Implementation of Authentic Assessment of Internationally Comparable Learning Outcomes in Degree Programmes

CALOHEA SUBJECT AREA GROUP : TEACHER EDUCATION

Institutional Team
- Ateneo de Manila University (ADMU), Philippines
- Chulalongkorn University (CU), Thailand
- National University of Laos (NUOL), Laos
- Nong Lam University – Ho Chi Minh City (NLU-HCMC), Vietnam
- Prince of Songkla University (PSU), Thailand
- Souphanouvong University (SU), Laos
- Svay Rieng University (SRU), Cambodia
- Universitas Pendidikan Indonesia (UPI), Indonesia
- Universitas Sanata Dharma (SDU), Indonesia
- Universiti Sains Malaysia (USM), Malaysia
- Universiti Teknologi Malaysia (UTM), Malaysia
- University of San Agustin (USA), Philippines
- University of San Carlos (USC), Philippines
- West Visayas State University (WVSU), Philippines
- Yangon University of Education (YUOE), Myanmar

European Team Advisors
- EDIW, Belgium
- University of Groningen, the Netherlands

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On Authentic Assessment (AuA):

It is imperative that teachers are able to assess HOW students are able to UNDERSTAND CONCEPTS and UTILIZE UNDERSTANDING EFFECTIVELY to various situations and address issues.

Authentic Assessment in pre-service teacher training prepare future teachers to be resilient and efficient in facing real world challenges.
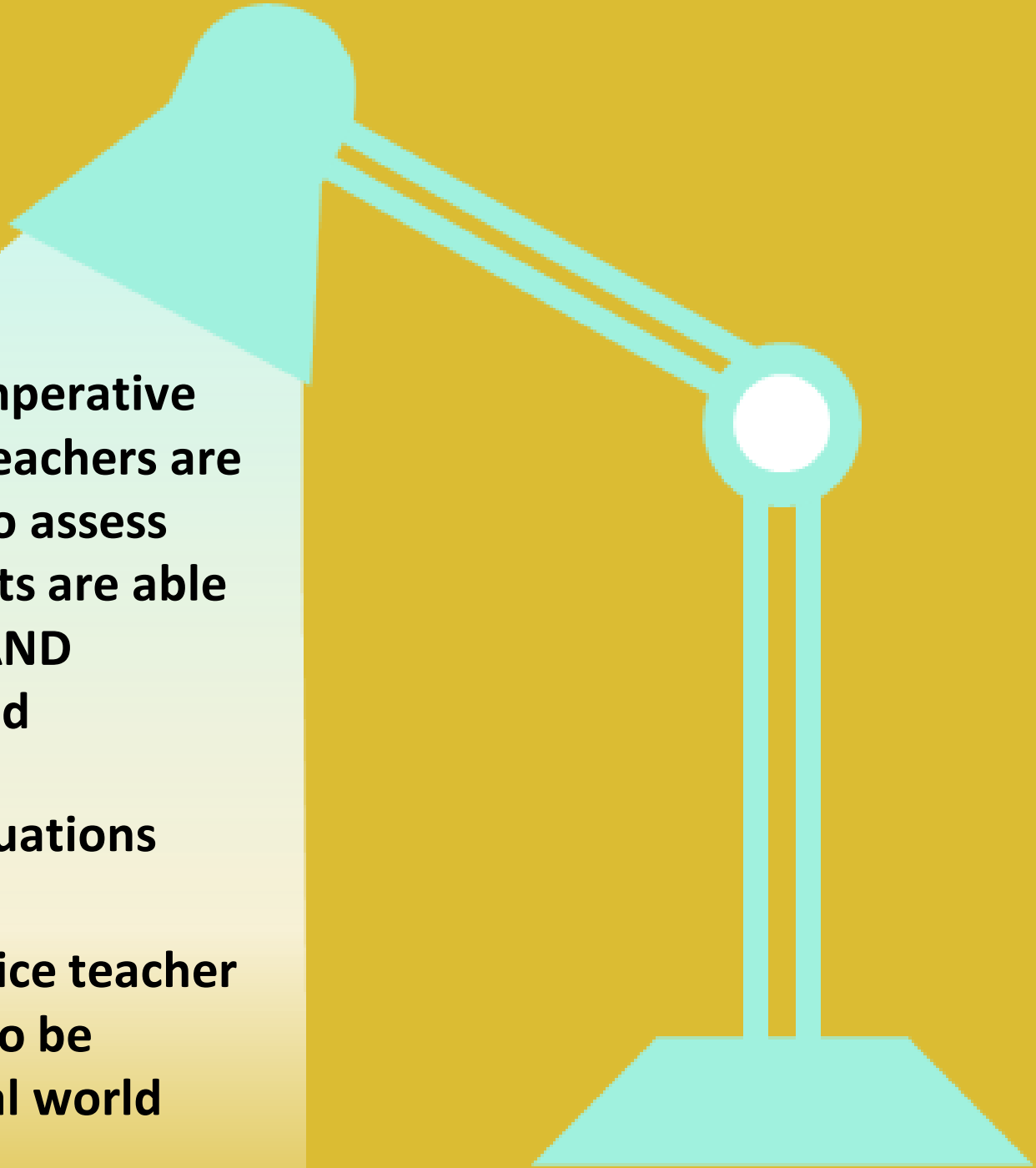
On Authentic Assessment

