

Traditional vs Authentic assessment

Traditional Assessment

- Input based – recall of content – tests and exams
- Tests knowledge
- Norm referenced - compares one learner's performance against the other learners
- Summative – sums up learner's performance in numbers at the end of an educational process – can be expressed in % or in words on reports to determine if learner can proceed to next section.

Standardised testing

- **Standardised assessments** use standardised, norm-referenced testing devices to measure aspects such as intelligence, perceptual processing, personality, and emotional characteristics.
- Standardised assessment means that the tests were applied to a large number of learners for the purpose of obtaining an average score for different age groups.
- **Tables** were then drawn up to show the above average learners, the average learners and the below average learners.
- These assessments were inclined to be **rigid, formal** and **norm-referenced**.



Traditional assessments

- input-based, norm-referenced and summative
- focus on tests and examinations
- prioritises content recall
- check learners recall the input by educators and textbooks
- rigid and formal
- summative purpose
- occurs at the end of the educational process
- **Does not**
 - ❖ assess learners in terms of their skills knowledge, values, attitudes

Standardised assessment :-

- ❖ intelligence, perceptual processing, personality, and emotional characteristics.
- ❖ compared with the norms or averages for their age groups (above, below or average).

Criticisms of Traditional Assessment

- Focus on identifying and classifying learners leading to labeling without providing information on support.
- Bias and discrimination – language and culture not appropriate as developed for other populations.
- Validity - accuracy with which it measures what it sets out to measure
- Reliability - degree of consistency that it measures what it says it measures.
- Can be misused - mistakes affect a child's future
- Shortage of specialists

Authentic Assessment



- Continuous and ongoing
- Sensitive to change – informs support process as teaching and learning can be adapted to learner's needs
- Outcomes-based – decide what you want to assess then choose how to assess
- Criterion- referenced - learner's performance measured against external criteria
- Formative – it forms and shapes learning by summarising/describing what a learner can do.

Traditional vs Authentic Assessment

2 poles at opposite ends of a continuum

Although assessment should be authentic we do use some elements of traditional assessment e.g. formal tests and exams



Theory of Assessment

- Assess to plan learning support
- Ongoing - daily
- Assessment tools must be readily available
- Based on learner's curriculum
- Must be relevant for appropriate educational decisions to be made
- Must be flexible and dynamic to measure learners potential to learn
- Early identification important
- Gather as much information about barrier and learner as possible.

EDUCATIONAL ASSESSMENTS

Should be multi-dimensional or systemic in nature, located within the framework of barriers at the individual (learner and educator), curriculum, institution, family community and social contextual levels. The educator/school, learner and his/her parents must lead the assessment process

Guidelines for Full-service/Inclusive Schools (2010) DBE

EDUCATIONAL ASSESSMENTS

- Should benefit the learners
- Should be tailored to suit the needs of each child, family and community
- Parents should be a valued source of assessment information and equal partners in the assessment process, sharing results and design interventions
- Learners prior experiences and achievements should be included and celebrated
- Should be guided by the principle of respect for all concerned
- Should be clear and open
- Should be appropriate and relevant to the realities and context of the learner
- Should be fair, bias-free, and sensitive to gender, race cultural background and abilities
- Should identify barriers to learning with the purpose of identifying support needs
- Should be a continuous process that is built into the learning and teaching process
- SBST and DBST to work closely together

Some Principles of Assessment

Assessment should be:

- Authentic, continuous, multi-dimensional, varied and balanced
- Take diversity into account
- Use various assessment strategies
- Accurate, objective, valid, fair, manageable & time efficient
- Bias free & sensitive to gender, race, culture



Principles relevant to Assessment

- Learner should be seen as a totality not as a “learner with difficulties”
- Must be able to inform effective teaching and learning
- Assessment should identify types of support needed
- Parents/caregivers should be involved
- Use differentiated strategies
- Standardized tests used sparingly
- Do not over test

SIAS Document



The SIAS policy is designed to manage and support teaching and learning processes which *affect learners within the system.*

It offers guidelines on how to screen, identify, assess and support learners who experience barriers to learning, including those with disabilities, and thereby improve the teaching and learning environment for maximum participation by all learners (SIAS, 2008:8).

SIAS contd.

Assessment plays a vital role:

- Identifies areas of need
- Refines teaching process
- Provides starting point for lesson planning
- Indicates where support intervention required
- Indicates explicit instruction, re-teaching or revision
- Indicates if further assessment necessary.

SIAS document process:

Screening:

- Beginning of process
- Detailed observation and note taking
- Construct holistic picture
- Alerts teacher to learners requiring more in-depth assessment.



SIAS contd.

Identification:

- Early identification is important
- Collaborative process
- Gather information
- Identify support needs
- Review teaching, classroom practices, school
- Identify community resources

SIAS contd.

Assessment:

- Collection of different data over time
- Continuous process that requires reflection and interpretation
- Analysis of data = understand barrier
- Indicates strengths and weaknesses
- Results depend on purpose → support
- Should not limit potential nor categorize a disability



SIAS contd.

Support:

- Referred to SBST / ILST / DBST
- Design support program
- Requires team effort
- Not focused on deficits of learner
- Aim = reduce intensity of support needed
- Independence of learner



SIAS contd.

Role players:

- Educators
- Parents/caregivers
- SBST
- DBST
- Other professionals

