

THE BLURRING OF TRADITIONAL ASSESSMENT: PRESENTING AUTHENTIC ASSESSMENT

by:
Jane Charlotte N. Cruz
Teacher I

Assessment is one of the essential aspects of classroom instruction as this hustle with the learnings of students. Education assessment is a critical component of teaching and education practice which leads to the development of learners. In the education system, there are definite assessments that are extensively used and proven to help teachers to have an assurance that students learned a bunch of information in regards to the subject. The famous and widely used paper-pencil test or so-called 'Traditional Assessment' is a technique used to evaluate the students and conforming to Quansah (2018), traditional assessment is being challenged by alternative assessment approaches. Traditional Assessment methods usually produce written papers, like quizzes or tests though alternative assessment offers a variety of techniques that are claimed to be authentic as they validate real-world situations which teach students on-hand application and emerged them with experiences. Most of the teachers agree that an ideal assessment is not merely an evaluation of the learnings of the students, but also the teaching process involved and modified strategy through the sufficient knowledge of the context by the teacher herself. One key aspect of such assessments is their authenticity.

The curriculum is driven by authentic assessment. This means that teachers first determine which tasks the students will carry out to demonstrate their mastery and afterward develop a curriculum that allows students to perform the tasks well, including gaining basic knowledge and skills. The authentic evaluation includes or is carried out through a portfolio, a product-based or a performance evaluation that is linked to real-

life events. To begin with, the portfolio assessment provides both formative and summative information for evaluation on the other hand. The portfolio provides a view of the child's progress and unlike traditional assessments, reveals the strength and weakness of the child. In addition, the product-based assessment in which the actual students' performance is assessed through a product that includes a wide range of student works that target specific skills. It involves a scoring tool outlining the required criteria for a piece of work, or what is important to assess. It also describes the weighting determined for each criterion, based on its relative importance on the overall task, and how the performance would look at different levels of quality. Lastly, the performance-based assessment is the demonstration of skills and knowledge like dancing, painting, music recital, speech activities, etc. It encourages teachers to assess the higher-order thinking skills which thus allow students to prove what they have learned by participating in practical activities. The performance-based appeals to be realistic and measure the application of the students' acquired repertoire of knowledge and skills.

However, a teacher must not choose between authentic and traditional assessment but is more likely to view them as the main tool to attain the objectives. Since the aim of the assessment is to have facts and shreds of evidence of student learnings so, irrespective of the benefits and disadvantages of the individual evaluation processes we can consider both legibly. Although traditional assessment procedures require the use of knowledge whilst authentic assessment mandate showcase their knowledge and skills so other procedures like portfolio and work performance require alternative assessment methods. These two assessments are significant to achieve learning objectives feasibly.

References:

Quansah, F. (2018). Traditional or Performance Assessment: What is the Right Way to Assessing Learners?. Researchgate.net.

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