

AUTHENTIC ASSESSMENT

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Authentic assessment is the idea of using creative learning experiences to test learner' skills and knowledge in realistic situations. Authentic assessment measures students' success that is relevant to the skills required for every subject area in public elementary and high schools. Authentic assessment replicate real-life situations. Learners are asked to participate in real-world tasks and activities to demonstrate their knowledge of the course or subject matter. An authentic assessment does not have right or wrong answers.

The main goal of authentic assessment is to enhance the learning process and help learners gain knowledge that are beneficial to the “real-world” experiences. Authentic assessments provide each individual learners a chance to apply what they've learned and allows students to construct meaning about what they've been taught. Authentic assessments have varying solutions based on how a student comes to interpret and solve a challenge, problem or task while traditional tests have right or wrong answers. Authentic assessments are applicable for any subject matter.

An authentic assessment is designed to look like complex and real-life situations. Teachers can provide and design assessments that feel realistic in nature to see how a student will react, approach and resolve a problem. Authentic assessments have varying solutions based on how a student comes to interpret and solve a challenge, problem or task while traditional tests have right or wrong answers.

The following are the benefits of using authentic assessment, first it motivates students to deeply engage with the subject matter leading to more constructive and

productive learning. Next, it builds a portfolio of academic work, which is helpful for students to reflect on and assess their own work and effort. Aids learners in preparing for the complexities of professional life by equipping them with relevant workplace skill. And the last prepares 21st century learners for lifelong learning.

References:

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 - 42.