of the subject encompasses the typical pen and paper test and transcends to the skill and field test? It is undeniable that in the K-12 curriculum, skills development does not only cater how well the student remembers facts but also place more emphasis on how students are able to apply what they learned.

With this regard, how is skills mastery assessed by the classroom teacher?

Assessment, if deemed to be authentic, must be valid. By valid, it means that it measures what it intends to measure (Weiss and Sosulski, 2003). If the subject entails performance based tasks, then therefore the pen and paper test definitely will not fall under the category of authentic assessment. How can the skill acquired by the student be measured if the only thing being assessed is how much information the student can recall and not what he/she can execute? These subjects would include science experiments, MAPEH practicums, and TLE outputs.

Yes, the pen and paper test can be considered as one of the most widely used assessment tool but it is only one of the tools available for use. If the teacher intends to see if the student really has imbibed the ability to execute specific skills like dancing, arts, cookery, automotive repair and the likes, then the teacher must administer a performance based assessment. With this, the teacher will see first-hand how well or how poor can the
student execute a specific task. By then, the teacher can plan a more appropriate remediation.

However, there is a challenge for this type of assessment. Unlike the pen and paper test that would readily show scores the student could have, the performance based test requires specific fields that would indicate grades. With this problem at hand, the best solution would be the rubrics for scoring. The teacher must be able to come up with a good matrix of skills checklist with assigned score so that whenever the student performs a task, the teacher observes and checks the matrix which was executed and which were not. It would also show the degree of mastery a student has displayed. By means of indicators for each field, the teacher can assign a specific score for a specific indicator; thus, leading to authentic assessment.

By having an appropriate assessment tool, both the teacher and the student will be able to achieve the ultimate goal of education. The teacher is able to guide the student appropriately and the student in turn sees the importance and actuality of the skills taught.

References:


Indiana University Bloomington (2018), Authentic Assessment, Center for Innovative Teaching and Learning, retrieval date 08/31/2018, retrieved from https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/