



# AUTHENTIC ASSESSMENT

## JUNIOR SECONDARY

GRADE 7-9

THE KENYA NATIONAL EXAMINATIONS COUNCIL

MAY 2022

# AUTHENTIC ASSESSMENT- The Scope

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- i. Define authentic assessment**
- ii. Differentiate between authentic and traditional assessment**
- iii. Characteristics of authentic assessments**
- iv. Give benefits of authentic assessment**
- v. Types of authentic assessments**
- vi. Develop authentic assessments (tasks)**
- vii. Checklist for authentic assessments.**

## Alternative Names

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- ❑ ***Performance Assessment:*** Students are often asked to perform real-world or authentic tasks or contexts.
- ❑ ***Alternative Assessments:*** Alternative to traditional assessment using a rubric.
- ❑ ***Direct Assessment:*** Provides more direct evidence of meaningful application of knowledge and skills.

# WHAT IS AUTHENTIC ASSESSMENT?

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- Is a form of Assessment in which learners are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
- Authentic assessment is **where students thoughtfully apply their acquired skills to a new situation or environment.**
- Assessments are authentic if they are realistic, require judgement and innovation and assess students' ability to effectively use their knowledge or skills to complete a task.

## Example

The actual driving test is an authentic assessment while a written test on driving is traditional assessment. Driving demonstrates what a student is able to do with the acquired knowledge.

# In Authentic assessment:

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- a) learners create a response to a question.
- b) tests contain real-life tasks, performances or challenges that replicate the problems faced by an expert in a particular field.
- c) learners are given up-front, the criteria on which their work will be judged.
- d) learners demonstrate their control over the essential knowledge being taught by actually using the information in a way that reveals their level of understanding.

# CHARACTERISTICS OF AUTHENTIC TASKS

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1. Have varied responses
2. Are deeply integrative-require many skills
3. Promote critical thinking and problem solving
4. Allow for differentiated learning

## CHARACTERISTICS OF AUTHENTIC TASKS CONT'

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- 5) Involve planning, doing, revising and reflecting
- 6) Provide opportunity for peer collaboration
- 7) Encourage self-assessment and deep reflection
- 8) Require more time to complete

# BENEFITS OF AUTHENTIC ASSESSMENT

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- 1. Uses tasks that reflect real life experiences**
- 2. Focuses on high order thinking skills**
- 3. Requires active performance to demonstrate understanding**
- 4. Involve interesting and engaging assessment tasks**
- 5. Teacher and the learner collaborate in determining the assessment**
- 6. Ensures success for every learner.**
- 7. Encourages the integration of learning and assessment**



# TRADITIONAL VERSUS AUTHENTIC ASSESSMENT

<b>Traditional Assessment</b>	<b>Authentic Assessment</b>
Requires learners to demonstrate knowledge by selecting a response to written tests	Requires learners to demonstrate proficiency <b>by performing meaningful tasks</b> that require application of what was learned.
Measures the learners knowledge of the content	Measures the learners ability to apply knowledge of the content in meaningful ways (real life situations)
Provides a teacher with a summary of what the learner knows (knowledge)	Provides teachers with a more complete picture of what the learners know and what they can do with what they know (apply knowledge)
Learners are required to recall knowledge that has been taught	Learners can construct new knowledge out of what has been taught
Provides limited ways for learners to demonstrate what they have learned	Provides multiple avenues for learners to demonstrate what they have learned

## Traditional Assessment

## Authentic Assessment

Focus is on the content

Focus is on the competences

Teacher centred

Learner centred.

Hides the test

Task and scoring rubric are provided to the learner in advance

Rigid and fixed

Flexible and provides multiple acceptable ways of constructing products or performances as evidences of learning

Standardized, valid and reliable

Requires well defined criteria/rubrics and standards to achieve reliability and validity

Focuses more on the product

Focuses on both the process and the product

## WHAT IS AN AUTHENTIC TASK?

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- Is an assignment given to learners to assess their ability to apply knowledge and skills to solve real world problems or challenges.

# Types of Authentic Tasks

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- **Constructed Response**
  - **Product Like:**
    - short-answer essay questions, “show your work”, journal response, concept maps, figural representations.
  - **Performance Like:**
    - Typing test, complete a step of science lab, construct a short musical, dance, or dramatic response, exhibit an athletic skill.