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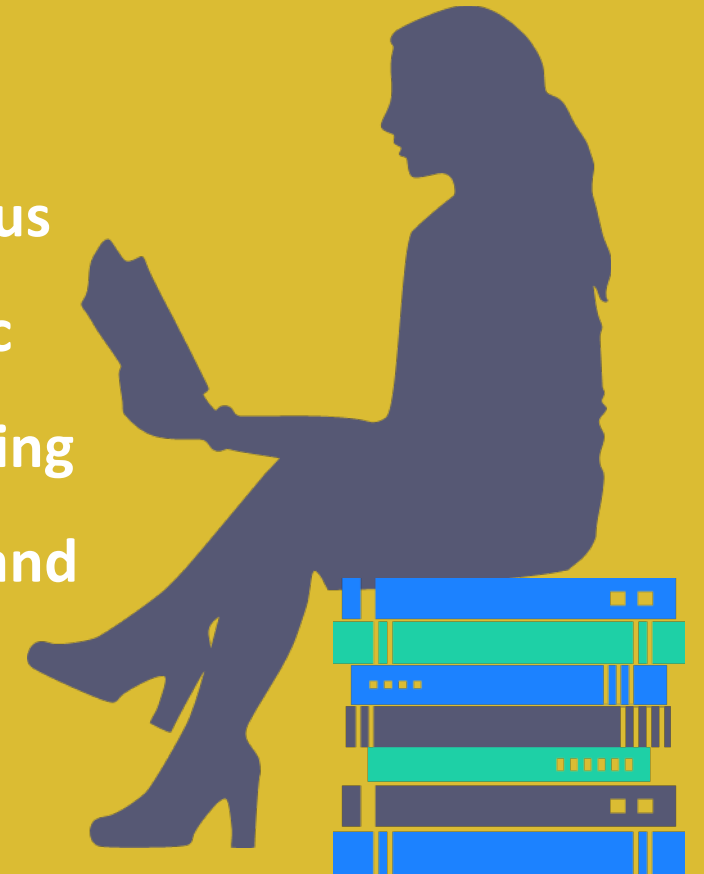
Knowledge mastery, management, and creation
SD1: Diversity of Learners and Inclusivity
SD2: Technology Integration
SD3: Principles and Application of Research

Design, development, implementation, and evaluation of curricular components and processes related to learning, teaching, and assessment
SD1: Design and Development
SD2: Implementation
SD3: Evaluation and Revision

Learner enabling, growth, and holistic development
SD1: Academic Growth
SD2: Personal Growth

Communication
SD1: Social Responsibility
SD2: Networking
SD3: Cultural Sensitivity (Local and National)

Community engagement and social leadership
SD1: Coaching and Mentoring
SD2: Knowledge Sharing
SD3: Volunteerism

Ethics and Professionalism
SD1: Values Formation
SD2: Public Service

Lifelong learning, human formation, and well-being
SD1: Continuous Professional Development
SD2: Global Citizenship
SD3: Human Formation
SD4: Personal and Professional Well-being

This report consists of seven inspirational examples of Authentic Assessment (AuA)

Project-Based Task: Poster Presentation of a Research

Language Program Development and Assessment (LPDA)

Teaching Portfolio Development

Microsite Design for Student-Reference Based on Different Resources

Case-based Learning Approach

Big Books for Meaningful and Fun Learning of Children

Peer-led Micro-Professional Development Sessions

Teacher Education group:

Authentic Assessment Exemplars

Teacher Education group:
Authentic Assessment Exemplars

Dimension 1: **Project-Based Task: Poster Presentation of a Research**
Say Phonekeo (National University of Laos) and Dina Pen (Svay Rieng University)

Dimension 2: **Language Program Development and Assessment (LPDA)**
Sanata Dharma University (Indonesia)

