

# AN ESSENCE OF AUTHENTIC ASSESSMENT IN HIGHER EDUCATION

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## **Abstract:**

*In teaching and learning process, assessment is one of the important processes where student's academic performances are evaluated to rank or grade them. It makes clear the modified behavior of them through consistent learning. Assessment is a tool or method of obtaining information from tests or evaluation techniques about the achievement or abilities of learners. It shows their knowledge level, skills acquired, attitude set and beliefs gained. Assessment is a process of documenting academic performance of learners at all the levels. It is the systematic basis for making inferences about the learning and development of students. It shows the increased level of modification of behavior through learning. It helps in preparing progress reports of the students. Remedial coaching can also be taken on the basis of assessment. The question arises about authentic assessment through appropriate methods used for the assessment. Because mere degree provided by hasty assessment does not raise productivity of learners, but a quality of right assessment ensuring concrete learning makes learner's development possible.*

*This paper discusses various methods of assessment to be employed in the evaluation process.*

**Keywords:** higher education, Assessment, evaluation.

## ○ **INTRODUCTION:**

The term assessment is a tool to obtain information about the achievement of learners in the form of measured knowledge, skills, attitude and beliefs. In higher education various assessment methods are being implemented. To promote learning, assessment helps teachers to understand their impact of teaching and students learned behavior. Every class represents heterogeneous students with different cognitive development, So different types of assessment methods enables teachers to understand student's level of learning very well. It also helps teachers to understand the extent they have been successful in delivering a productive lecture. In higher education, new ways of learning's have been introduced. So the new methods of assessments are also essential to develop to concretize the evaluation of the new generation learners. Assessment can provide a framework for sharing educational objectives with students and mapping their progress.

## ○ **OBJECTIVES OF THE STUDY:**

1. To highlight the significance of Assessment
2. To discuss various traditional and innovative method of assessment
3. To give view on assessment methods in use from secondary level to higher education level.

## ○ **SCOPE OF THE STUDY:**

Assessment only proves the learning achievements of a learner. Right from the primary education to higher education learners are being assessed by formative as well as summative methods. They are provided degrees on the assessment basis. The need of authentic assessment longs for good quality of students to be prepared for the real world. The fair and authentic assessment makes learner to cope with the real life experiences. It enables to them to apply learning traits wherever they need to. At higher education level there are many assessment methods are in use.

But the question arises if those are only for the grade assigning purpose or really the students are judged according to their level of differences in learning.

○ **RESEARCH METHODOLOGY:**

The information used in this paper is purely based on secondary data collected from books, reports, research papers, theses, articles etc. no part of the paper is based on primary data except the views and opinion of the writer added to the previous knowledge .