# Types of Authentic Tasks

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- Product
  - Essays
  - Stories or Poems
  - Research Reports
  - Art Exhibit or Portfolio
  - Lab Reports
  - Newspaper
  - Poster

# Types of Authentic Tasks

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- Performance
  - Conducting an Experiment
  - Musical, dance, or dramatic performances
  - Debates
  - Athletic competition
  - Oral presentation

# STEPS OF CREATING AUTHENTIC ASSESSMENT





# STEP 1: Identify the Standards

- Standards are statements of what students should know and be able to do.
- They are derived from Specific Learning Outcomes .
- Example See the next slide- **Agriculture Grade 7**

## **Specific Learning Outcome number c**

The Standard:

**Student can prepare site for establishing selected planting material**



# EXAMPLES OF STANDARDS

LEARNING AREA	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOME	STANDARDS
Agriculture (Pg. 9)	2.0 Crop Production	2.1 Preparation of planting Site	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> <li>identify planting site for crops in the school environment</li> <li>examine planting site in relation to planting material,</li> <li>prepare site for establishing selected planting material</li> <li>show responsibility in preparing site for selected planting material</li> </ol>	learner can: <ol style="list-style-type: none"> <li>identify planting site for crops in the school environment</li> <li>examine planting site in relation to planting material,</li> <li>prepare site for establishing selected planting material</li> <li>show responsibility in preparing site for selected planting material</li> </ol>

# KISWAHILI-KIWANGO TARAJIWA CHA KUTATHMINIA

<b>SOMO</b> <b>Kiswahili</b> <b>UK 21</b>	<b>MADA</b> 2.3 Kuandika (uk 21)	<b>MADA</b> <b>NDOGO</b> 2.3.1 Barua ya kirafiki ya kutoa mwaliko	<b>MATOKEO MAALUM TARAJIWA</b> Kufikia mwisho wa mada ndogo,mwanafunzi aweze: <ol style="list-style-type: none"> <li>kueleza umuhimu wa barua ya kirafiki ya kutoa mwaliko kuhusu masuala mbalimbali katika jamii</li> <li>kutambua ujumbe katika barua ya kirafiki ya kutoa mwaliko</li> <li>kutambua vipengele vya kimuundo vya barua ya kirafiki ya kutoa mwaliko.</li> <li>kuandika barua ya kirafiki ya kutoa mwaliko kwa kuzingatia ujumbe, muundo na lugha ifaayo.</li> <li>kufurahia uandishi wa barua ya kirafiki ya kutoa mwaliko ili kufanikisha mawasiliano.</li> </ol>	<b>KIWANGO TARAJIWA</b> Mwanafunzi aweza: <ol style="list-style-type: none"> <li>kueleza umuhimu wa barua ya kirafiki ya kutoa mwaliko kuhusu masuala mbalimbali katika jamii.</li> <li>kutambua ujumbe katika barua ya kirafiki ya kutoa mwaliko.</li> <li>kutambua vipengele vya kimuundo vya barua ya kirafiki ya kutoa mwaliko.</li> <li>kuandika barua ya kirafiki ya kutoa mwaliko kwa kuzingatia ujumbe, muundo na lugha ifaayo.</li> <li>kufurahia uandishi wa barua ya kirafiki ya kutoa mwaliko ili kufanikisha mawasiliano.</li> </ol>

# BUSINESS STUDIES (Refer to pg. 16)

<b>LEARNING AREA</b> <b>Business Studies</b>	<b>STRAND</b> <b>2.0 Business and its Environment</b>	<b>SUB STRAND</b> <b>2.2 Goods and services (5 lessons)</b>	<b>SPECIFIC LEARNING OUTCOMES</b> By the end of the sub strand, the learner should be able to: a. Analyse types and importance of goods and services found in the local market b. distinguish between goods and services found in the market c. identify sources and places where consumers may buy goods and services d. embrace the value of goods and services for the satisfaction of human wants	<b>STANDARDS</b> The learner can: a. Analyse types and importance of goods and services found in the local market b. distinguish between goods and services found in the market c. identify sources and places where consumers may buy goods and services d. embrace the value of goods and services for the satisfaction of human wants