Dimension 3: **Teaching Portfolio Development**
Dr. Hazri Jamil & Dr. Nor Asniza Ishak (Universiti Sains Malaysia) and
Dr. Hamdan Bin Said & Dr. Muhammad Abd Hadi Bunyamin (Universiti Teknologi Malaysia)

Dimension 4: **Designing a Microsite for Student-Reference Based on Different Resources**
Ha Le (Nong Lum Univerity) and Mariter Malonjao (University of San Carlos)

Dimension 5: **Big Books for Meaningful and Fun Learning of Children**
James Pedregosa (University of San Agustin) & Hilda Montano (West Visayas State University)

Dimension 6: **Case-Based Learning Approach**
Warapark Maitreephun (Prince of Songkla University) & Penvara Xupravati (Chulalongkorn University)

Dimension 7: **Peer-led Micro-Professional Development Sessions**
Richard Jugar (University of San Carlos) & Thavone Panmanivong (Souphanouvong University)

Authentic Assessment: **Project-Based Task: Poster Presentation of a Research**

Brief description of the task:
The students understand research concepts, theories, and processes. They require task management skills, time management, leadership skills and collaborative skills. They also require creative skills when designing posters and research.

Authors and Affiliations:
Say Phonekeo *(National University of Laos)* **and Dina Pen** *(Svay Rieng Universities)*

Authentic Assessment: **Project-Based Task: Poster Presentation of a Research**

Rationale of Authenticity:

The students work in groups to define problems under investigation. Then they design data collection tools. After that they collect the data from their target group/participants. Then they analyse the data and prepare the findings. Finally, they do the presentation to the committee members for evaluation. Through this process, students work in groups.

Suitability of the task:

This task is suitable for year three and four. The task depends on the curriculum and course syllabuses of the institution.

Authentic Assessment: **<u>Project-Based Task: Poster Presentation of a Research</u>**

Rubric for poster presentation:

No.	Description	Good	Average	Need improvement
1.	Poster design	Well attracts and clearly informed	Somewhat design can be understood	Hard to get the information or unclear design/not attractive
2	Time management	Can manage the time well	Spend more or less than 5% to 10 % of the time set	Spend longer or much shorter than time set
3	Content delivery	Deliver good content with eye-contact and confidence. Good grammar, vocabulary and pronunciation.	Somewhat confident and delivery of the content, and grammar, vocabulary and pronunciation	Not confident and content delivered is not clear. Poor sentence, grammar, vocabulary
4	Q&A	Can response to most questions	Can response to some questions	Can response just a few questions or less

Authentic Assessment: **Language Program Development and Assessment (LPDA)**

Brief description of the task:
Students are to develop semester and annual English learning programs for schools. The task include writing lesson (learning interaction) plans along with its accompanying instructional materials, media, students' worksheets, and assessment instruments based on the current English syllabus or curriculum.

Authors and Affiliations:
Sanata Dharma University (Indonesia)

Authentic Assessment: **Language Program Development and Assessment (LPDA)**

Rationale of Authenticity:

The tasks require the students to perform what they will do in real teaching e.g. designing syllabi, a lesson plan along with its accompanying instructional materials, media, students' worksheets, and assessment instruments. Moreover, the tasks are assessed by involving different voices (peers and lecturer) and angles/ perspectives while integrating the skills of TPACK (Technological, Pedagogical, Content Knowledge).

Authentic Assessment: **Language Program Development and Assessment (LPDA)**

Suitability of the task:
The tasks have been implemented in the English Education Study Program, Sanata Dharma University, in the course called Language Program Development and Assessment (LPDA). The tasks are suited to the prevailing curriculum design ("Freedom of Learning" Curriculum) which is relevant to the institution's vision and mission and integrated into the recommended regulation from the Ministry of Education (e.g. problem and project-based learning).

