

# [Authentic assessment: five appropriate uses for authentic assessment in the class...](https://assignbuster.com/authentic-assessment-five-appropriate-uses-for-authentic-assessment-in-the-classroom/)

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Authentic Assessment Authentic assessment Authentic assessment is a structure, which asks to perform tasks that are real and demonstrate applications that are meaningful to skills and knowledge which are entirely essential. According to Grant Wiggins, he defines authentic assessment as an engagement in worthy issues or problems that are important. The students have to use their knowledge in a manner whereby they use their performances creatively and successfully. The questions may be from the problems that faced by adult citizens or professions in a particular field. It is usually a task given to students to perform and their skills, knowledge and performance are evaluated after the task.   
Authentic assessment is used in the classroom to ensure that the students have an understanding of the constructive theories they have learnt in class and whether they can actually understand them (Wiggins & McTighe (2005). Secondly, it ensures student motivation, higher ordered skills of learning and engagement as well as combine with teaching skills. This ensures that the students have a clear definition of the tasks that are ahead of them.   
Thirdly, it helps with the development of students in the classroom because the students are able to focus on the student’s mushrooming ability to understand the subject matter. These may be done by ensuring that the students probe into their books to access more information. Authentic assessment can also be used in the classroom by using the connections of existent life skills since life is complex and is full of complex problems that need to be solved and with that the students in a classroom setup are able to use them and gain more confidence in their class work. Finally, authentic assessment in a classroom is used to ensure that all students undertaking the task have an understanding of the subject matter. In addition, with that a teacher may know the weaknesses of the students in his classroom.   
References   
Wiggins, G. P., & McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development