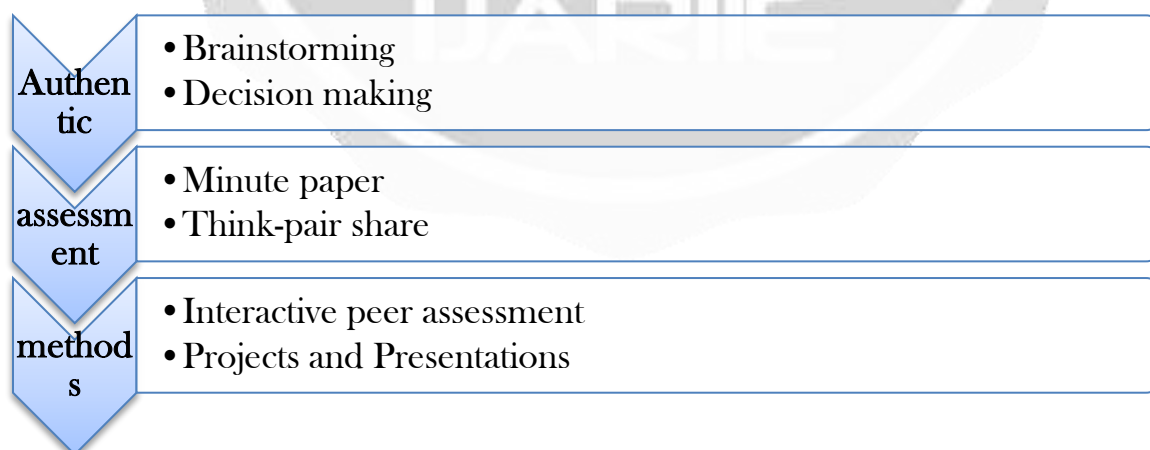
○ **TYPES OF ASSESSMENT:**

1. **Formative assessment** is carried out during the process of learning. The aim for such an assessment is to monitor students learning thorough out and to give feedback. It helps teachers as well to improve their teaching along with improving learning of a student. It helps students understand their strength and weaknesses in a particular subject. Teachers can also understand the situation where a student needs attention and thus can help him out to solve their problem. It takes place in the form of quizzes; oral questioning, draft work or test of taught little part. It is an immediate assessment.
2. **Summative assessment** aims at evaluating students learning at the end of an instructional unit against some standard benchmarks. It may be taken in the form of a midterm exam, a final project or exam etc. it may be considered as cumulative evaluations used to measure students growth after instruction to determine long term learning goals have been met by the student. It is not immediate assessment
3. **Placement assessment** is used to place students at appropriate point through tests according to prior achievement or personal features. It is a kind of initial assessment conducted for establishing the base line from which learner's growth can be measured.
4. **Diagnostic assessment** deals with whole problems faced by the learners during the learning process. It is a problem solution oriented. if a learner is facing particular problem in learning, this kind assessment helps him to come out of it.
5. **Objective assessment** is an assessment where objective types of questions are asked such as MCQ, True/False, MTP, Give a word etc.

Whereas **Subjective** assessment includes extended response questions and essays enabling students to express their views or thought process or putting things in his words.

6. **Internal** assessment is done by the teachers in- house. It can be biased whereas **external** assessment is done by the governing body and is non-biased.

○ **METHODS OF ASSESSMENT OF A LEARNER:**



❖ **Brainstorming:**

Under this method, students are asked to share their ideas about a particular thing. Most of the time they are asked to form a group and exchange ideas in mild argumentation. This helps them to develop critical thinking and imagination.

❖ **Decision making:**

This is another one of the important method of assessment where students can be asked to take any problem and share in pair for its solution. Other students may be asked to comment on it and if require then to make changes in it. It develops students understanding and integration of thoughts.

❖ **Minute paper:**

Students are asked to write down their learning in a few minutes in points. It is very spontaneous and helps to understand the learning potential and leaning capabilities of learner. Some students may be asked to read it out too. It helps in getting immediate feedback of students and can also be helpful to make them write by thinking in their own words.

❖ **Think –pair share:**

Under this method we can pose a problem to students and ask them to discuss in pairs and even to present it. It develops their critical and creative thinking.

❖ **Interactive peer assessment:**

According to Nicolette, we must give more immediate feedback to students on their work, and further should aim at sharing the responsibility for giving constructive feedback between learners and students themselves.

❖ **Projects and presentation:**

This kind of assessment gives a chance to students to go deeper with knowledge they have acquired and to use or create something new from it. It helps them to express their ideas as well with the presentation of worked project.

○ **AUTHENTIC ASSESSMENT AND ITS ESSENCE:**

It is a form of assessment in which students are asked to perform real world tasks, demonstrating meaningful application of essential knowledge and skills. It is also like performance assessment which demands demonstration of specific skills and competencies which have been mastered by the learners. Authentic assessment is more students-centric and more constructive. It has suggested application of knowledge rather than just to gather it. As it makes real life experience possible, it is also known as direct assessment.