Authentic Assessment: **Language Program Development and Assessment (LPDA)**

Sample photos:
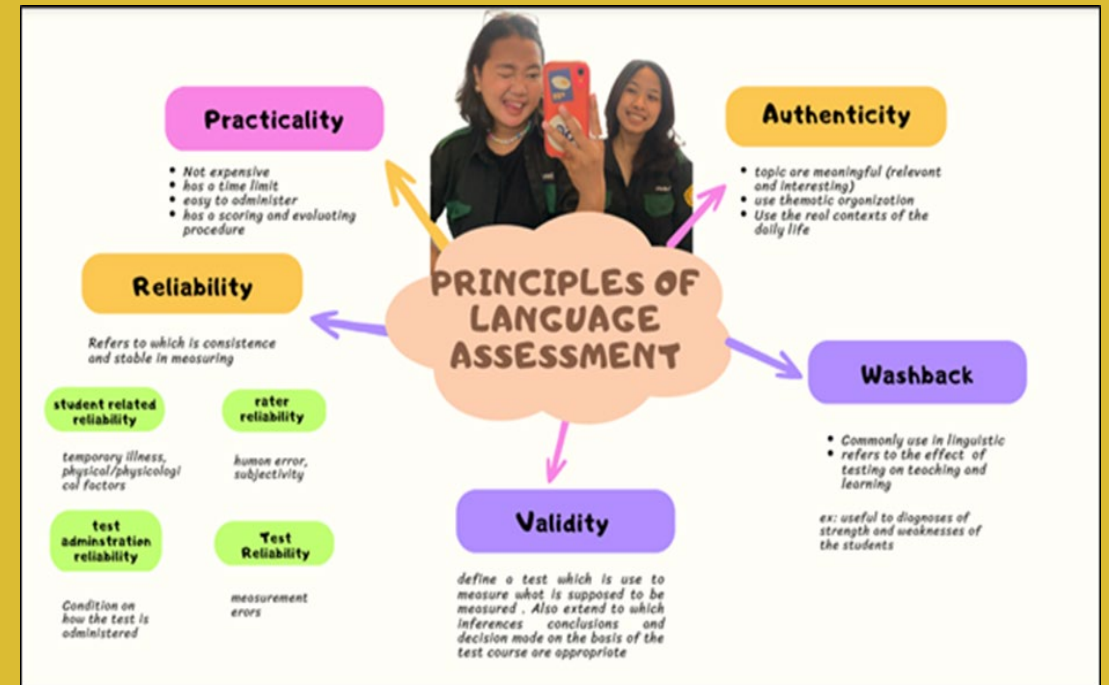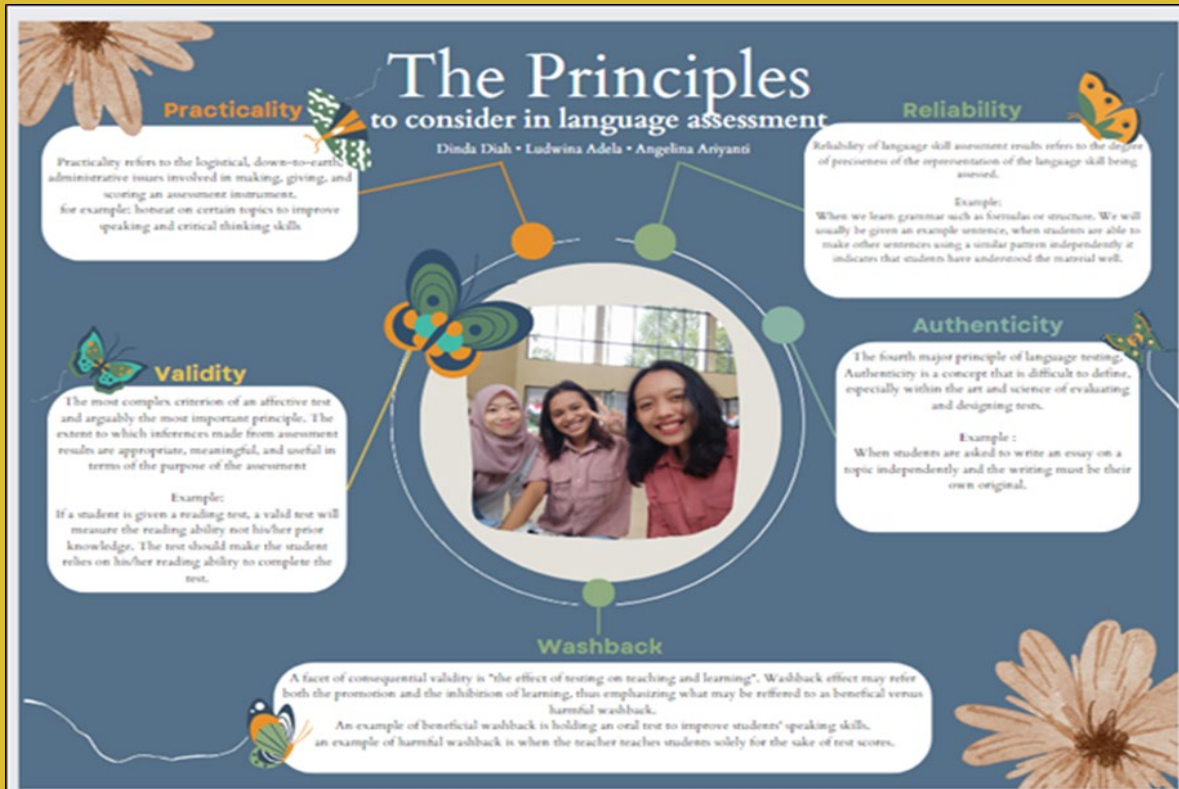
Authentic Assessment: **Teaching Portfolio Development**

Brief description of the task:
Students design comprehensive lesson plans, craft tailored classroom materials, devise suitable assessment techniques aligned with the intended learning outcomes. Additionally, they will demonstrate effective teaching methodologies, share reflective insights on their teaching experiences, and compile a robust teaching portfolio encompassing their pedagogical processes. Collaborative engagement with peers will be essential in refining and innovating teaching models for their lessons. Moreover, students are expected to adeptly apply theoretical teaching methodologies into practical, real-world classroom settings.