# PERFORMING ARTS

<b>LEARNING AREA</b> <b>Performing Arts</b> <b>( Page 11)</b>	<b>STRAND</b> <b>1.0</b> <b>Performing Arts Basic Elements</b>	<b>SUB STRAND</b> <b>1.4 Narrative Lessons)</b>	<b>SPECIFIC LEARNING OUTCOMES</b> By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> <li>a. explain the meaning of a narrative in Performing Arts</li> <li>b. identify features of a narrative in Performing Arts</li> <li>c. use voice, body and space to tell a story</li> <li>d. demonstrate the qualities of a good story teller</li> <li>e. appreciate the narrative as a tool for addressing issues in society</li> </ul>	<b>STANDARDS</b> The learner can: <ul style="list-style-type: none"> <li>a. explain the meaning of a narrative in Performing Arts</li> <li>b. identify features of a narrative in Performing Arts</li> <li>c. use voice, body and space to tell a story</li> <li>d. demonstrate the qualities of a good story teller</li> <li>e. appreciate the narrative as a tool for addressing issues in society</li> </ul>

## STEP 2: SELECT AN AUTHENTIC TASK

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- Find a way of designing a task that will demonstrate that the learner is capable of meeting the set standard and the given criteria.
- Select an authentic assessment task to help you assess the acquisition of knowledge, skills, values and attitudes. The assessment task should focus on specific learning outcomes, values and core competencies.

## STEP 3: IDENTIFY THE CRITERIA

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- **Criteria:** describes knowledge, skills and attitude that one is looking for: e.g selecting the needed form e.g. cash deposit, withdrawal, cheque deposit
- **Standard:** The student will/ can conduct a banking transaction.
- **Task:** *Visit a Bank near your school. Deposit school fees in the school the school account. Bring back the deposit slip to the school bursar.*

# STEP 3 CONT'D

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- CRITERIA

1. Selection of the needed form for the transaction.
2. Filling in the form correctly.
3. Stating the type of transaction done.

# CHARACTERISTICS OF A GOOD CRITERION

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- Should be clearly stated
- Should be aligned to the standards.
- Should be brief.
- Should be devoid of ambiguity



## STEP 4: Create the Rubric

**Once you have identified the criteria you want to look for as indicators of good performance, you next decide whether to consider the criteria analytically or holistically.**



## Analytic Rubric

Breaks down content or task being assessed into parts and assesses each part separately.

### WRITING SKILL

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
<b>Grammar and Mechanics of Writing</b>	Almost excellent use of grammar, variety of punctuation marks, spelling and capitalization. Errors are so few and minor that they do not impede reading.	Good use of grammar, punctuation, spelling and capitalization. There are a few errors but they do not impede reading.	There are moderate errors of grammar, punctuation, spelling and capitalization. But some errors can impede reading and meaning.	There are many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning
<b>Handwriting</b>	Neat and easily readable throughout, many letters are correctly spaced and sized within lines; spaces between words are the correct size throughout.	Neat and easily readable, many letters are correctly spaced and sized within lines; many spaces between words are the correct size.	Untidy but readable; some letters are correctly spaced and sized within lines; some spaces between words are not the correct size.	Not easily readable, many letters are not correctly spaced and not sized within lines; many spaces between words are not the correct size.

# ANALYTIC RUBRIC CONT'D

<b>Vocabulary</b>	Almost free of errors of subject-verb agreement, very good choice of words, and wide range of vocabulary and use of varied expressions.	Few errors of subject-verb agreement that do not impede communication, Selection of vocabulary is appropriate to the context.	Frequent errors of subject verb agreement, range of vocabulary is limited and there is no attempt to vary expressions.	Many errors of subject-verb agreement, most structures are incorrect vocabulary repeated and communication is difficult.
<b>Organization</b>	Exhibits an exceptionally clear sense of unity and order throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas.	Exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas.	Attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas.	Exhibits no sense of order and provided a series of separate sentences and disconnected ideas and it is difficult to follow.