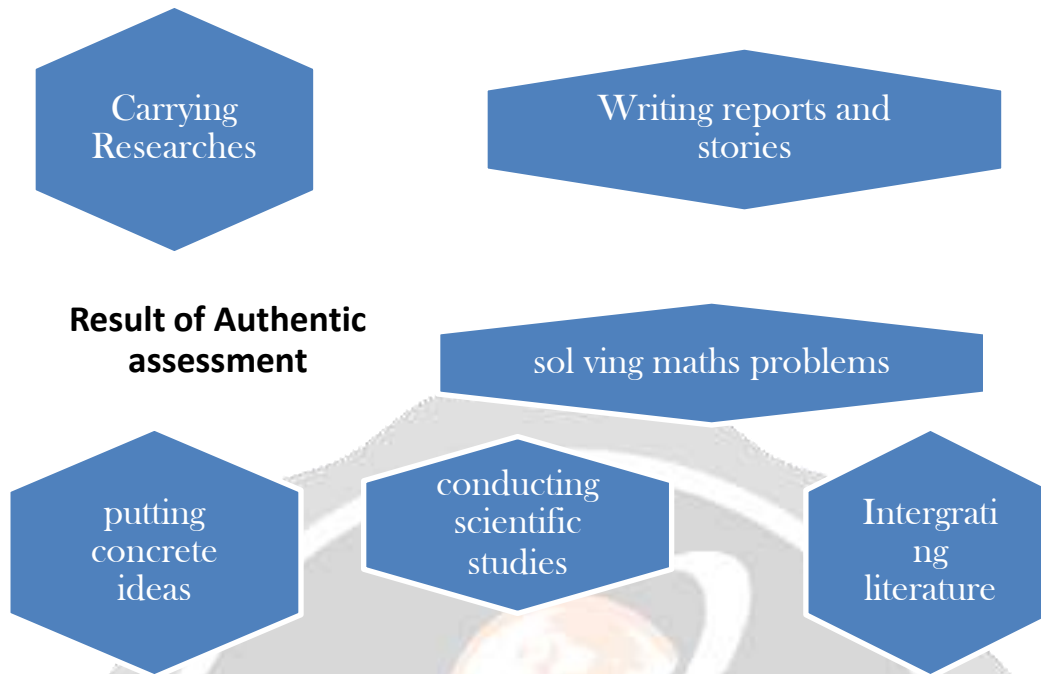
This kind of assessment aims to evaluate student's abilities in 'real-world' contexts. Learners learn how to apply their skill acquired to authentic tasks and projects. It is far from rote learning. But actual creates analytical skills among the students.

Following are characteristics of authentic assessment:

1.	<b><i>Boost constructive nature of learning</i></b>	Authentic assessment helps students not only to retain their gathered knowledge but to comprehend it in more constructive meaning. They must demonstrate it in a right way.
2.	<b><i>Integration of Teaching , learning and assessment</i></b>	In traditional learning, teaching and learning are separated from assessment. But in authentic assessment, all three are integrated to make students draw inferences and apply the same in problem solving.
3.	<b><i>Different paths to demonstrate</i></b>	Authentic assessment enables students to present the same idea in different way and method. They may apply various tools to demonstrate their ideas. Creativity is at core in this method.

○ **AUTHENTIC ASSESSMENT HELPS STUDENTS :**

- To solve mathematical problems in analytical way
- To write own piece of writing
- To interpret the poetries and paragraphs
- To carry researches and scientific studies
- To Putconcrete ideas for real situations.



○ **CONCLUSION:**

With a new student's friendly and sophisticated system of education, assessment methods are too needed to be redefined. In higher education, critical thinking, integrated knowledge, inference drawing kind of skills are to be developed among the students. It is because they have to face real world once move out of the institution. Therefore it is necessary to come up with authentic assessment. It is not a substitute for traditional assessment but an extension or innovation to it. Authentic assessment helps learners to express their learned ideas in much better way. It assures in-depth of understanding among the students. It satisfies the need of contemporary education system.

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