Authors and Affiliations:
Dr. Hazri Jamil & Dr. Nor Asniza Ishak *(Universiti Sains Malaysia)* **and**

Dr. Hamdan Bin Said & Dr. Muhammad Abd Hadi Bunyamin
(Universiti Teknologi Malaysia)

Authentic Assessment: **Teaching Portfolio Development**

Rationale of Authenticity:

The authenticity of assessment via Teaching Portfolio Development lies in its reflection of real-world teaching scenarios. It provides a holistic view of a teacher's abilities, encompassing planning, execution, adaptation, and reflection consisting of the multifaceted nature of teaching. This approach encourages pre-service teachers to demonstrate their skills, knowledge, and growth authentically, aligning with the complexities and demands of the teaching profession. Moreover, it allows for personalized and reflective learning experiences, fostering a deeper understanding of teaching practices and promoting continuous improvement based on real feedback and self-assessment.

Suitability of the task:

Universities, colleges, and Teacher Education programs incorporate portfolio assessments based on their curriculum, context, system, and problem to be addressed.

Dimension 3: Learner Enabling, Growth, and Holistic Development

Authentic Assessment: **Teaching Portfolio Development**

Elements included in the AuA Rubric for Teaching Portfolio Development:

HOW?	
✓ **Lesson Planning**	Evaluation of lesson objectives, alignment with curriculum, and creativity in instructional design.
✓ **Instructional Materials:**	Assessment of diverse, relevant, and engaging materials supporting teaching and learning outcomes.
✓ **Teaching Delivery**	Analysis of effective communication, classroom management, and adaptability to student needs.
✓ **Assessment Techniques**	Review of varied assessment methods catering to different learning styles.
✓ **Reflection**	Examination of reflective practices showcasing self-awareness and growth.
WHO?	The process involves faculty or peers assessing portfolios using the rubric after students' portfolio presentations.
WHEN?	This assessment occurs at a predetermined time, allowing for comprehensive feedback on various aspects of teaching, aiding students in refining their portfolios for continuous improvement.

Dimension 4: Communication

Authentic Assessment: **Designing a Microsite for Student-Reference Based on Different Resources**

Brief description of the task:
In the course Technology in Teaching, students are to design a microsite for reference resources. This is an authentic task that can be applied to their later teaching. The task is an application of what they know about IT and what they are able to gather from other resources. They design games, make videos and provide or tailor other appropriate learning materials. By this way, the students apply technology and digital literacy to developing a reference microsite, as another channel of communication.