# HOLISTIC RUBRIC

Assesses overall performance on a task as a single entity. It scores the overall competencies of the learner without assessing each criteria separately

Criteria	Exceeding expectation 4	Meeting expectation 3	Approaching expectation 2	Below expectation 1
Exploring soil characteristics	Consistently and correctly <b>differentiates</b> soil textures, size of particles and <b>deduces name of soil</b> based on their characteristics.	Correctly differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Sometimes differentiates soil textures, size of particles and deduces name of soil based on their characteristics.	Rarely differentiates soil textures, size of particles or deduces name of soil based on their characteristics.

## AUTHENTIC TASK SHOULD HAVE:

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**1. Action verb:**

Addresses the Why and How - Why leads to deeper learning.

**2. Object:** Should have an object

**3. Context:** Real world problem or challenge.

# Authentic tasks should target both the knowledge and the Core Competencies (Skills)

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Core competences/21<sup>st</sup> Century Skills/skills are 7

1. **Critical thinking and problem solving**
2. **Communication and collaboration**
3. **Creativity and imagination**
4. **Digital literacy**
5. **Learning to learn**
6. **Citizenship**
7. **Self-efficacy**

# Infuse..

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- The stem of the question should target the critical core competences. E.g.
  - a) **Critical Thinking and Problem Solving**
    - i. Information gathering
    - ii. Planning a solution
    - iii. Managing the information

# Infuse...

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## **b. Communication and Collaboration**

- i. Communication
- ii. Participation
- iii. Negotiation
- iv. Decision making

Note: The rest of the core should then be infused into the task



# Infuse...

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- 2. Knowledge: As presented by the learning area(s) / subjects / strand / sub-strand**
- a) Integrate different strands in a learning area
  - b) Integrate different learning areas

# Infuse..

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- ## Pertinent and Contemporary Issues

- Citizenship
- Health Education
- Life Skills and Values Education
- Education for Sustainable Development (ESD)
- Learner Support programmes
- Community Service learning
- Parental Empowerment and Engagement

# GROUP ACTIVITY

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1. In groups of 4 participants, use the designs to **develop an authentic task** from a learning area of your choice. Exchange your task with another group for validation using the checklist provided.
2. After validation by the other group, present your final task to the other participants

# SUBJECT: ENGLISH GRADE 7 p.g 31

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**STRAND: 3.5** Writing

**SUB-STRAND: 3.5.1** Writing Narrative Paragraph.

**Assessment model:** Scenario Based

3.5 Writing

3.5.1 Writing Narrative Paragraphs (1 lesson)

## **Specific Learning Outcomes**

By the end of the sub strand, the learner should be able to:

- a) identify the parts of a narrative paragraph
- b) compose a narrative paragraph with the appropriate structure.
- c) acknowledge the significance of paragraphing in written communication.

# SAMPLE OF AUTHENTIC TASK FOR ENGLISH GRADE 7

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## Context:

- The teacher narrates a story of a young boy going to school in the morning. The boy stops a vehicle and hikes a lift to the school. Upon getting to the school he narrates his experience in the morning. The teacher then advises the class the dangers of getting help from strangers.



# TASK Cont'd

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## Assessment task:

Learners to:

Imagine of the scenario given above and write **three paragraphs of about 500 words** on what could have happened to the boy if the driver was not a good person.

## Scoring Guide

- i. The teacher to score the learner's based on the standard and the criteria developed.
- ii. The teacher to use the writing rubric to score the learners work.

## Criteria for scoring:

- Teacher to check on how ideas are organized logically, coherently and clearly in paragraphs.
- Use appropriate words and expressions such as similes, metaphors, fixed phrases, phrasal verbs and idioms in written communication.

# GROUP ACTIVITY

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- 1. In groups of 4-10, design an analytic rubric for the writing task given above. ( See the next slide for a writing rubric)*
- 2. Prepare a plenary presentation to showcase the key components of the rubric developed.*
- 3. Give a critique of the task based on the given checklist .*

<b>Criteria</b>	<b>Exceeding Expectation (Level 4)</b>	<b>Meeting Expectation (Level 3)</b>	<b>Approaching Expectation (Level 2)</b>	<b>Below Expectation (Level 1)</b>
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QUESTIONS AND COMMENTS

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THANK YOU

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