Authors and Affiliations:
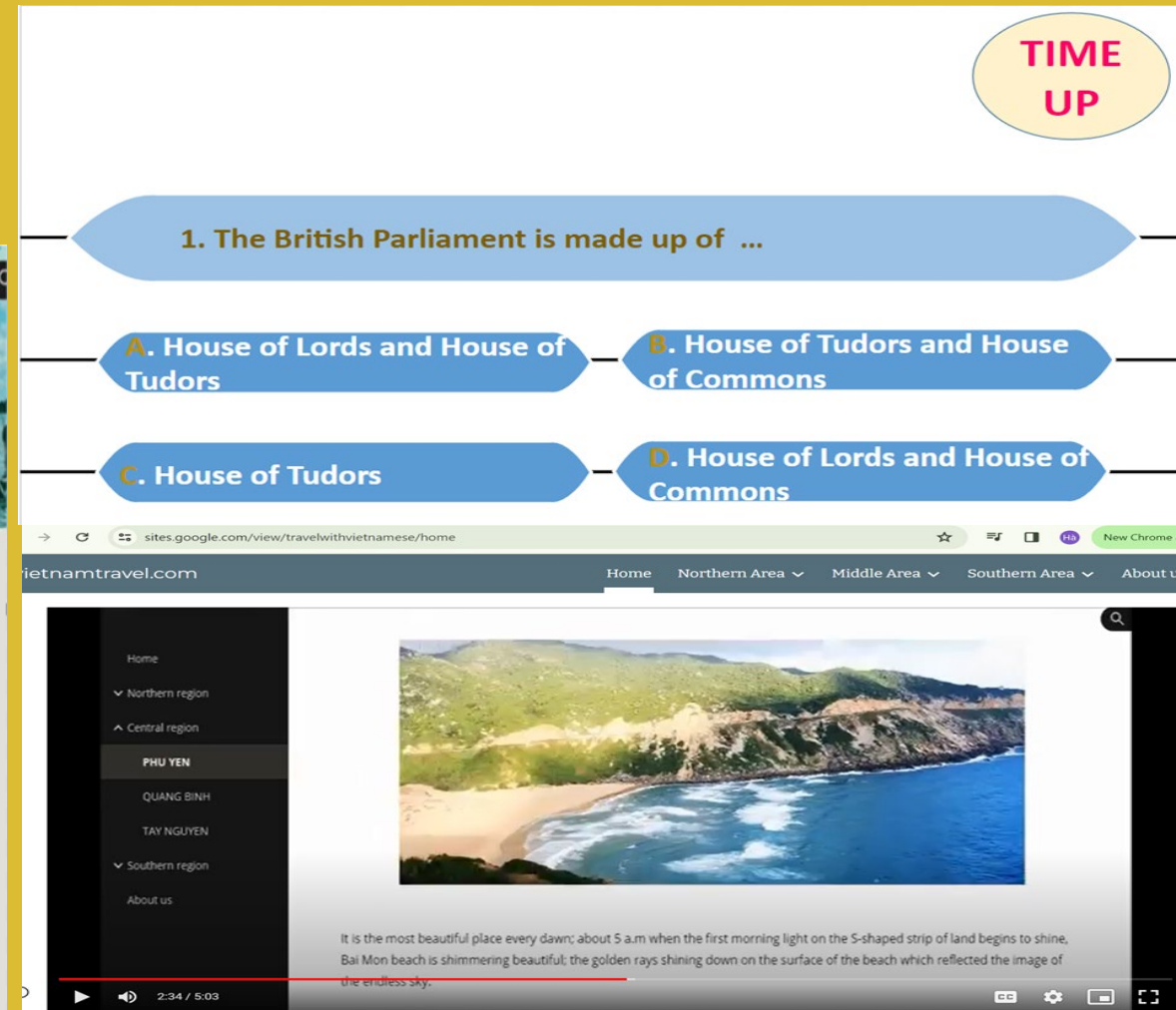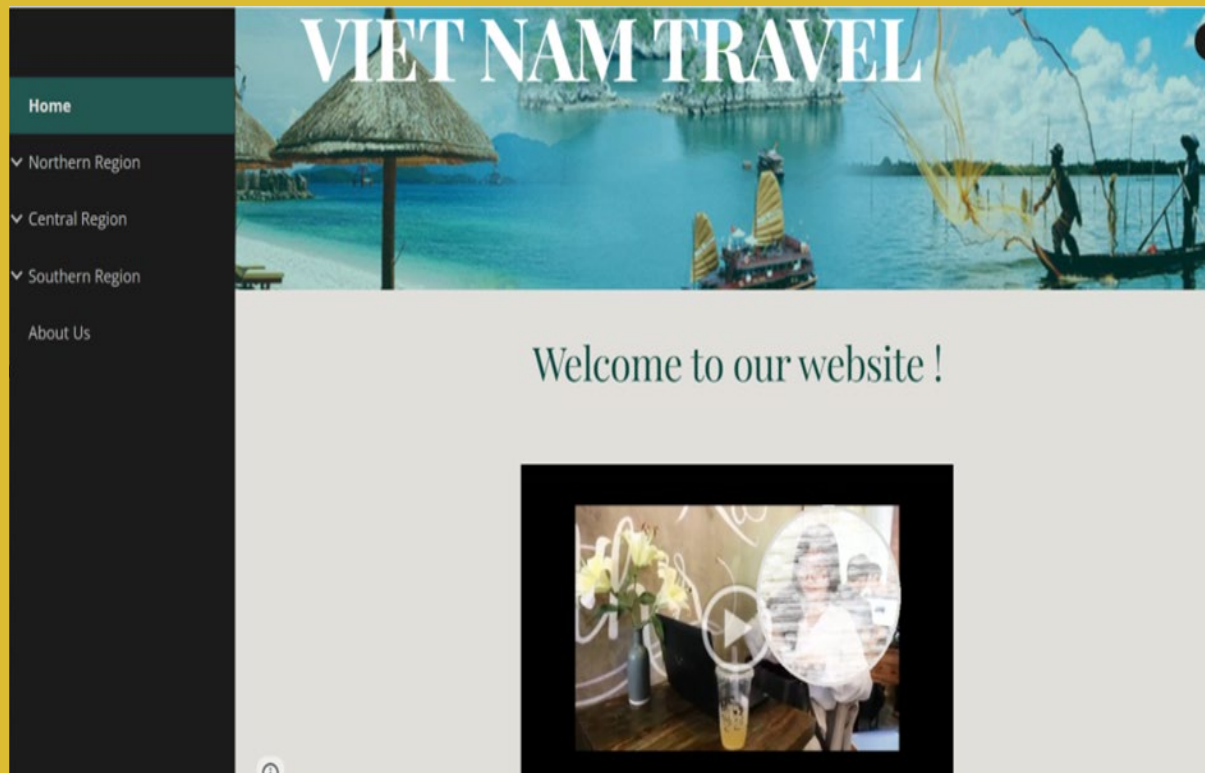**Ha Le (Nong Lum Univerity) and Mariter T. Malonjao (University of San Carlos)**

Dimension 4: Communication

Authentic Assessment: **Designing a Microsite for Student-Reference Based on Different Resources.**

Photos of Student Outputs :

Dimension 4: Communication

Authentic Assessment: **Designing a Microsite for Student-Reference Based on Different Resources.**

Rubric/ Scoring Guide:

CRITERIA	DESCRIPTIONS	POINTS	ASSESSORS
CONTENT	The website contains accurate and relevant information for students to learn English	10	Peers & Teacher
	The website is well-organized and easy to navigate.	10	
	The website includes a variety of resources, such as articles, videos, interactive activities, & games.	10	
DESIGN	The website has a visually appealing and engaging design.	10	Peers & Teacher
	The website is easy to read and use, with clear fonts and headings.	10	
FUNCTIONALITY	All of the links on the website work properly, mobile-friendly	10	Peers & Teacher
	The website loads quickly and without any errors.	10	
INDIVIDUAL REFLECTION	The student's reflection is thoughtful and well-written.	10	Self – assessment & Teacher
	The student reflects on their own experience and learning in designing the website.	10	
	The student identifies areas where they could improve their website or their own skills.	10	

Authentic Assessment: **Big Books for Meaningful and Fun Learning of Children**

Brief description of the task:
This authentic assessment showcases the students' awareness of contexts and cultures enabling them to respond to the actual needs of the community and effectively manage resources and diversity. The development of big books is intended for children in the early years that come from diverse cultures and settings. These big books contain local songs, rhymes, poems, and stories originally written in the mother tongue and contextualized to the culture of the place and the target audience. Big books are magnified or enlarged versions with illustrations that are visually appealing. Enlarged texts allow the children to see and react to the words and pictures on the page as the material is being read. They can be used as a tool for early reading instruction. Since the big books contain materials in the mother tongue, these can contribute to the learning of concepts in the early years and support reading literacy for meaning and enjoyment. Manipulatives can also be added to engage the tactile sense of the learners.

Authors and Affiliations:
James Pedregosa *(University of San Agustin)* **and Hilda Montano** *(West Visayas State University)*

Authentic Assessment: **Big Books for Meaningful and Fun Learning of Children**

Rubric/ Scoring Guide:

STORYTELLING RUBRICS

Members: _____ Section_____ Date_____

Criteria	Exemplary	Accomplished	Developing	Beginning
Promotes a Positive Trait _____	✦ Promotes a positive trait well; has obviously practiced telling the story; speaks with confidence (20)	✦ Promotes a positive trait pretty well; some practice; fairly confident (15)	✦ A positive trait was not developed very well; has not practiced; appears uncomfortable (10)	✦ A positive trait is not evident in the story (5)
Voice _____	✦ Always speaks loudly, slowly, and clearly; has two distinct voices ✦ Correct pronunciation; explains unfamiliar words (10)	✦ Usually speaks loudly, slowly, and clearly; has two distinct voices ✦ Correct pronunciation; does not explain unfamiliar words (8)	✦ May speak too softly or too rapidly; mumbles occasionally; has one distinct voice ✦ Incorrect pronunciation of some words; does not explain unfamiliar words (6)	✦ Speaks too softly or too rapidly; mumbles; has one distinct voice ✦ Incorrect pronunciation; does not know what unfamiliar words mean (4)
Audience Contact _____	✦ The storyteller looks at the audience; involves them with questions; and an interesting narrative that holds the reader's attention (15)	✦ The storyteller looks at a few people in the audience; involves only a few with questions; an interesting narrative that holds the reader's attention (12)	✦ Story told to only one to two people in the audience; little audience involvement and an uninteresting narrative that does not hold the reader's attention (8)	✦ The storyteller does not look at the audience; no attempt to involve the audience with questions; an uninteresting narrative that does not hold the reader's attention at all (6)
Appearance of Book _____	✦ A front and back cover and a title/credit page ✦ A title page with the title of the story, moral, appropriate grade level, and the author/illustrator's name(s)	✦ A front and back cover page ✦ A title page with the title of the story, moral, appropriate grade level ✦ Text and graphics which are either drawn by hand or computer-generated	✦ Missing a front and/or back cover and a title/credit page ✦ Missing a title page with the title of the story, moral, appropriate grade level, and/or the author/illustrator's name(s)	✦ Missing a front and back cover and a title/credit page ✦ Missing a title page with the title of the story, moral, appropriate grade level, and the author/illustrator's name(s)

Dimension 6: Ethics and Professionalism

Authentic Assessment: **<u>Case-Based Learning Approach</u>**

Brief description of the task:
Using case study is an instructional method that involves the exploration and analysis of real-life scenarios or cases. By working on cases, students can see how concepts and principles are relevant in practical scenarios, enhancing their understanding and ability to apply knowledge. Since the cases are selected from the real situation that happened or crafted from the possibility that the situations might happen, it will encourage students to analyse the situation, identify key issues, and develop solutions. This helps in the development of analytical skills that are valuable in professional settings. The cases also provide a context for learning, helping students to see the interconnectedness of different concepts. Understanding how various factors contribute to a situation fosters a holistic understanding of the subject matter. So, case-based learning will help prepare students for the challenges they may face in their future professions. It simulates the types of problem-solving and decision-making scenarios that they are likely to encounter in their careers. The cases or scenarios can be different based on areas and country contexts. Teachers can collect the authentic case studies from news sources or various forms of media to formulate scenarios, thereby enhancing the task relevance to real-life situations.

Authors and Affiliations:

Warapark Maitreephun (Prince of Songkla University) & Penvara Xupravati (Chulalongkorn University)

Dimension 6: Ethics and Professionalism

Authentic Assessment: **Case-Based Learning Approach**

Rubric or Scoring Guide:

Criteria	Assessor(s)	Description
Understanding of the case	Teachers	Students demonstrate an exceptional understanding of the cases, such as key actors, information, problems, contexts.
Critical thinking and Analysis	Teachers	Students applies the knowledge (Ethical and professional standards) to critically analyse the problems and consequences.
Collaboration and Communication	Students	Students collaborates effectively with peers and communicates ideas clearly in the respective ways to diversity the group.
Participation in Discussions	Teachers and Students	Students constructively and actively participates in the discussion and contributes to the group dialogue.
Solution proposal	Teachers and Students	Proposes well-reasoned solutions with strong connection between the case analysis and the ethical and professional standards including moral standards.
Overall presentation	Teachers and Students	Presents a highly organised case analysis and solutions by actively engaging with participants in the classrooms.

Authentic Assessment: **Peer-led Micro-Professional Development Sessions**

Brief description of the task:

This assessment focuses on personal and professional updating that allows the identification of one's personal and professional needs and the available tools and resources to ensure that they become productive members of the teaching community. This activity implemented in one of the universities in the Philippines and of similar nature were also tried in Laos specifically for undergraduate students in their third or final year. As future teachers, it is important that teacher education students can identify their professional needs as well as the avenues and resources that are available for them. Further, teachers who become leaders in their circles will also need the skills and competence to proactively identify the professional needs of those under their care such as colleagues and other staff. This assessment simulates the actual dynamics of in-service teaching where students as practicing teaching teachers in the field group together to discuss their professional needs and collectively decide on a specific set of teaching training of professional development activities that can help them address their identified needs.

Authors and Affiliations:

Richard Jugar (University of San Carlos) & Thavone Panmanivong (Souphanouvong University)

Authentic Assessment: **Peer-led Micro-Professional Development Sessions**

Scoring Guide:

Each group of assessors are provided with a specific set of rubric to perform their assessment. In the original activity, the focus of each of the rubric provided is enumerated below. In the adaptation of this activity, the teacher of the course may decide on which particular aspect he or she would like to give more focus or emphasis and consequently reflect this on the guidelines and rubrics that will be provided to the three different sets of assessors.

       Peer Assessment – rubric focused on individual and group contribution and performance

       Teacher Assessment – rubric focused on the alignment of the objectives of the program to its plan and actual implementation including results (e.g. reflections)

       Validators Assessment – validation matrix from ideally three external experts to comment on the content and overall structure of the program

THE TEACHER EDUCATION GROUP